

HISTORY ALIVE! : THE QUEST TOWARDS UNDERSTANDING WORLD HISTORY

by

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ABSTRACT

In this case study of a 10th grade college preparatory classroom using the *History Alive!* curriculum, students' levels of historical understanding were examined with a special focus on the use of visuals and their role in historical understanding. Using the Protestant Reformation as the unit of study, a class of 23 college preparatory students participated in a study which used engaging activities that aided students' historical knowledge through the use of visuals and active involvement. A trained "*History Alive!*" teacher carried out a prescribed activity using two activities provided by the Teachers' Curriculum Institute, creator of the History Alive! curriculum. Data collected through videotaping, response cards, individual homework assignments, and photo elicitation interviews indicated that visuals enabled historical knowledge rather than historical understanding. Historical knowledge was found to be gained in class and out of class and the size and color impacted understanding of visual elements. Students acquired historical knowledge through active involvement in the *History Alive!* activities, and the teachers' mastery of the material and the *History Alive!* methods produced knowledge or misunderstandings of historical content. This study recommends that the *History Alive!* curriculum be further investigated at different tracking levels, that teachers receive professional development on content and methods to carry out lessons in the *History Alive!* curriculum, and

the Teachers' Curriculum Institute consider visual literacy research when choosing visuals for their curriculum.

INDEX WORDS: History alive, Historical understanding, Knowledge, Curriculum, Visuals, Active involvement, Photo elicitation, Teaching strategies, Visual literacy, Misunderstanding

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CHAPTER 1

INTRODUCTION

History has been a debated topic since the 1880s. What to teach and how to teach have been topics of discussion that cause tremendous turmoil. The post-World War II era saw a definition of world history that included “global conflict” (Dunn, 2000, p. 121). During the 1960s and 1970s, historians began to include “all peoples in all times” (Dunn, 2000, p. 122). As the 1990s unfolded and world alliances were changing due to the collapse of Communism, the definition of world history changed once again. This time it included “humanity” (Dunn, 2000, p. 122). Dunn (1989) advocated a

world-scale history [that will] engage the political, social, and economic behavior of people acting in groups (tribes, empires, trading corporations, religious communities, and so on). It will also emphasize many subsurface currents of change, like the effects on society of new technology. . . . (p. 226).

Renewed interest and attention on history education evoked a new focus on national standards. Historians, educators, and the general public debated what history should be taught. Dunn (2000) described three models that guide world history education and compete with one another. He called them the Western Heritage Model, the Different Cultures Model and the Patterns of Change Model. The Western Heritage model was “dedicated to democracy, freedom, and a shared system of cultural communication. . . .” (p. 124). The Different Cultures Model took people from all backgrounds and from all around the world into consideration. This model emerged from the 1960s and 1970s

“humanistic and social scientific disciplines” (Dunn, 2000, p. 125). The Different Cultures Model was all inclusive, especially of women and minorities. The final model Dunn (2000) developed was the Patterns of Change Model which encouraged people to ask questions and seek answers that explained change. Dunn (2000) explained that “social and spatial fields of historical inquiry should be open and fluid, not predetermined by conventionally assumed cultural categories” (p.128). The question as to which of these models should be taught was not an easy one to answer. Teachers have taken from one and modified another. Often the Western Heritage Model was mixed with the Different Cultures Model to teach world history. Political and social pressures resulted in standardized testing which tested “unstable blend” knowledge from both the Western Heritage and Different Cultures Models (Dunn, 2000, p. 131). Political and social pressures, passed down to the local schools, manifested themselves in a new era of accountability.

By 2001, Georgia’s state departments of education created evaluations to demonstrate and document student achievement in core curriculum classes. Students were expected to pass standardized tests in content not covered under Title I of the No Child Left Behind Act; including world history (United States Department of Education, n.d.). World History was a mandated course that all high school students must take in order to graduate (Ga. Dept. of Education, 1997-98 ; Stearns, 2000). The mandate of teaching World History produced the expectation that students must learn historical concepts and historical knowledge that extends from prehistory to the present. Because history does not stand still, its content grows on a daily basis. In Georgia schools, students must pass a standardized graduation test to show that they have learned state

mandated objectives in geography, political systems, U. S. history, and world history. In addition, school districts may add their own history objectives that must be taught over and above state curriculum objectives, resulting in a larger body of testable historical knowledge.

District level curriculum development committees found it difficult to remove content as they reformed their curricula due to topic favoritism. Teachers became frustrated which led to malcontent because of the enormity of material. Yeager and Davis, Jr. (1995) argued for the importance of depth versus coverage. Yet, given the amount of material and mandated tests, teachers fall into a pattern of coverage versus in-depth study.

It is therefore important to consider curricular models that can provide access to required historical knowledge, ease stress related to testing and coverage, and reinforce historical understanding. One recent curriculum that addressed specific historical content was *History Alive!* This program incorporated visual evidence and placed emphasis on historical understanding. The following paragraphs will describe the *History Alive!* curriculum, historical understanding, and visual literacy.

Teachers' Curriculum Institute (TCI) is an organization that prepares social studies curriculum units resting on three premises: 1) "Students have different learning styles;" 2) "Cooperative interaction increases learning and improves social skills;" and, 3) "All students can learn" (Teachers' Curriculum Institute, 2003, pp. 6-7). Curriculum units focused on elementary social studies which were called *Social Studies Alive!*, middle school geography and high school World/U.S. History which are called *Social Studies Alive!* and *History Alive!* units highlighted an array of activities that served to

enhance learning styles set forth by Gardner (1983). Heterogeneous grouping of students, based on Gardner's (1983) multiple intelligences, form the foundation of each *History Alive!* activity. Additionally, Bruner's (1960) tenet that children learn via self-discovery using a spiraling curriculum in which students "discover such principles of invariance by giving them an opportunity to progress beyond their own primitive mode of thinking through confrontation by concrete data. . ." (p. 42) was evident in these *History Alive!* activities provided by Teachers' Curriculum Institute.

The Teachers' Curriculum Institute employed teachers to develop and pilot activities in their own classrooms. Activities were developed based on the three premises of the Teachers' Curriculum Institute as previously discussed. Individual teachers and school districts bought these activities to implement in history classrooms. Teacher training was conducted by the Teachers' Curriculum Institute which explained the methods and skills necessary for success in the *History Alive!* classroom.

History Alive! activities provided students with an interactive experience that sharpens visual, written, and linguistic skills as they discover history for themselves. Curriculum planners utilized two to three of the six teaching strategies used by *History Alive!* to create activities that teach historical concepts. These six strategies include:

- 1) Interactive Slide Lecture where "students view, touch, interpret, and act out historic images that are projected onto a large screen in front of the classroom;"
- 2) Social Studies Skill Builders where "students work in pairs to complete fast-paced, skill-oriented tasks such as mapping, categorizing, interpreting political cartoons, graphing, identifying perspectives, and analyzing primary sources;"
- 3) Experiential Exercises where students "re-create historical situation" and "react as if they were individuals of the time;"

4) Writing for Understanding where students are given opportunities to write purposeful assignments such as “dialogues, poems, stories, newspaper eulogies, speeches, letters, oral histories, songs and journal entries;” 5) Response Groups where students “receive historical information, view compelling images, read primary sources, or listen to music, and then discuss provocative questions about the material both in small groups and whole-class group discussions;” and, 6) Problem Solving Groupwork where students work in small groups on “challenging projects, such as preparing a dramatization of some aspect of history or drawing a visual metaphor to represent a historical period” (Teachers’ Curriculum Institute, 1999, pp.12, 16, 20, 24, 28).

Generally, teachers chose to attend either an introductory level or level one training workshop to understand how to implement each strategy provided by Teachers’ Curriculum Institute. Level one training was titled Learning Essential *History Alive!* Strategies and Level two training was titled Refining Your *History Alive!* Teaching Skills. A final training phase, available for those who wanted to become a *History Alive!* coach, provided more insight into *History Alive!* methodology. The Teachers’ Curriculum Institute hired teachers throughout the United States to train others to use their program. Trainers must have used the *History Alive!* program at least 75% of the time in their own history class before they would be hired to train others. While *History Alive!* is used widely in the United States, research is limited on the *History Alive!* program. Since *History Alive!* integrates historical thinking in its program, it is vital to investigate the effectiveness of the program in teaching for historical understanding.

Historical Understanding

Research on historical understanding began in Britain in the 1970s and crossed the Atlantic in the 1980s. Voss, Wiley, and Kennet (1998), Quinlan (1999), and Leinhardt, Stainton, and Virji (1994) stated that historical thinking was at the heart of historical understanding. “Most psychologists would probably agree that the term ‘understanding’ implies not only knowledge of a given object, issue, event, or person but also knowledge of components, causes, or underlying operations that pertain to the issue in question” (Voss & Wiley, 2000, p. 376). Understanding requires deeper processing rather than a “simplistic” presentation of historical knowledge (Boix-Mansilla, 2000, p. 391; Voss & Wiley, 2000).

Achievement of historical thinking and understanding has recently become a focus of educational researchers. Barton (2002); Boix-Mansilla (2000); Boix-Mansilla and Gardner (1998); Harnett (1993); Hetland, Hammerness, Unger, and Gray-Wilson (1998); McDiarmid (1994); Stevenson (1990); Voss and Wiley (2000); Voss, Wiley and Kennet (1998) argued that to achieve historical understanding some level of active involvement is required. Once students invested a commitment to learning, they could revise their knowledge constructs with new information and apply this knowledge to present day situations to achieve deep historical understanding (Barton, 2001; Wineburg, 1991; Wineburg & Fournier, 1994).

Early research on historical understanding focused on elementary age students. Barton (2002), Boix-Mansilla (2000), Harnett (1993), Hoge and Foster (2001), and Lee and Ashby (2000) examined historical understanding as students age and found that students are able to acquire historical understanding at levels commensurate with their

age. Barton (2002), (2001), Barton and Levstik (1996), Hoge and Foster (2001) focused on sequencing and chronology at the elementary and middle school levels, and found that students can perform chronological tasks based on their own experiences and the use of chronology should be limited to students below fifth grade. Lee and Ashby (2000), Dickenson and Lee (1980), and Harnett (1993) looked beyond mere sequencing and chronology by investigating historical thinking in elementary and middle school students, while maintaining an eye for changes across age groups and developing historical understanding. They found that students' historical conceptions developed at different times, students' views of the role of historian changed as students matured, and maturity brought critical thinking to the classroom.

Boix-Mansilla and Gardner's (1998) research at the secondary level focused on facets of historical understanding such as causation, change over time, comparisons, and sourcing. They developed four dimensions of historical understanding defined as knowledge, methods, purposes, and forms. The research of Hammerness, Jaramillo, Unger and Gray-Wilson (1998) investigated how students achieved deeper understandings while Hetland, Hammerness, Unger, and Gray-Wilson (1998) investigated what historical understanding looks like in the classroom. Their findings indicated that the dimensions that they developed within historical understanding were highly associated and that understanding shows itself in fragments. Shemilt (1980) investigated the characteristics that might influence historical understanding and found that teacher involvement, among other factors, influenced understanding. Finally, at the secondary level, Wineburg (2000) found levels of understanding varied depending on the modern context in which students found themselves.

College level research by McDiarmid (1994), Stearns (2000), and Voss, Wiley, and Kennet (1998) argued that it takes time and practice for historical understandings to develop, and methods utilized in classrooms needed to encourage historical understanding. Scholars argued that pre-service teachers' historical knowledge and methods were limited. This limited view of historical thinking and understanding seeped into the classroom once they became teachers, unless these skills were taught and experienced at the college level (Gillaspie & Davis, 1997-98; Quinlan, 1999; Wineburg & Fournier, 1994; Yeager & Wilson, 1997).

Methods typically assigned to the field of historical inquiry such as interpretation, bias, point of view, and analysis enabled historical understanding. For the purpose of the discussion on historical understanding, investigation centers on beliefs towards and/or the use of historical thinking and analysis as it contributes towards lasting knowledge and understanding (Epstein, 1994; McDiarmid, 1994; Stearns, 2000; Wineburg, 1991; Wineburg & Fournier, 1994; Yeager, 1995; Yeager & Wilson, 1997). Teachers' contributions towards historical understanding were central to the achievement of understanding in the classroom. Towards this end, Leinhardt, Stainton and Virji (1994) investigated differences between teachers of history and professional historians and found that historical understanding involved a process as well as a set of facts. Gillaspie & Davis (1997), Quinlan (1999), Stevenson (1990) examined teacher's historical thinking and its influence on students. They found that the teachers' attitudes towards history had a tremendous impact on students' historical thinking and understanding. Grant (2001), Hallden (1994), Shemilt (1980), Voss and Wiley (2000), Wiske (1998), and Wiske, Hammerness and Wilson (1998) examined how teaching practices within the classroom

impacted historical understanding and found that teachers' abilities to utilize historical thinking strongly influenced on students' historical understanding.

Classrooms provide a number of factors that influence student learning including influences exhibited by the teacher as well as personal factors of the students such as prior knowledge or interest in the subject. Shemilt's (1980) study explored what student factors influenced historical thinking and found that high interest in the subject affected historical understanding. Wineburg (1999) investigated the differences in high school students' historical thinking and found that their historical thinking was limited because they did not typically ask questions of the sources. Unger, Gray-Wilson, Jaramillo and Dempsey (1998), Voss, Wiley and Kennet (1998), and Wineburg (2000) investigated the conceptions of historical understanding in the students and found that students achieved deeper understandings based on the goals and assessments set out before them. They also argued that students had different views of a historian based on their own level of knowledge and present-day experiences. Understanding these influences on historical understanding would contribute to the success of the teacher in the classroom as well as to the success of the student. Whether at the elementary, high school, or college level, visual elements have been used in the form of primary sources in studies to achieve historical understanding. Visuals can provide a means to look into the past and contribute towards a deeper historical understanding.

Visual Learning

Disciplines such as computer graphics, advertising, teaching, foreign languages, and marketing all benefit from visual evidence. Visuals are used to explain, illustrate, focus attention, and reflect. Due in part to the variety of beliefs and uses of visuals, it was

difficult to develop a common language to discuss visual literacy. In fact, experts in the field of visual literacy have yet to provide a fixed definition of visual literacy due in part to its multiple applications. Brill, Kim, and Branch (1999) found that members within the field of visual literacy agreed that visual literacy included a hierarchy of skills necessary for processing visual information. Researchers such as Paivio (1991) and Simpson (1997) investigated the use of pictures and the processing thereof with young children in educational settings and found a preference for pictures and kinesthetic activity. Much of their research illuminated the world of language acquisition both for native and foreign languages.

Visual literacy research generated differing thoughts on the use of visuals, purpose behind visuals, and the impact of visuals. Additionally, just as there are many ways to define visual literacy, there are multiple types of visuals that may aide historical understanding. Visuals, whether they are pictures, graphs, timelines, or charts communicated some sort of abstract message which can unlock levels of historical understanding. How these messages are expressed using visuals was the focus of many studies (Paivio, 1991; Joseph and Dwyer, 1984; Kosslyn, 1975). Such abstract messages provided through visual literacy resemble the level of interpretation upon which historical understanding relied. Both the field of historical understanding and the field of visual literacy realized that through interpretation, information was acquired, mediated, and synthesized.

Researchers studied the use of visuals in cognitive tasks where recall mechanisms were invoked (Pettersson, 1995; Paivio, 1991) and where retention of information was involved (Joseph & Dwyer, 1984) and found that pictures aided recall. Additionally, in an

effort to comprehend the field of visual literacy and the role that pictures played in learning, it was apparent that many hypotheses exist about the use of and the effect of visual information (Paivio, 1991; Simpson, 1997). The effect visuals have on historical understanding in the *History Alive!* classroom is of interest in this study.

Purpose of the Study

The purpose of this study is to examine how the *History Alive!* curriculum enhances historical understanding through the use of visuals. Specific research questions include:

1. How do students think visuals help them understand historical content in a *History Alive!* classroom?
2. What kind of understanding do visuals provide within the context of the *History Alive!* Curriculum?
3. What insights do teacher and students provide for using visuals while studying world history in the *History Alive!* classroom?

Significance of the Study

While *History Alive!* is a program currently used in world history classrooms, little research has documented its effectiveness on historical understanding. This program incorporates different learning styles, cooperative interaction, and the belief that all students can learn through discovery. The units created by the Teachers' Curriculum Institute provide students with activities that elicit new learning and provide historical understanding. Strategies suggested in these curriculum units provide opportunities for students to utilize critical thinking in a meaningful manner which can contribute towards

deep historical understandings. An investigation of the *History Alive!* program provide insights on how historical understanding is achieved through the use of visuals.

This study examines how visual information contributes to meaningful understanding of world history through the use of *History Alive!* curriculum in a 10th grade classroom, what kind of understanding is developed through this program, and how the students and teacher perceive the use of visuals in their quest for historical understanding. As Barton and Levstik (1996) recommended, this study extends the investigation of historical understanding beyond the American History classroom.

This introduction has introduced the literature in the *History Alive!* program, historical understanding, and visual literacy. The following chapters provide an in-depth review of the literature, methodology employed in the study, context of the study, findings of the study, and the implications of the study.

CHAPTER 2

LITERATURE REVIEW

Motivation for this research stems from my involvement in the classroom for many years as well as gaps found in the literature. While researchers have studied the use of visuals in the realm of science, advertising, and multi media presentations, they have not conducted studies of their contribution to historical understanding in a secondary world history classroom. Towards that goal, I first examine the *History Alive!* program in the social studies classroom. Next, I consider historical understanding as it changes across the ages, characteristics of understanding, and classroom considerations for furthering historical understanding for both teachers and students. Finally, I focus on visual literacy and its role in the *History Alive!* classroom towards historical understanding.

History Alive!

History Alive! curriculum was developed by the Teachers' Curriculum Institute (TCI) which was founded and directed by Bert Bower, who holds a Ph.D. in Social Science Education from Stanford University. The Teachers' Curriculum Institute claims to create curriculum that engages students in learning history. This was accomplished by creating interactive activities that provided opportunities to learn historical concepts and remember details about history. To guide TCI, they used "input from teachers, guidance from state and national frameworks, in-house content expertise, and recent scholarship"

(Teachers' Curriculum Institute, n.d.). This curriculum is available for purchase by individual teachers, schools or school districts.

Research on the *History Alive!* program developed by the Teachers' Curriculum Institute is minimal. Bert Bower (1997) had conducted research in California, Michigan, and Texas where his program had been implemented. However, the findings were not published as a formal study. The only publications available about the effectiveness of the program are the promotional materials that detailed their findings for three schools using the *History Alive!* program. In San Jose, California, Rogers Middle School in Moreland School District reported that they began to use the *History Alive!* curriculum in 1993. In 2004, the school district reported that "51% of their students scored at the proficient level or higher on the cumulative grade 8 social studies test" (Teachers' Curriculum Institute, n.d.). In addition, they reported that their scores were almost double that of the state average. In Holt, Michigan, Sycamore Elementary School in the Holt Public School District used *History Alive!* beginning in 2001. Testing conducted in 2002 revealed that "more than 40% of their students were able to meet or exceed the Michigan standards on the 2002 MEAP test for social studies" (Teachers' Curriculum Institute, n.d.). In addition, "the percentage of students exceeding Michigan standards rose by 10 points, up from 0 the previous year, while the percentage of students who did not meet the standards dropped by 20 points" (Teachers' Curriculum Institute, n.d.). Furthermore, Sycamore Elementary argued that their 5th graders did better than any other school district in Michigan. In Texas, five school districts have implemented the *History Alive!* curriculum. The Teachers Curriculum Institute received the scores from the Texas Assessment of Academic Skills for the 2001/02 school year and the prior year to

determine if progress was made using its curriculum. The Teachers' Curriculum Institute found that every site reported gains in the scores. "The average gain among all sites was 16%. The Institute also interviewed teachers and supervisors from the schools and reported their comments on public relations handouts. A social studies teacher said "*History Alive!* The United States brings successful understanding along with fun into my classroom. I love what it has done for my students' achievements. Specifically, our Hispanic sub-group raised its score an incredible 30% with the use of the TCI program" (Teachers' Curriculum Institute, n.d.). Claims in these brochures which were written and published by the Teachers' Curriculum Institute were obviously biased. These claims appear to be unsubstantiated since there are no outside studies to support such claims. It showed, however, that school districts in California, Michigan, and Texas have implemented the *History Alive!* program. Teacher interviews by the Teachers' Curriculum Institute showed that their perceptions of the program appeared to be extremely favorable towards this program.

The founder and executive director himself completed the sole study available concerning this curriculum. In his study, he was interested in looking at the cooperative nature of the program and the benefits derived from the program. Bower (1997) conducted a formal study that sought to determine if cooperative learning strategies, with and without multiple-ability treatments, diminished effects of status on interaction and led to higher achievement scores. This study included ten classrooms and five U.S. history teachers from the San Francisco area. There were two treatments groups which were heterogeneously grouped based low or high status groups measured by a questionnaire before beginning treatment. One treatment included primary sources,

training in cooperative learning strategies and interactive activities (reading, writing, and discussion tasks). The second treatment or the multiple-ability treatment (based on Gardner's multiple intelligences) group was trained in cooperative learning strategies but they were told that a "wide range of abilities-not just reading, writing, and discussion would be crucial to groupwork" (p. 118). This group interacted on a series of tasks which used visual, kinesthetic, artistic, graphic, and intuitive thinking skills. While the primary source treatment had 137 students in five classrooms, the multiple-ability treatment had a total of 140 students in five classrooms. Ten target students were chosen from each class based on observation and achievement level, as well as top and bottom quintile, for a total of 100 target students. A pretest and posttest was given to these target students to measure their achievement over the course of the activities. Teachers created heterogeneous groups of students. Students in both treatments were assigned similar groupwork tasks on the Roaring 20s. The unit consisted of three major activities and was taught for two to three weeks. The primary source treatment had a lecture, small group activities in which they 1) read and interpreted primary source documents 2) had lecture and groupwork tasks that identified differences between primary and secondary sources 3) lecture, and groupwork tasks that involved interpretation of six sources. When this group was given the primary sources, they were merely told that they were playing the role of the historian when they interpreted the documents. The multiple-ability treatment students had 1) the "teachers ask several questions about a series of eight slides depicting the main theme of postwar tensions." Small group presentations of skits, dialogues, pantomimes, or narratives that dramatized the event were then presented; 2) a slide lecture and ten political cartoons to interpret; 3) a slide lecture and groupwork activities

that combined written resources, slides, and music to create a multimedia presentation. Prior to the study, participating teachers attended three training sessions to develop the two curriculum units that would be used. In session one, teachers participated in a model primary source groupwork task and a multiple-ability groupwork task. In session two, teachers were shown how to train their students in cooperative learning strategies and brainstormed ideas for activities. Finally, session three involved teachers adjusting the unit that they created for use in the study. Data was analyzed then through means, grand means, regression of correlation, Pearson product-moment correlation, and a t-test. Bower found that “four of the five multiple-ability classrooms did have weaker correlations between status in the classroom and talk than their primary source counterparts” (p. 130). He acknowledged that it was difficult to “disentangle the effect of treatment from initial variability in the severity of the status problem to be treated” (p. 130). Closer analysis found that the difference between treatment groups was insignificant. Achievement levels for the primary source low and high status students dropped from the pretest to the posttest while the multiple-ability students did not register a posttest score that was significantly lower than the pretest. Overall, Bower (1997) argued that multiple-ability curricula challenged students to utilize a variety of abilities which can lead to rich interaction and achievement. Bower recommended that “researchers, publishers, curriculum developers should work collaboratively with teachers to create effective cooperative, multiple-ability curricula and teacher training sessions” (p. 133).

While this research seems to support the use of a multiple ability grouping due to the benefits derived from group interaction, it appeared that the significance of his data

was minimal. The strength of this study appeared to be that even though the differences were small, multiple-ability students increased their participation and achievement. Using multiple-ability groupings along with interactive activities increased achievement and moved the classroom in a positive direction towards increased historical understanding. Another strength of this study was that teachers were trained in the very methods they were being asked to employ in their classrooms. They were aware of the patterns of development for these types of activities. The multiple-ability students were involved in activities that were consistent with the *History Alive!* program, its philosophy and tenets; yet, there was no mention of the program. Finally, this study was conducted by Bert Bower who has a vested interest in the advancement of this program since he is the founder and executive director of the Teachers' Curriculum Institute. Extended evaluation would certainly strengthen the integrity of the study. While achievement on historical material was measured by a pretest and posttest, determining the level of historical understanding would also be a valuable tool towards achievement in the social studies classroom.

Historical Understanding

One of the goals of social studies education is to create productive intellectual thinkers in a democratic community. Bruner (2002) argued that "learning in school undoubtedly creates skills of a kind that transfers to activities encountered later, either in school or after." (p. 17) World history provides students with opportunities to learn and understand the past and use that knowledge to further understand current events in the modern world. "There is no formula or system by which real understanding may regularly be achieved. It is simply a question of devoting time and ingenuity to devising

exercises which involve children and encourage a thoughtful response” (Barker, 1980, p. 122). This investigation of historical understanding examines the changes in historical understanding across student age, the elements within historical understanding, and classroom considerations for the teacher and student.

Changes across Ages

How is historical understanding achieved? What does it look like? What affects understanding? Researchers who argued that historical understanding was critical to a student’s success in class, as well as being a productive citizen, have posed all of these questions. Research on historical understanding was conducted at all levels of schooling. At the elementary and middle school levels, research centered on how students sequence and understand chronology (Barton, 2002; 2001; Barton & Levstik, 1996; Hoge & Foster, 2001).

Sequencing and Chronology. Barton and Levstik (1996) examined how students understood historical time by placing pictures in sequence from “longest ago” to “closest to now” (p. 426). Using 58 students in kindergarten to 6th grade in a suburban and rural area of Kentucky, they were asked to place photos in chronological order and explain their reasoning. After interviewing the students using an open-ended protocol, they found that understanding of time improved across grade levels. In addition, they found that specific dates were not important to student’s understanding of time below 5th grade. Therefore, they recommended that teachers deemphasize dates from kindergarten to 4th grade. Finally, they called for additional research to be conducted on historical understanding from kindergarten to adulthood, inquiry into the role that the arts have on historical understanding, and to expand beyond studies on historical understanding in

American history. While using a rural and urban population provided for a diverse population to study, a small sample remained the weakness. The study would have been strengthened by presenting the visuals used in the study to clarify the type of visuals that were used.

Barton (2001) reported research conducted on one school in the United States and four schools in Northern Ireland from August to March. In the United States, a 4th and a 4th /5th grade class were used from a suburb of Cincinnati, Ohio. In Northern Ireland, two schools were taken from a district with a large town and several small villages and two schools were taken from small villages, one predominately Protestant and the other Catholic. In the United States, 34 students ages 9-11 were interviewed for a total of 29 interviews, and 121 students ages 6-12 were interviewed in Northern Ireland for a total of 61 interviews. This study researched the factors that influence students' interest in history as well as the purpose of history by organizing pictures in chronological order and explaining their reasoning. Additional questions were asked about history and why it was important. Barton (2001) stated that while in Northern Ireland, historical sites played a large role in influencing the learning of history and students in the Cincinnati suburb seemed to be influenced by relatives more than any other person or situation. As the year went on, students "frequently related the pictures to the present day and explicitly located themselves within that historical context" (p. 95). Additionally, students in the Cincinnati suburb believed that history was useful for a job, a test or a quiz show, while students in Northern Ireland thought that history was important to learn about people who were different. Students in this Cincinnati suburb experienced history as a "story of national development" and students in Northern Ireland see history as "establishing an identity"

(p. 98). Barton (2001) asserted that teachers in the Cincinnati suburb needed to link students' identities with their conceptions of history where teachers in Northern Ireland needed to give students the "opportunity to consider the contemporary relevance of historical study in the face of potentially compelling sectarian viewpoints" (p. 104). While the number of students in the United States was fewer compared to the number of students in Northern Ireland, the strength in this study was the longevity of the study, providing an in-depth look at the students over time to view changes in their attitudes or reasoning.

Barton (2002) then investigated students understanding of historical time using visual evidence. Barton observed 38 history activities during a three-month period. A total of 117 Primary 3 to Year 8 students from four rural schools in Northern Ireland were asked to arrange a set of pictures in chronological order and give reasons for their placement. After that, Barton interviewed pairs of students about their placement of the visuals. He found that "'understanding historical time' is neither a single cognitive trait or a developmental property of mind." He maintained that this process involved three separate actions: sequencing past times, grouping them together into periods, and measuring their distance from each other. Any inaccuracies that occurred were usually due to the inappropriate use of an anchor picture or the first picture by the student. Additionally, most of the inaccuracies occurred with younger students. Barton (2002) suggested that teachers not wait for students to "develop" the ability to understand time before providing students with opportunities to learn information about the past. Using pictures that include social and material life, a variety of time periods, and those that relate to times they have already studied will further their understanding of historical

time. (p. 177). Barton's study was tightly organized and effective in his reporting. He gave clear and concrete suggestions for practitioners to increase historical understanding at the elementary level.

Hoge and Foster (2001) studied the phenomena of sequencing and chronological time, but stretched the comparison to include older students; 52- 3rd, 71-5th, 39-7th, and 11th graders. In this study, a purposive sample of high and low performers was taken by observing how students placed five pictures in chronological order. They were categorized as high (those who acquired historical knowledge from multiple sources) or low (those who exhibited little interest in history and little experience with history) performers based on their ability to complete the task. Students then took a 15-item questionnaire which assessed "students' knowledge of time terminology, their in-and out-of-school history learning experiences, and their attitude toward learning history" (p.9). In the next step, students were asked to sequence five photos of downtown Atlanta and then semi-structured interviews were conducted with 46 of the students. While 75% of the 3rd graders correctly sequenced the pictures, 90% of the 7th graders correctly sequenced the photos and 100% of the 11th graders correctly sequenced the photos.

Hoge and Foster (2001) determined that the higher the grade, the more accurate the knowledge of time. They found that males were better able to date photographs within five years of the actual date than females. In contrast to Barton's (2002) study, school was noted as being the source of history learning. Hoge and Foster found that, while those that scored as high performers noted more family interaction and discussion as a contributing factor to their historical understanding, the low performing group had difficulty explaining how they came to their historical understanding. The second task

that was completed by these subjects was the sequencing of five photos. Sequencing was completed by all age students with 3rd and 5th grade students using four time clues and 7th and 11th grade students using six or seven time clues to categorize their pictures. Older students gave more detail when explaining why a picture was older than another in addition to more personal knowledge of downtown to help them make their determination. Overall, Hoge and Foster (2001) determined that there is a “general” grade (age) related improvement in students’ abilities to describe their reasoning for ordering and dating photographs (p. 26).

Explanation and Interpretation. While Barton (2002); (2001); Barton and Levstik (1996); Dickinson and Lee (1978); Hoge and Foster (2001) examined cross age historical understanding using sequencing and chronological time, Dickenson and Lee (1980), Harnett (1993), and Lee and Ashby (2000) investigated historical explanation and the interpretation of evidence at the elementary and middle school level to determine levels of understanding within and across these grades.

Dickinson and Lee’s (1980) research was one of the earlier studies that investigated the use of evidence and its role in historical understanding. Using 57 second-year, 40 fifth-year, and 34 sixth-year students in suburban England, students were given a test on the Battle of Jutland. Researchers determined through a pilot test and questionnaire which asked questions about prior knowledge and four levels of understanding. They were: Level 1: treated turn away (retreat) as unintelligible; Level 2: provided an explanation of the turn away (retreat); Level 3: qualified Jellicoe’s intentions and separated point of view; and Level 4: saw the rival considerations which demanded Jellicoe’s attention in the wider context and explained the turn away (retreat) and gave an

account of intentions. As students proceeded through the test, questions required deeper analysis. The results showed students who achieved a “disequilibrium” or an “explanatory equilibrium” (Dickenson & Lee, 1980, p. 103).

Disequilibrium indicated that students were unable to make historical judgments about the events, intentions, and underlying currents in the Battle of Jutland, and an explanatory equilibrium indicated that students were able to analyze the battle and produce explanations that revealed intention of the actors in the battle. Dickenson and Lee (1980) determined that there was an association between age and level of response with a contingency coefficient of .45 at .001 significance. Future suggestions included the use of small group discussion as well as allowing students’ misconceptions to be discussed by “encouraging pupils to talk, and listen to each other” (p. 108). It is important to note that researchers noted that misconceptions should be corrected. Furthermore, correction should be done in an environment that is open and cordial. Dickenson and Lee (1980) believed that the teacher played a tremendous role in extending the students understanding beyond the activity that he or she employs in the classroom. “His work comes *after* it, in going *beyond* the game, which is for him both diagnostic of his pupils’ understanding and a means by which that understanding may be advanced” (p. 108). They strongly believed that viewing history from the point of view of the agent and then transforming it and applying it to today’s situation is, in their words, “one of the most interesting and worthwhile tasks in history” (p.109). While this study indicated that historical understanding can be obtained at various levels depending on experience with historical material, more important is the determination that by allowing students to

remain uncertain about actions and events in history early on in their studies, their development of historical knowledge may be impeded.

Harnett (1993) built on Dickinson and Lee's (1980) study of historical understanding by asserting that levels of historical knowledge may be affected by the sources available to students as well as their prior knowledge. Harnett looked at how children handle conflicting evidence, what strategies they use, and what part of the visuals they determine to be important towards that understanding. This study included 24 students ages five, seven, nine and eleven (six of each). They were shown sets of postcards depicting historical scenes. The pictures depicted different historical periods which consisted of "portraits, artists' reconstructions, museum settings, archaeological evidence and some contemporary pictures" (p. 3). After viewing the pictures, students were asked to comment on the pictures and answer questions posed by the researcher. Harnett (1993) found that younger students tended to compare pictures as opposed to looking at the details of each picture. Harnett further argued that the five-year-olds did not have the necessary language skills to explain what they saw since their answers were rather short. Seven- and nine-year-olds had detailed language that enabled them to explain what they saw. In fact, this age group commented on "features which were not actually present in the pictures" which means they discussed things that they expected to be in the pictures as opposed to what was in the pictures (p. 5). While black and white pictures tended to mislead students when interpreting pictures for dates, older students questioned the evidence and gave details in their interpretations. Sequencing was easier for older students especially when working with a timeline. Younger students were only able to talk in terms that were familiar to them rather than exact dates. For example, "the

age of Egyptians in terms of weeks and the castle in terms of months” (p. 7). In the last segment of the study, historical knowledge, Harnett (1993) found that if children were exposed to the material in class, it was easier for them to draw conclusion from the pictures by using prior knowledge. Harnett (1993) recommended that future studies look at the role teachers play in helping students categorize information gleaned from visual evidence. Students need to have confidence in their ability to ask questions of available sources. Finally, Harnett highly recommended the integration of timelines into the classroom since chronology is so crucial to historical understanding. This was in contrast to Barton and Levstik (1996) where they recommended not using timelines below fifth grade. The number of students in this study was half of Barton and Levstik’s study which limited this research. Harnett’s (1993) research placed teachers in an important position to aid in the development of historical understanding. Barton (2001) agreed that teachers played an integral part in the progression of historical understanding.

Lee and Ashby (2000) conducted three separate studies which sought to determine students’ levels of historical understanding as it progressed over time. First was a cross-sectional study of 320 2nd grade students; second, a short progression (progression in students’ ideas about accounts and their relation to the past) study of 92 primary and secondary students; and third, a longitudinal study using the same 2nd grade students from the cross-sectional study as they matured. Using 122 seven- to fourteen-year-olds in 2nd grade from his initial cross-sectional study, Lee and Ashby investigated how students developed more powerful understandings of history through interviews and task completion exercises. Task completion took written form, “ticking boxes, ordering statements, and drawing arrows (p. 202). On three different occasions, students were

given task exercises which addressed “evidence, accounts, and rational understanding” (p. 201). The short progression study incorporated 92 students from primary and secondary levels using the same protocol as the cross-sectional study.

Lee and Ashby’s (2000) longitudinal study included 23 2nd graders from the original interview study. These students were interviewed in “July of their 3rd and 4th grades, using the same questions and interview schedule structure but different content” (p. 203). In the short progression study, Lee and Ashby concluded that 1) student’s ideas “about historical explanations differ widely...,” 2) ideas do not develop in parallel. “A student may show progression in ideas of causal structure but not in rational understanding [understanding provided through the use of logical explanations of a course of events], or vice versa;” 3) “it is possible that development in different conceptual areas may occur at different times;” 4) schools that don’t identify history as a separate subject have the least amount of progression (p. 213). As students got older, the shift of what history was changed from “stories ready-made and simply retold to stories told by historians who find, compile, and collate information, to stories told by historians who actively produce their stories...” (p. 209). Lee and Ashby (2000) determined that by eighth grade, the role of the author became important to students. Twenty percent of the fifth, sixth, and eighth graders reported that the author had his/her own opinions while only 13% of 2nd graders believed that way. Furthermore, eighth graders were more likely to say that authors made interpretations or that they had their own theories on what they wrote about. The longitudinal study revealed that a change in historical understanding was evident across age. Additionally, these findings mimic the short progression study in that 1) “neither the component concepts for explanation (cause and rational

understanding) nor those for inquiry (evidence and accounts) appeared to develop in parallel;” 2) spread of differences between 2nd graders ideas and 4th graders had increased; 3) there were changes in skills with “no accompanying conceptual development” and 4) “broad patterns of change were identifiable within the different concepts” (p. 214). Progression was made where history was taught as an individual subject. Lee and Ashby (2000) recommended that to help students develop more powerful historical understandings, students needed to “develop frameworks of history that they are likely to use, frameworks that can assimilate new knowledge but are revisable and provisional” (p. 216). They call for new assessment methods to make the determination of understanding rather than memorization. Historical understanding may be achieved at varying levels depending on prior knowledge and type of experience with historical material. Ashby and Lee’s (2000) studies had strength in the size of the sample. This study did not provide a description of specific primary source documents used in the task completion exercises. By providing documentation, a full assessment of the study may have been employed to analyze historical material used in the study. Because a description of the material in the study was not supplied as students progressed, it is not known if the expectations of the tasks were the same or if the materials used in the task were the same. That information was not provided. As Harnett (1993) argued, the type of material used may impact historical understanding. As research progressed from the elementary to the secondary level, it appeared that there was more interest in the make up of historical understanding and how it was achieved.

Elements of Understanding

Qualities and Achievement. What were the characteristics of understanding? How do teachers know that students have achieved? Boix-Mansilla and Gardner (1998) provided a guide or starting point for the qualifications of historical understanding. Boix-Mansilla and Gardner (1998) examined the qualities of historical understanding using Teaching for Understanding (TfU) classrooms, a program developed by Harvard Graduate School of Education, in the Boston area. Twenty-one teachers volunteered to participate in this integrated science/history study. Teachers were teamed with 26 researchers who aided them in their classrooms. The results of the study were presented in a narrative, highlighting three ninth grade history and science students who served as composite examples of the research; Maria (history), Charlotte, and Andrew (science). For the purposes of this study, only the history portion of the study will be reported. Maria studied a biography of George Pullman and wrote an essay that focused on social, political, and economic conditions that led to the need for such an innovator. Researchers collected field notes and utilized paired subject and researcher observation. The history student demonstrated “important qualities of understanding” by using facts in a broader context and by using concrete examples and conceptual interpretations (p. 166). She considered human motives and included multiple perspectives and sources. Boix-Mansilla and Gardner (1998) determined that the history students demonstrated four different dimensions of understanding: 1) knowledge, “the extent to which students have transcended intuitive or unschooled perspectives and the degree to which they can move flexibly between examples and generalizations in a coherent and rich conceptual web”

(p. 173); 2) methods, “students’ ability to entertain healthy skepticism about what they know or what they are told as well as their use of reliable methods for building and validating claims and works as true, morally acceptable, or aesthetically valuable” (p. 174); 3) purposes, “students’ ability to recognize the purposes and interests that drive knowledge construction, their ability to use knowledge in multiple situations, and the consequences of doing so” (p. 176); and 4) forms, students’ use of symbol systems (visual, verbal, mathematical, and bodily kinesthetic, for example) to express what they know within established genres or types of performances- for example, writing essays, performing a musical, giving a presentation, or explaining an algorithm” (p. 178). Boix-Mansilla and Gardner (1998) discussed the four dimensions as Maria demonstrated them. First, *knowledge*, Maria gave necessary details to explain what George Pullman was all about. Second, *methods*, “used multiple perspectives on an event, building explanations that consider multiple causes, and identifying continuities and changes within a single process over time” (p. 175). Third, *purposes*, Maria showed how Pullman served as an idealized person (p. 177). Last of all, *forms* finished the four dimensions of understanding. Maria did not illustrate this dimension due to the fact that she did not reveal any problems she might face writing a good story or communicating her interpretation to others. However, forms merely indicated how information would be shared. In addition to the four dimensions, each contained the following levels: master, apprentice, novice, and naïve levels. These levels provide a strong foundation to qualify historical understanding. The TfU project provided a lengthy in-depth observation of students as they learned and understood history. The question remains if the same results

would be obtained outside the Teaching for Understanding project. Other researchers working on this project examined additional factors regarding historical understanding.

As part of this project, the depth of understanding became an important theme. Hetland, Hammerness, Unger, and Gray-Wilson's (1998) study grew out of the Teaching for Understanding project that Harvard Graduate School of Education conducted in the Boston area. Hetland, Hammerness, Unger, and Gray-Wilson (1998) examined what understanding looked like in the Teaching for Understanding classroom, how work could be assessed for deep understanding, and how teachers could promote deeper understanding. The study included a physics teacher, an English teacher, a geometry teacher, and a history teacher and their students. For the purpose of this study, the history portion of the study will be discussed in length. The history course was a seventh grade interdisciplinary course involving history, anthropology, English and the arts. The activity was developed by the teacher and examined by the researchers to determine levels within each of the four dimensions of knowledge, methods, purposes, and forms. The data presented were of two students (Renee and Dan) in this history class in the Boston area that responded to two throughlines or twelve open ended questions. Overall, Hetland, Hammerness, Unger, and Gray-Wilson's (1998) found that understanding "reveals itself in fragments, looking more like a case built from evidence than a conclusive fact" (p. 231). On the knowledge dimension, both Renee and Dan were rated "non-applicable" because their responses did not have enough information. Renee rated at the apprentice level for the methods dimension because over the course of the year, she seemed to show support in the points that she made. Dan on the other hand, rated at the novice level since he thought that historical information could be found in "various

places,” an indication that he was unaware of historians’ acquisitions of different data sources. In the third dimension of purpose, Renee rated a master level because she “spontaneously reinterpreted the question into several sub-questions about bias and its effect on authors and interpreters of sources including herself” (p. 223). Dan again rated at the novice level because his view of history was a series of facts, events, and dates. On the final dimension of form, Renee was rated a master because she “introduced, defined, supported, and raised further questions while maintaining an expressive flow” (p. 224). Dan once again scored at the novice level since his writing provided only the necessary ingredients such as an introduction of his thoughts; he showed how his ideas developed and then “closes with a statement telling how he intends to use his knowledge in the future” (p. 227). Ultimately, Hetland, Hammerness, Unger, Gray-Wilson’s (1998) study indicated that historical understanding could be achieved through modification of beliefs based on evidence as opposed to a repetition of basic historical facts. Future recommendations made by these researchers included planning more focused activities, helping students complete self and peer assessments using the Teaching for Understanding framework. This framework included generative topics, setting and understanding goals, creating performances (activities) for understanding, and continuous use of assessments in the classroom.

The research report of Hammerness, Jaramillo, Unger and Gray-Wilson (1998) also emanated from the Teaching for Understanding (TfU) project with Harvard Graduate School of Education. Their focus was on how well students achieved their understanding goals, to what degree certain goals were achieved and what might account for differences in student performance. Students were chosen using intact classes. The history class had

10 to 22 10th grade students studying Colonial America who prepared written reports, displays about colonies, and biographies. The physics class had 68 12th grade students engage in performances to develop scientific ideas. The 26 English students in a ninth through 12th grades literature class which explored short stories. The mathematics class included 49 10th grade students taking a geometry class. For the purpose of this study, the history class data will be reported. History students brought their work from the Colonial America unit and were asked to tell the researchers about the work and respond to questions posed by the researchers. Using the four dimensions of understanding and levels of achievement set forth by Boix- Mansilla and Gardner (1998), Hammerness, Jaramillo, Unger and Gray-Wilson (1998) analyzed the data collected in interviews at the end of the teaching units as well as a chi-square analysis of results and the Mann-Whitney U-test.

Hammerness, Jaramillo, Unger and Gray-Wilson (1998) found that on the four dimensions of understanding, four students in knowledge, five students in methods, five students in purpose, and two students in forms scored at the master level. Master level status was achieved through the ability to integrate details, point of view, bias, and had the ability to apply their own life experiences to what they had studied at school. Apprentice level status was assigned to five students in knowledge, three students in methods, three students in purpose, and six students in forms. Indicators for this level showed the inability to link details to broader generalizations, identify additional sources to use in the activity, make connections to real life, and integrate the genres of writing in a purposeful manner. Finally, the novices in the group could not connect pieces of historical knowledge related to the historical concept being taught in class. Overall,

Hammerness, Jaramillo, Unger and Gray-Wilson (1998) found that the attainment of students in different dimensions were highly associated. Students who scored at one level tended to do so within the neighboring levels of achievement. “In all four dimensions: 95% . . . ranged at most within two neighboring levels across the four dimensions, and 33% . . . scored consistently within one level among all four dimensions” (p. 255). Chi-squared analysis showed a significant association between students’ levels of understanding across dimensions ($p < .001$).

Hammerness, Jaramillo, Unger and Gray-Wilson (1998) and Boix-Mansilla (2000) found that factors such as teachers’ experience, student population, school context and the nature of the subject matter may influence attainment of understandings.

Hammerness, Jaramillo, Unger and Gray-Wilson (1998) recommend that additional research be conducted to detail the level of influence these factors exert on historical understanding in the classroom. A strength of this study appeared in the many charts that detailed the findings at each stage of analysis along with a detailed explanation. They recommended further research to determine how the Teaching for Understanding framework can become an “efficient tool for busy teachers and many students” (p. 232). Student experiences were believed to have an effect on historical understanding. Boix-Mansilla (2000) conducted a follow-up study to find to what degree this was true.

Boix-Mansilla (2000) sought to determine the extent to which students use their understanding of the past to inspect the present. In this study, 25 eighth graders and 10 10th graders who were taking a history course entitled Facing History and Ourselves in both a private and public school in the Boston area. These students studied the holocaust for six and ten weeks respectively and then spent three more days on an introduction and

analysis of the situation in Rwanda. After these activities, students wrote about conditions that allowed the holocaust to occur and then linked those characteristics to the African situation. Students also viewed a video on genocide in Rwanda to aid their understanding of the Rwanda situation. Students determined similarities and differences between the two events. Finally, students wrote a biographical sketch of a Tutsi woman and her available options in the Rwanda genocide. After considering perspective, students suggested questions about their hypotheses and methods of inquiry that would uncover answers. Throughout this study, students were told to think how a historian might resolve their questions. Students spent three 43-minute class periods in the public schools and two 43-minute periods in the private schools on this project. Boix-Mansilla (2000) found that successful students could create solid comparisons between the two examples, recognize differences, apply appropriate modes of historical thinking, and generate critical questions regarding the Rwanda situation. Students were able to think about events that generated the holocaust, yet were unable to apply that same thinking to the situation in Rwanda. They treated the video on the Rwanda crisis as though there were no dismaying or problematic features in this portrayal of Rwandan history. They did not question the sources or point of view. Students found it difficult to “recognize the constructed nature” of the Rwanda crisis (p. 410). They accepted the video at face value. This study illustrated the difficulties of studying historical understanding since more questions arose than were put to rest. Boix-Mansilla (2000) urged teachers to investigate students’ constructions of historical understanding. Attainment of historical understanding through the integration of historical thinking skills is the focus of the following studies.

Integration of Historical Thinking

Historical understanding may be achieved through the application of critical thinking skills. Scholars argued that the use of analysis and interpretation are critical to this goal (Wineburg, 1991; Epstein, 1994; McDiarmid, 1994; Stearns, 2000). According to Wineburg (1991), thinking historically happened through historical inquiry or through the interpretation of materials (primary sources) available. In his study of eight historians and eight high school students, reconstructions of an American historical event illustrated how students and historians, used documents to create historical understanding. A set of eight written and three pictorial documents (paintings) regarding the Battle of Lexington were assembled for the subjects to read and examine using the think aloud method. Students read, interpreted, and ranked sources based on their trustworthiness. The picture that the historians chose as being the most trustworthy was chosen least by the students. Students judged bias by comparing other documents while historians looked at the documents supposing bias already existed within the document. Historians presented options for interpretation while, students presented absolutes in their interpretations. Wineburg (1991) found that high school students can learn a great amount of history and still have little knowledge of how historical knowledge is constructed. Wineburg admitted that his findings were “indeterminate” (p. 84). Comparing novices to experts posed problems. Historians and novices in this study came from different places. They each brought with them their own knowledge constructs or in the case of the novice- lack of knowledge. In the future, he recommended that researchers continue to look for answers to how students gain a historic sense. Facts by themselves would not create historical thinking or understanding. Experience could be the best method that teachers

could use in the classroom. Epstein (1994) continued to look at historical understanding through the arts in the following study.

Epstein (1994) combined both art and history in an investigation of 20 secondary students and their interpretations of oral histories, slides of paintings and sculptures, songs, and folktales. Ultimately, students were asked to synthesize their interpretations into a solid proposal of 19th century African-American life and culture. She found that students' interpretations and historical constructs were adeptly created. She contrasted her study with Wineburg's (1991) study and determined that the difference between the two studies was the element of teaching students how to interpret documents to create historical constructs. She maintained that Wineburg's (1991) study did not provide an instructional element as hers did. Epstein (1994) argued if students were taught higher order thinking skills and to achieve historical understandings using primary sources, they would be equipped to reach historian-like thought processes. Wineburg (1991) agreed that practice using historical thinking skills and understanding was the best teacher. Epstein's study reinforces this thought. The next study investigated students who gained experience in the classroom by being taught how to think historically and gain a historical understanding like expert historians.

As McDiarmid's (1994) research attempted to determine what kind of historical knowledge and understanding prospective teachers gained after taking a historiography college course. This course "required them to examine their beliefs about the nature of historical inquiry and knowledge and to explore the changes. . . over time" (p. 164). During this study a total of 14 students served as the baseline for this data. After the first year, each student was interviewed twice concerning past experiences of history in and

out of school. Next, students were asked to complete tasks as well as answer questions regarding topics such as the Civil War, Reconstruction, Civil Rights movement, and the Tonkin Bay Resolution. Students were asked which interpretation of these events they preferred and how historians could provide such varying views. Students were finally asked how they would present the same information to eighth and eleventh graders. Tasks involved students sorting fourteen cards on the civil war and eighteen cards on civil rights. They were then to explain why they grouped the cards the way they did and detail what they knew about each item. McDiarmid (1994) found that overall, 1) the first step to understanding the past was to develop a chronology; 2) primary sources lent themselves to varying interpretations; 3) an “event can only be understood in the context in which it occurred;” 4) the historians job “is to link the event to its context in a way that it produces an interpretation. . .;” 5) to understand, one needed to remove himself/herself from the present; 6) historians apply order to history that may or may not be appropriate to understanding the event; 7) events need to “be judged. . .on how well the historian substantiates his or her thesis;” 8) history is “written for the present generation hence, the past needs to be periodically reinterpreted” (p.166).

A closer inspection of the study’s data showed that students’ knowledge actually changed very little over the year and they believed that events were biased. Students gained an appreciation for the interpretive nature of historical events, and yet most students said that they would lecture to students and use videos to further explain the event. Time seemed to be the intervening factor. McDiarmid concluded that it takes time to develop an “understanding of fundamental concepts” (p. 178). Students believed they learned a great deal of history via the tools of the historian however, they realized that the

length of time that they put into it was unrealistic in an eighth or eleventh grade classroom. McDiarmid suggested that future teachers consider the “relationship between the opportunity to learn and the kinds of understandings of the subject matter the opportunity seems to enable” (p. 179). McDiarmid’s study illustrated that this method of teaching takes time and that individuals who decide there is not enough time to teach in this manner reduce history to the memorization of historical facts devoid of historical understanding. While the sample size was small, it illustrated a dilemma facing teachers in the classroom- time. The weakness appeared to be the presentation of the material in the historiography class itself. What other methods will aid the maintenance of historical understanding to prevent a watering down of the study of history? Stearns (2000) declared that

lists of ‘must-know’ facts can swell, and assessment vehicles can easily deteriorate into memorization checks, particularly when the courses are also burdened with sizeable enrollments. Where is the place for working on analytical skills as one data point crowds another? (p. 421)

Stearns (2000) inquired into students’ ability to sustain their competence in historical analysis. Students taking a college level world history class were the participants of this study. After taking the course in which they learned facts, they then created essays constructing an argument using relevant data to support their position. For the first two-thirds of the semester, students were given homework assignments that asked for similarities and differences on specific topics. Gradually, homework built up to essays and discussion topics that dealt with changes over time. The essays were organized in the following manner: week two dealt with causation, week three dealt with comparative

issues, week eight dealt with change over time, and week thirteen dealt with comparing two societies and change. Over the course Stearns, who was the professor, graded using templates and returned work with comments. Students took a pre- and post-tests to determine their knowledge. Stearns found that students “improved their ability to handle unfamiliar comparative exercises massively within the course framework and improve in ability compared to other college students” (p. 428). Testing scores revealed that 68% of all students improved their scores by an average of 33% from a pretest to a post-test that used unfamiliar comparative materials. No more than 5% experienced a decline in scores (p. 433). This finding concurs with McDiarmid’s (1994) view that over time historical analysis fortifies itself. Stearns recommended that high school teachers use this method to train students in historical analysis, but cautioned them to check their own degree of historical thinking. Analysis and interpretation were necessary critical thinking skills that veteran and pre-service teachers could employ in their classrooms. To what degree they were able to do this was the focus of scholars in the following studies.

Classroom Implications

Teachers. Researchers maintained that using analysis and interpretation in the classroom was critical to the achievement of historical understanding. (Wineburg & Fournier, 1994; Yeager & Davis Jr., 1995; Yeager & Wilson, 1997). Wineburg and Fournier (1994) reported the results of an earlier study that investigated how different people think about historical texts using two pre-service teachers from the University of Washington’s certification program. One individual was a male who majored in history, while the other was a female who majored in physics. Wineburg and Fournier were interested in understanding how students utilize historical thinking exercises to achieve

historical understanding. These individuals participated in think aloud sessions using documents by and about Abraham Lincoln and were given a timeline to which they could refer at any time. After reading and thinking about each document, they were asked to tell anything else that they may have thought about while looking at the documents. After applying descriptive qualitative analysis to the data, Wineburg and Fournier (1994) found that while the female tried to find the Lincoln described or illustrated in each document, the male tended to understand Lincoln just as described by the words in the documents. The female tended to hold on to her own beliefs as she looked and cross-referenced each document. The female also saw Lincoln in context of who he was and what he wanted to achieve. She was able to “think in time” achieving a fundamental historical understanding where the male accepted the documents at face value (p. 286). This finding was similar to Boix-Mansilla (2000) where she found that students accepted the video at face value. Obvious differences were that Boix-Mansilla’s study dealt with secondary students and Wineburg and Fournier (1994) investigated post-secondary education majors. Both studies showed student’s inability to think historically even though the male in this study was a history major and was assumed to be skilled in historical thinking. “Historical thinking...and in particular the disposition to think about the past by recognizing the inadequacy of one’s own conceptual apparatus, is essential in teaching people how to understand others different from themselves.” (p. 305). Assuming pre-service history teachers are aware and experienced in historical thinking needed to be reassessed. In-service teachers must be prepared to teach historical thinking. As Wineburg and Founier admit, this study left many questions to be addressed. Their goal

of understanding contextual thinking was not achieved. Learning how to present history activities requires teachers to be introspective.

Yeager and Davis Jr. (1995) believed that teachers need to look inward and consider their own beliefs of history as they enter the classroom. Yeager and Davis Jr. used Wineburg's (1991) historical problem-solving study to model their own study and inform their analysis. They investigated "how different content and contexts influence effective teaching" (p. 5). Yeager and Davis Jr. (1995) examined how teachers read and interpreted text, how they constructed historical accounts from analysis, how they approached teaching history, how they prepared for teaching, and how they instilled historical thinking in their students. Emphasis in this study was on the skills necessary to think historically. Each of the three participants who had varying years of teaching experience were interviewed and given eight historical documents on which they performed "think alouds" that verbalized their thought processes on the Battle of Lexington. They were then asked to rank the documents in order of credibility.

Yeager and Davis Jr. (1995) concluded that when participants ranked documents, history course work taken in college was very useful to pre-service teachers (in particular to student teachers) as opposed to veteran teachers who depended more on analysis and interpretation than on recall of subject matter to analyze documents. Ultimately, the ability to detect subjectivity, contradictions, bias, etc., was what interested veteran teachers. Yeager and Davis Jr. created three profiles that teachers fit in when emphasizing historical understanding in the classroom. These profiles were a view of 1) history as providing meaning; 2) history as providing entertainment; and, 3) history as searching for accuracy. She suggested that more studies needed to look at the

contribution of in-service training to the field of teaching history and the development of historical thinking. Yeager and Davis Jr. maintained that veteran teachers' assessments of their own historical thinking and use of historical text and primary sources within a classroom was necessary. Focus of further research needed to be directed on how teachers use their knowledge to engage students in historical thinking, and how the relationship between the two can contribute towards historical understanding, "because students are not likely to think historically unless their teachers do. . ." (p. 28). Yeager and Davis Jr. (1995) suggested that research involving more history teachers in various settings was necessary to confirm and extend the findings of this study. They noted that the relationship between teachers and students needed to be researched to understand how they can create historical understanding together. Yeager joined Wilson in 1997 to extend her research into the use of historical thinking in the classroom

Yeager and Wilson (1997) investigated how historical thinking was employed in a social studies education program, how they dealt with historical texts, and to what extent if any these students were integrating critical thinking and interpretation into their teaching. Thirty-six undergraduate students enrolled in a secondary social studies methods course and teaching one course of history in a pre-service experience, were observed and interviewed. Researchers asked questions about historical thinking both at work and in their lives. The undergraduate students were asked to reflect weekly through analysis and discussion of a variety of issues and topics such as methodology in social studies education. Yeager and Wilson (1997) determined that the university methods course was a "significant factor in encouraging attention to historical thinking" (p. 5). Surprisingly, they found that even though students declared that they would use critical

thinking to gain historical understandings in the classroom, observations disclosed that some were using historical thinking exercises as fact-finding missions. These teachers seldom used critical thinking at all and relied on lecture instead saying it was “more ‘efficient’ and ‘worked best’ for them...” (p. 4). Yeager and Wilson (1997) determined that pre-service teachers would benefit by taking history courses that employed historical thinking skills at the college level. They would actually interact and become familiar with historical thinking activities and then transfer these experiences to their teaching. Yeager and Wilson (1997) found that pre-service teachers who used historical thinking within their own classroom, felt more “confident and enthusiastic” in their abilities to teach (p. 6). This study supported Wineburg and Fourier’s (1994) findings that pre-service teachers needed to experience historical thinking so they could use it in their own classroom. Historical understanding can be attained through a variety of methods. These methods are discussed in the following studies.

Leinhardt, Stainton and Virji (1994), Gillaspie and Davis Jr. (1997-98), and Quinlan (1999) explored how different views of history influenced historical thinking in the classroom. Leinhardt, Stainton, and Virji (1994) examined the differences in “activity and thinking in history classrooms” from other disciplines (p. 79). Seeking to answer the question, “What is history?” (p. 79), they studied high school level history courses through observation and interviews of two high school teachers and interviews of seven historians to find out what their thoughts were about history. Teachers at the high school level seemed to impart to students the fact that history was a process of investigating facts or events in history. Students analyzed and interpreted primary sources to create a historical understanding of a particular time frame of history. Historians emphasized a

past and present dimension in their approach to history through an emphasis of facts and primary sources. An additional relationship of past to present was integrated into their definition of history. Leinhardt, Stainton, and Virji (1994) found that their high school subjects were historians if they attached meaning to historical events in light of their impact on the present. They argued that their focus was on teaching and how students understand, as opposed to how they made a contribution to the field of history. Finally, this study was able to synthesize both voices of the teacher and historian to create a definition of history. "History is a process of constructing, reconstructing, and interpreting past events, ideas, and institutions from surviving, or inferential evidence to understand and make meaningful who and what we are today" (p. 88). Leinhardt, Stainton, and Virji (1994) encouraged discussion between historians and teachers to create an understanding of how to teach and understand history. While history teachers were observed in the classroom, historians were not. The lack of observation in the historian's classroom did not provide insight into the activities and thinking in the history classroom. In this study, historians were found to have a critical level of thinking as the interview process took place. Researchers never observed historians teaching a class and using those skills in their presentations. This critical voice appeared to be important to historical understanding in the classroom.

Gillaspie and Davis (1997-98) examined elementary student teachers' historical thinking by choosing three (two female and one male) participants who were enrolled in a university in the southwest portion of the United States. These student teachers had all completed a course on American History from 1492 to the present and had taken a social studies methods course on the history of Black American music. To understand these

teachers' historical thinking, they were asked to read a set of sixteen primary and secondary sources on the dropping of the atomic bomb on Hiroshima. As they read, they were engaged in a think aloud procedure that provided insight into their thinking processes. Once the documents were explored, the student teachers were instructed to write a narrative on the dropping of the bomb using the sources provided and to tell how the documents could be used in their classrooms. A survey was then completed detailing the coursework taken in college.

Findings indicated that these student teachers had little knowledge or understanding of the event. Their writings indicated that they had "very little 'knowledge how' about the processes involved in historical thinking and writing" (p. 5). In fact, only one student teacher even used the primary sources available. None of the student teachers "questioned the reliability or authenticity of a single source" (p. 5). It was reported that none of the student teachers had been exposed to the use of primary sources in any history course that they had taken. Because of this, they did not know how to utilize the sources in their own writings or in their classrooms. This study confirmed and supported Wineburg and Fournier (1994) and Yeager and Wilson's (1997) findings that student teachers need to be taught in college how to use critical thinking methods which would provide a model for them to use in the classroom. Gillaspie and Davis Jr. (1997-98) recommended that elementary teachers need to know more history and have experiences working with documents prior to going into the classroom. They maintained that teachers should understand what historical thinking and understanding are for themselves before they can be successful with their own students. Teachers' assessments of their own

understanding of history before going into the classroom was determined to influence how students learn and understand history in the following study.

Quinlan (1999) investigated differences among history professors in a college history department. She was interested in determining whether or not the individual educational beliefs that historians held affected their presentations of history to pre-service history teachers. To achieve this goal, she conducted two interviews of college professors from one history department. She studied their syllabi, goals for the class, roles as teachers, impressions of students and their roles, and evaluations of student work for a particular class (p. 449). After considering data that included what history was, the importance of teaching history, how to teach history, and student difficulties with history, patterns developed according to what she called generational categories. The three categories of historical beliefs were as follows: Old Guard, Humanist, and New. The Old Guard seemed to view history as a story. While Humanists differ from “New” in that they emphasize content over epistemology, Humanists and the “New” historians viewed history as ““detective work”” (p. 460). The methods employed in their own classroom reflect their beliefs of history. The Old Guard wanted to see students learn the story where the humanists and “new” category of historians want students to learn the process of dissecting history through analysis and interpretation of historical events. Quinlan (1999) believed that future teachers model their own teaching after the manner in which they were taught. If they don’t have the opportunity to discuss the different views of history while they are students of history, they won’t be able to understand their own approach to history. Quinlan (1999) conceded that more college history professors are necessary to verify and provide confidence in the categories and beliefs of the historians.

She argued for further investigation should be done to understand how “contextual factors shape individual beliefs, choices, and actions” (p. 462). Student voice seemed to be lacking. Do students even notice the differences between professors? Perhaps having their voices present would reinforce what individual historians believe concerning their views of history and roles they play in carrying out the act of teaching history. Quinlan (1999) concluded that being cognizant of teachers’ beliefs about history affects how they teach the subject. These teaching practices are the focus of the following studies.

Hallden (1994), Wiske (1998), Wiske, Hammerness and Wilson (1998), Voss and Wiley (2000), Grant (2001) investigated how classroom practices impacted historical understanding. Hallden (1994) inquired into the types of tasks that teachers could implement to aid historical understanding. Swedish students in an upper secondary school were observed while a student-teacher held conversations on an agricultural reform unit in Sweden. A narrative developed between the teacher’s questions and the student’s answers. Hallden mentioned that the teacher’s questions were in “the form of an invitation to the students to interpret a set of facts or to speculate about what might happen next under a given set of circumstances” (p. 192). Hallden noticed problems when students were expected to “discover the meaning of the presented facts without knowing what they are leading up to” (p. 197). Hallden pointed out that “being able to arrive at a particular interpretation is both a precondition for learning and the aim of the instruction.” Therefore, he mandated that “historical understanding is built through an oscillation between *explanans* and *explanandum*... evidence and narrative structure are construed simultaneously and continuously, thereby forming a growing understanding of the historical event in question” (p. 198). Hallden maintained that instruction should

incorporate different interpretations, but the teacher should maintain an emphasis on the context of the narrative that is being discussed bringing facts to illuminate the narrative on different levels as opposed to a linear fashion. Although Hallden (1994) is not clear on his sample size, he provided a detailed background of the historical event/reform at issue and how the teacher explained the event to provide insight into the class. Students' own words were provided to illustrate what they had to say about the event as well as what the teacher accepted as an appropriate interpretation of the historical concepts. With varying interpretations of historical events, this study demonstrates the need for teachers to be able to moderate a discussion, provide a balanced approach, and provide equality for student voices. Wiske (1998) chose to investigate how a balanced approach might be accomplished.

Wiske (1998) investigated how teachers were able to balance open ended inquiry with individual needs of students and yet maintain equality, standardization, and legitimacy. Wiske also participated in the Teaching for Understanding (TfU) curriculum effort coordinated with Harvard Graduate School of Education. Twenty-one teachers were paired with 26 researchers and carried out the TfU curriculum. Through observations, field notes, and interviews, Wiske (1998) maintained that the four elements of the TfU framework: generative topics, understanding goals, performances of understanding, and ongoing assessment were necessary for success. As teachers focused on one aspect of the framework, the other elements were considered at the same time. As teachers began to refine one element, it "generated changes in the others" (p. 81). When teachers were generating topics, they chose topics that applied to students' life experiences. Wiske found that while goal setting was developed late in the program, it

was deemed necessary for teachers to determine the direction of the activities and class. Wiske (1998) believed that teachers had a difficult time choosing goals because “they have a vague or limited conception of the subject matter they are supposed to teach” (p. 67). Wiske saw that some teachers confused understanding goals with narrow behavioral objectives. Wiske recommended that teachers ask “What do you most want your students to understand by the end of the term or their year in your class?” to bring out the understanding goals.

The second element of the TfU framework was performances of understanding. Teachers devised activities that included “explaining, interpreting, analyzing, relating, comparing, and making analogies” (p. 73). Wiske (1998) found that as teachers began to create performances for understanding, they realized that there were numerous other ways to demonstrate their understanding of the material. Wiske maintained that “activities are performances of understanding only if they clearly develop and demonstrate students’ understanding of important understanding goals” (p. 75). In the third element-ongoing assessment, Wiske found that “students learned from analyzing work of their peers.” They learned how to develop assessment criteria themselves as well as how to improve their own work. Wiske (1998) found that no matter what the context of learning was, when the focus was the development of understanding, the “TfU framework is a useful way of structuring dialogue and designs for learning” (p. 85).

Using the same participants and schools as Wiske (1998), Wiske, Hammerness, and Wilson (1998) investigated how teachers made sense of the TfU framework and how their understanding evolved as well as the factors that contributed to their progress. Wiske, Hammerness, and Wilson found that as teachers actually “tried their designs in

the classroom, they came to comprehend the meaning of the framework elements and to understand how to enact them in practice” (p. 89). As teachers reflected on the elements and the make-up of the framework, they began to automatically integrate the program into their teaching. Wiske, Hammerness, and Wilson highlighted two case study teachers and the process they went through to understand how to create and teach the framework for understanding. The first, Joan, began to change the way she understood ongoing assessment since she felt it was least utilized in her classroom. After working with the researchers, she integrated assessments to benefit herself as well as the students by providing open-ended questions for students to answer as well as using peer editing sheets. Joan began to write goals that she set on the top of the assignment sheets. Bill, the second teacher wanted to integrate the program with the textbook. He found activities from the textbook to use in place of creating performances for understanding. He fell short of ongoing assessment from the beginning when he neglected to assess students’ knowledge prior to the test. Bill determined that he needed to give assessments during the activities so he could determine students’ misunderstandings. He regarded ongoing assessments as “part of the learning process- feedback advances knowledge” (p. 107). Bill began to “supplement the usual diet of lectures and homework and involve students in more active inquiry without abandoning his textbook” (p. 109). This study provided examples of teacher created handouts which helped to understand how these teachers carried out the program. Teacher expectations gave the study a sense of depth since it illustrated the thoughts and perceptions of teachers concerning the program. Clarifying the goals, expectations, and plans for students became an integral part of historical understanding.

Voss and Wiley (2000) investigated how types of text (single text and multiple texts) could be used to carry out learning and understanding through a comparison of narrative and argumentative essay writing. Five separate studies with secondary students were conducted using the Irish Potato Famine as the topic. In all studies, students were given two packets of materials. One contained two types of text (single version of the text or a multiple-text version). The single version text was a standard narrative from a textbook while the multiple-text version included excerpts from primary sources linked together with additional sentences to provide “flow” (p. 381). Researchers grouped students into two separate groups. The first group of students read text material and completed a test packet on their reading. The second group of students read text material and wrote a narrative or argumentative essay. Students had to write their essays using the sources provided. Only the fifth study asked students how they viewed narrative and argumentative essays before they began to write, and provided two additional readings for the participants to read. Categorized responses fell into two categories for use in analysis. Individuals rated each of the four test items (open ended questions or sentence verification task) on a scale of 1-10 according to how similar its causes were to those of the potato famine. After reading an article, they rated it on a scale of 1-10 to tell their agreement or disagreement with the article. Voss and Wiley (2000) found that the segment of students that read from multiple text and wrote the argumentative essay “yielded deeper understanding of the material than any other condition in which text format and essay type were manipulated” (p. 381-82). They found that students who had the multiple-segment text wrote more analytic essays than the single text manipulation. The multiple-segment produced more argumentative essays while the narratives tended to

produce a listing of facts. Students that received the multiple-segment text readings appeared to produce more “transformed sentences” at a higher rate than any other manipulation. Recall was better for students who wrote argumentative essays using multiple-segment texts. Voss and Wiley (2000) stated that understanding can only be achieved when deep processing takes place. Deep processing was achieved along with students’ “prior knowledge of specific topics, related topics, and history in general and by a more advanced level of general information and thinking skills, such as knowledge of essay structures.” Students needed to be given opportunities to use such knowledge “in particular contexts in order to facilitate processing” (p. 386-87). Additionally, using multiple sources and writing argumentative essays maximized processing. Voss and Wiley concluded by stating that “there is a relationship between the way information is presented and the particular task involved in using the information” (p. 382-83). Voss and Wiley (2000) provided excerpts from essays written in this study that illustrated exactly what was said and provided examples of connective words and organization of sentences which were examined. Voss and Wiley made it clear that the teacher and the methods employed played a major role in the development of historical understanding. Grant’s (2001) work supported Voss and Wiley’s findings of teacher practices and the role they played in historical understanding.

Grant (2001) examined the relationship between teacher practices and students’ understanding of history. This study focused on two teachers, (one female and one male) who taught in a New York suburban high school, and their students. Only seven students were interviewed. These students were chosen by the teacher based on their academic achievement and interest in the subject. Grant conducted classroom observations of the

female teacher for two years and interviewed her eight times. The male teacher was observed for one year and interviewed six times. The common unit of study for both teachers was the Civil Rights Movement. During the first teacher interview, focus was centered on teachers' knowledge, teacher's interpretation of the state framework, and how their classroom practices changed over time. The second teacher interview focused on the curriculum unit of study which involved asking questions concerning what the teacher decided to teach, how they structured their unit, what they hoped students learned, and how it differed from last year. Student interviews covered a range of topics including the understanding of the Civil Rights Movement, the view of history, and the origination of their ideas. Through analysis, Grant developed three categories that he termed the three elements of historical thinking: historical knowledge, significance, and empathy. Grant (2001) determined that the female teacher's students tended to be more "thoughtful, sophisticated, and nuanced [in their] views of history" than the students of the male teacher because her students saw history as "complex, tentative, and open to reinterpretation" (pp. 70, 83). The male teacher's students thought history consisted of a bunch of facts which were absolute. His students had a difficult time connecting the past with the present, thus establishing historical significance. Grant mentioned that the male teacher spent more time on the unit than the female teacher and that factor should be considered when looking at his students' level of historical understanding. However, the study showed that the female teacher's students had a "more thoughtful and substantive view of history than their peers" (p. 103). Each teacher made a decision to teach the students a certain way which directly impacted the historical understanding of the students. The female teacher's students were able to discuss with and draw connections

from the classroom, history, and present day situations. Grant (2001) believed that students' abilities to interpret history and connect the past to the present were directly influenced by the approach of the teacher. He found that without practice and modeling in the classroom, students were unable to think critically about history on their own.

As part of this same study, Grant found that students from both teachers illustrated characteristics of empathy, yet with varying degrees. The female teacher's students illustrated this element within the context of the Civil Rights Movement while the male teacher's students did not. The most common characteristic that emerged was empathy "as a disposition to imagine other perspectives" (p. 98). The strength of this study lies in the length of time spent observing and interviewing. Grant (2000) argued that more research needs to be conducted on the role that teachers' practices have on students' historical understanding. Teachers and students play a role in the degree to which historical understanding is obtained. The following studies look at the factors which students bring to the classroom that influence their historical understanding.

Students. Researchers (Shemilt, 1980; Stevenson, 1990; Unger, Gray-Wilson, Jaramillo & Dempsey, 1990; Voss, Wiley & Kennet, 1998; Wineburg, 1999; Wineburg, 2000) investigated students' personal factors such as prior knowledge, socioeconomic background and interaction and conceptions of history that contribute to understanding. Given a prescribed curriculum, Shemilt (1980) compared the conceptual thinking of the students in a prescribed history course against a traditional history class through statistical analysis and interview data. Through this project, he sought to increase historical understanding as a "distinct 'form of knowledge'" (p. 18). Shemilt's conducted a series of studies that involved 17 upper secondary schools in England that participated

in a program called the Schools Council Project History 13-16, a project of the University of Leeds in 1972. The first study compared 500 project and 500 control students on concept tests. These tests focused on concepts such as “‘change’ and ‘development’, ‘causation’ and ‘causal explanation’” (p. 11). The second study compared 75 project and 75 control students’ concepts and skills acquisition. The third study consisted of 78 project and 78 control subjects who were compared based on interview data. Concepts such as causation, motivated action, necessity, change, continuity, evidence and empathy, historical knowledge, and natural science were probed. The researcher found that 24% of the control students believed that events were caused by a physical cause or agency while only 9% of the project students felt that there was a physical agency to the events of history. Of the project students, 73% were able to grasp the fact that events unfolded due to motivated actions by individuals and not by chance versus 22% of the control students. Of the control students, 53% believed that historical events were inevitable or a necessity while only 16% of the project students believed this fact. Only 31% of the control students saw historical change as a gradual procedure compared to 49% of the project students. While 15% of the control students failed to understand that historical events could be predicted by looking at past events, only 4% of the project students failed to understand this. Of the project students, 37% could tell how to use historical evidence compared to 18% of the control students. In knowing how to separate natural science knowledge from historical knowledge, 45% of the project students could do this versus 27% of control students.

In analyzing student responses, Shemilt (1980) found 1) three factors affected student attitudes: skill, enthusiasm, and attitude of the teacher; 2) that pupil performance

was a function of the success of the school in using students' intelligence for effective historical conceptualization; and, 3) that there was no correlation between socioeconomic background and the level of historical conceptualization. Shemilt (1980) concluded that project students "seemed more accustomed to giving and seeking explanations, see more problems and puzzles in History, proliferate ideas more readily, frequently-if implicitly-arrange these ideas into. . . what deserves to be called a 'theory of History', and are generally more bold and vigorous in their thinking" (p. 13-14). Project students saw history as demanding inquiry and problem-solving while the control students saw it as merely rote learning. Shemilt urged researchers to continue to study students' views of causation, evidence, and change in a classroom situation and to look at below average students rather than average students.

Stevenson (1990) contributed to the body of literature on students' perceptions of engaging social studies classrooms. Arguing that current research rarely addresses student perceptions of teaching, he interviewed 45 high school students from the upper, middle, and lower academic level to determine what type of classes they considered engaging as well as thoughtful. Once students decided which activities they thought were engaging, Stevenson inquired whether time passed faster in those classrooms and what made them more interesting. Students stated that they found classes more interesting and engaging when they involved interacting with or making sense of information, particularly "analytic thinking about abstract ideas. . . , inductive reasoning to explain the past. . . , or evaluating ethical issues. . ." (p. 331). Students reported that topics pertaining to their own lives were more engaging.

Another study focused on students' perceptions of teaching and learning by Unger, Gray-Wilson, Jaramillo and Dempsey (1998) as part of the Harvard Graduate School of Education project entitled Teaching for Understanding. With 21 teachers and 26 researchers, this study investigated what students thought about teaching, learning, and understanding in the Teaching for Understanding classroom. Four teachers chose 35 students that represented the top, middle, and lower range of perceived understanding and were interviewed twice at the end of the year. The first interview took place at the beginning of the curriculum unit and the second interview took place two or three weeks after the unit finished. The first part of the interview consisted of a set of questions which elicited students' conceptions of understanding and how understanding was developed, while the second part of the interview consisted of questions that highlighted specific actions taken by the teacher with the four elements of the TfU unit. Researchers broke the findings down into the four elements of the TfU curriculum: generative topics, understanding goals, understanding performances, and ongoing assessments. Generative topics were found to be crucial to the understanding process of seven students. Understanding goals were not helpful for seven students while 14 students found them to be helpful because it told them what to do. Eleven students stated that unit level goals and year long goals were helpful because it told them what they needed to do and know while three students stated that understanding goals helped them because it acted as a guide to their understanding in and out of class. While many students stated that hands-on activities really helped them understand, understanding performances were found to be crucial for understanding by some students or helpful by others because they enabled them to learn information. The final element, ongoing assessment, was not helpful to one

student. Many students did not see the relevance of self-reflection sheets and indicated that ongoing assessments were helpful because it told them if they were right or wrong. Overall, understanding was seen as the “ability to acquire facts and simple concepts for rote purposes. . . the ability to apply or connect facts and concepts during class activities.... [or] connect creatively what they were learning with other ideas both in and out of class” (pp. 279-281). Using correlation analysis, students’ “conceptions of generative topics, understanding performances, understanding goals, and ongoing assessments were all significantly correlated with their level of understanding” (p. 282). This study supported Stevenson’s (1990) finding that students wanted engaging activities. With this study, extending the engaging activities to include hands on activities contributions were made towards historical understanding. Students in the Teaching for Understanding program viewed the structure provided by the program as a contributing factor towards historical understanding. Unger, Gray-Wilson, Jaramillo and Dempsey (1998) recommended that a continued effort be made by researchers to research the causal factors that contribute to understanding.

Voss, Wiley, and Kennet (1998) conducted two studies that uncovered views of history according to sixty college-age students. Using theoretical orientations from a Collingwood (1946) study, their first study looked at positivist, Marxist, neo-idealist, causalist, narrativist, structuralist, and God’s plan to inform different views on the “objectives of history, the nature of historical facts, the existence and operation of historical laws, the nature of causality in history, and the nature of historical evidence” (p. 310). They examined participants’ theoretical orientation towards historical events. Divided in half, one group received information about Ireland from 1800 to 1850 found

in maps, biographical accounts and legal documents. The second half received the same information; only this time it was in textbook format. Students ranked their agreement or disagreement with 50 items that dealt with various concepts in history on a 1-6 scale with one being highly agree and six being highly disagree. While findings indicated that individuals did not hold a particular theoretical orientation in the study of history, the study showed that students believed that historical events happened due to human actions or activity as opposed to any historical law (p. 316). Analysis indicated that these subjects saw history as having multiple causes as opposed to one single set of cause and effect. Both instructional groups (original documents and textbook format) viewed historical events as being connected. Participants saw history as a story and therefore believed that historical events could be synthesized into a historical narrative. In a second study, Voss, et. al (1998) wanted to better understand how individuals “conceptualize history, whether context affects this conceptualization, and if subjects’ own historical knowledge affects how history is conceptualized”(p. 317). Subjects were then categorized into high or low-knowledge subjects based the results of a subject test to determine their level of historical knowledge. Afterwards subjects rated statements as was done in the first study to determine views of history. Low-knowledge groups saw subjectivity less of a factor when studying history than did the high-knowledge group. These subjects exhibited concrete, low-level thinking. The high-knowledge group saw how bias played an active role in analysis and interpretation and ultimately in the development of historical narratives. Roles of historians also differed between knowledge groups. The low-knowledge group saw historians as a detective while; the high-knowledge group saw the role of a historian as a storyteller who discloses historical events in a narrative manner. Thus, Voss et. al

concluded that historical understanding ultimately depended on the method employed. Researchers argued that because this study did not specifically address human motives, other researchers might seek more information concerning human motives and their role in understanding history. Voss, Wiley, and Kennet argued that historical thought and understanding were influenced by the methods employed in class.

Wineburg (1999) studied the degree of experience and the role that it played in historical understanding through interviews with high school students, an elementary school principal, teachers and historians. In the first interview, the high school student was given a set of primary source documents of the Revolutionary War and asked to pick a picture that best depicted his reading of the Revolutionary War. The elementary school principal was asked about his response to a reading of a diary entry of a midwife from the 19th century and asked to write an essay about the source. The historian was given a set of documents that revealed Lincoln's views on race. The historian was to discuss Lincoln's thoughts based on the readings. Wineburg (1999) found that the high school student was able to see the world through the eyes of the people he read about. He was able to exhibit empathy; yet, he did not ask questions about his own beliefs and did not consider all perspectives. The principal wrote her essay in third person trying to keep herself out to the essay. According to Wineburg, she ended up writing a boring narrative. The historian referred to the documents eight times. In doing so, the historian created a story that had not existed before. "He encountered the past and learned from it" (p. 10). Wineburg illustrated that the varying degrees of experience that these individuals brought to the table influenced their historical thought. The voices of these three individuals in the study were valuable because of their place in teaching and learning history. Replicating this

study with the same participants using different documents or using a larger number of participants with the same documents would have strengthened Wineburg's (1999) findings.

Wineburg (2000) continued to study the student and the development of historical understanding through an investigation of how young people think of themselves as historical beings at the start of their eleventh grade and how well that content stayed with them a year later. He was interested to see how they understood their own past and that of their families and communities. A team of researchers observed, audio taped lectures, collected student assignments, tests, notes, and term papers at three different high schools (one an inner city school, one a private prep school, and a private Christian school). Fifteen students were chosen to interview (five from each school) at their own homes. Additionally, parents and teachers were interviewed with interviews based on a set of six iconic pictures of the Vietnam era and a two-minute presentation of a popular song of the Vietnam era.

After interviewing one student named John and his parents, the mother began to cry after seeing the pictures of Vietnam because it was an emotional time for her. She then explained the pictures to her son. The father then began questioning the researchers. John believed he was more objective than his parents since he didn't live through that time. He began to give a very matter of fact account without any emotion. Wineburg (2000) argued that it was "one's personal connection that generated interest and passion" (p. 316). This is exactly what John left out of his discussion of the Vietnam era. John used the term "baby killer" and yet claimed to be more objective (p. 317). John appeared to be strongly influenced by a video that his family watched time and time again and

where he picked up terminology that he used to describe the Vietnam era. His family used the videos in their house to educate John about certain historical events such as the Vietnam era. Wineburg argued that that historical memory was selective and “what is remembered from the past is constantly being shaped by contemporary social processes” (p. 321). Wineburg (2000) recommended that researchers pay attention to technology such as videos, movie channels, and MTV to determine how they help to shape historical consciousness and how they may help to advance historical understanding (p. 323).

Historical understanding has been studied from the elementary to the college level. Researchers found that as students matured, historical understanding improved. A variety of factors influenced historical understanding both in the classroom and outside the classroom. Inside the classroom, student’s prior knowledge, teacher’s ability to master content and the appropriate methods to carry out activities, the type of primary sources and the activity associated with them impacted historical understanding. Characteristics of historical understanding: knowledge, methods, purposes, and forms were investigated to determine what historical understanding looked like. Using historical thought such as analysis interpretation, empathy, bias, and perspective in the classroom helped to produce deeper understandings. The ability to see the present in light of the past illustrates this deeper understanding. Experience was seen as the best teacher. At the college level, researchers found that pre-service teachers needed to experience using historical thought so they could use it in their own classrooms to provide opportunities for students to develop historical thought and understanding. These experiences would develop views and opinions of history. Throughout these studies, teachers use a variety of visual evidence in the classroom to aid in the development of historical understanding.

Because visual literacy could impact historical understanding of the past, I will explore research surrounding the field of visual literacy as it impacts historical understanding.

Visual Literacy

Visual literacy's impact on education is in its infancy. In fact, focus has been very narrow and findings tenuous. Visual literacy experts have no consensus opinion on the definition of visual literacy. I first investigate the common threads that are agreed on within this field of study then turn to the processing of visual information and its influencing factors such as dominance, dimension, picture type and prior knowledge, and cues.

Visual literacy is defined in a multitude of ways, furthering concern about the cohesiveness in visual literacy research. Brill, Kim, and Branch (1999) probed this issue. They investigated a possible consensus definition according to experts in the field, traits, and components of visual literacy. After three rounds of surveying fifteen visual literacy experts via the World Wide Web (a Delphi technique of research without face-to-face meetings), a definition of visual literacy was composed. Results of the survey noted that the definition of visual literacy was

a group of acquired competencies for interpreting and composing visible messages. A visually literate person is able to: (a) discriminate, and make sense of visible objects as part of a visual acuity, (b) create static and dynamic visible objects effectively in a defined space, (c) comprehend and appreciate the visual testaments of others, and (d) conjure objects in the mind's eye. (p. 5)

Due to limited participation, a consensus could not be devised in this study. Finally, after developing a proposed taxonomy of visual literacy, Brill, Kim, and Branch (1999)

suggested that “visual elements, examples and applications are needed to explain each level of the proposed taxonomy” (p. 6). This taxonomy ensures baseline uniformity when researching any aspect of visual literacy. An agreed upon definition and taxonomy serves as a point of departure for experts in the field to discuss further different branches of visual literacy and their connections. I turn to a focus on how the field of visual literacy is used in a cognitive and educational research.

Processing Visuals

While research on processing visual information in an educational setting is limited, Paivio (1991), Pettersson (1995), and Simpson (1997) investigated how visual information is processed. Paivio (1991) conducted five studies in which he looked at picture superiority in picture recall, and how coding of pictorial and written information was used by individuals. In his first study, he questioned whether recall of pictures was more powerful than concrete words in incidental learning. The first study involved 142 undergraduate students that included stimulus variables such as picture (P), concrete words, and abstract words in addition to three learning conditions (incidental, intentional, standard free recall). Subjects were presented with 72 concrete words and 72 abstract along with 72 labeled pictorial items (black line drawings). Slides of equal size were presented to one group using one order while the other half received a list of words using the reverse order. The intentional condition was told that they would have to recall the items later. After five minutes passed, subjects were given a blank sheet and told to write as many items as they could.

Paivio (1991) found that recall was greatest for intentional groups. He also found that image arousal was greater for concrete words than for abstract words. Concrete

words were superior to abstract words in the intentional condition as well ($p < 0.05$). A second study conducted by Paivio looked specifically at the incidental learning condition to see if recall of pictures was superior to concrete words. He concluded that there were highly significant effects of the input mode ($F(1,77) = 27.6, p < .001$) encoding mode ($F(1,77) = 60.2, p < .001$) and interaction of the two ($F(1,77) = 63.6, p < .001$) (p. 86-87). Any learning condition in which pictures were involved were double that of the recall of the word-write condition. Paivio (1991) admitted that results of this study were inconsistent with a simple dual coding hypothesis. Thereby, suggesting a superiority of imaginal memory over verbal memory. Paivio suggested that in future studies researchers needed to look at the explicit stimulus coding vs. implicit stimulus coding.

Paivio (1991) conducted a third study of 88 undergraduate students in which mental imaginal coding and verbal coding were considered against pictures and words. Additionally, Paivio was interested in the impact of intentional action taken on the coding. While identical to study two, the one change involved was that students were to imagine the image or say the word to themselves and then rate the difficulty of the task using a 7 point difficult-easy scale. Students recalled the word in written form and indicated yes if they expected a recall test. In the event a “yes” was registered, they were excluded from data analysis. Picture stimulus groups were then shown the pictures again and were told to write names of the items on a new recording sheet. It was determined that these results were very similar to study two. Highly significant effects were found for stimulus mode ($F(1,79) = 19.60, p < .001$) orienting task (image vs. pronounce) ($F(1,79) = 17.93, p < .001$) and the interaction of the two ($F(1,79) = 24.54, p < .001$) (p. 89). Ultimately, “dual coding of pictures or words provided no significant advantage over

imaginal coding of pictures. Suggesting that the arousal of a concrete image either by instructions or by picture stimuli may be sufficient to account for the superiority of picture stimuli and imaginally encoded words over verbally encoded words” (p. 90). Paivio (1991) suggested that his future study should remove the chance for rehearsal of elements. Therefore study four looked at the memory of pictures and words without repetition as well as the role that repetition played both between and within coding.

The same seventy-two were used on four separate lists. Two groups (incidental learning and standard free recall) were used. The incidental learning group was shown a picture or a word and asked to record that guess as a P or W. Afterwards, they were asked to write as many items as they could remember. Subsequent to that task, they were told that they would be writing down the labels of the next set of picture/words. The standard recall group was told to remember the items as they were presented. This study indicated that “pictures were recalled better than words ($F(1, 80) = 68.31, p < .001$) and recall was higher under standard than incidental conditions ($F(1, 80) = 173.95, p < .001$). Their interaction indicated that intentional learning had a higher recall rate than incidental ($F(1, 80) = 7.47, p < .001$). This study indicated that pictures were recalled due to the intentional actions associated.

Paivio (1991) indicated another study was necessary to determine the quality of image over words. This study led to his final study in which he sought to find the value of using pictures in learning. The question raised was whether or not pictures had an additive effect. Another way of looking at this was by studying the effect of repetition of the picture or word. In Paivio’s (1991) final study, 124 undergraduate students were grouped in groups of eight to twelve. The groupings were picture-picture, word-word,

picture-word, and word-picture. All 72 items from past studies appeared in at least one of the five conditions along new words totaling 96 words. Incidental groups were told that this was a study on probability and later were given new recording sheets to recall items. Again yes and no statements about the expectation of a recall test were given to disqualify them from analysis of the data. The second control group did not have an orienting task and were told to learn and remember them for later. Results revealed significant effects for condition ($F(2,119) = 115.59, p < .001$) item type ($F(4,476) = 83.00, p < .001$). Their interaction was not significant, ($F(8,476) = 1.57$) ($p = .98$).

Finally, results showed “image superiority of picture recall” ($p = .97$). Newman-Keuls test showed that PW significantly exceeded P and WW recall ($p < .01$). In addition, “expected and obtained values did not differ significantly for PW repetition ($Z = 1.25$), where obtained values for WW and PP were significantly lower than expected, $Z \geq 4.43, p < .001$) ($p = .98$). This study determined that intentional activity helped students learn content since intentional action serves as independent coding of information. The following study considered the thoughts and understandings that visuals evoked as they were shown to individuals.

Pettersson (1995) examined what kind of associations individuals actually made when observing a visual. Interested in the influence that pictures had on the individual and what type of thoughts the visual actually conjures, he conducted two studies using 57 university students. The subjects were shown three slides for 30 seconds in the spring term and 20 seconds in the fall term. Subjects wrote down all the associations that were called to mind when they viewed the slides. During the spring term, it was discovered that 385 associations were generated during the 30-second showing and 146 associations

in the 20-second showing. This averaged 3.2 associations per individual. Fall term averaged 1.8 associations per individual. Further analysis of the list of associations written by the participants found that there were more connotations (secondary meanings) and denotations (symbols) written than associations.

In study two, Pettersson (1995) again had 50 university students look at advertisements to see if they could determine which company they thought it represented. Subjects were told to write down the trademark or the type of product that was supposed to be advertised. Interestingly enough, four of the six pictures caused all subjects to associate the advertisement with the wrong product. One advertisement caused two subjects to correctly name the product and yet another advertisement had thirteen subjects naming the correct product. The final advertisement was associated by only six subjects. The final document analysis of the associative lists indicated that pictures can be interpreted in a number of ways; verbal commentary or explanatory texts then “‘confirm’ the intended interpretation” (p. 144). It was determined that a clear explanation of the intended message was necessary to clarify understanding of the visual. Therefore, intentional activities needed to be employed to provide guidance for young learners towards the intended message of the picture. This study could have been strengthened through a follow-up study to verify results since the sample size was limited. Pettersson (1995) provided detailed descriptions of visuals used as well as graphics depicting associations made in the study which enriched his description of his study.

Simpson (1997) expanded upon Paivio’s (1991) dual theory (verbal and visual) of visual processing by adding a third modality. In his study, Simpson suggested that kinesthetic elements played a large role in information processing. Simpson used

Neurolinguistic Programming (NLP) to identify what influences emotions and feelings had on involuntary reactions to stimuli. NLP would reveal any “internal change” the subject experienced (p. 92). In part one of the study, 25 people that ranged in age from 16 to 53 participated in the study and 11 people participated in part two of the study and ranged in age from 5 to 16. In a prescreen interview, subjects processed information aurally, visually, and kinesthetically. Reactions such as breathing, eye accessing, and skin color were recorded. Subjects listened to an audio recording and participated in a three-minute dialogue with a “confederate” which acted from a script designed to invoke regional emotions. “Confederates” calibrated their observation notes according to the NLP calibration checklist. Focus groups were then formed and interviewed (p. 93). Age and educational background seemed to be contributing factors to the results of this study. Study one indicated a strong preference for visual processing, while study two indicated a strong kinesthetic preference with visual preference second. Adults were visual processors; however, they could process in other modalities as well. Adolescents had a wider band of processing preferences. They were better at maneuvering between various modalities. Simpson (1997) contended that people used “three, not just two, modalities of internal information processing” (p. 94). As children grew, they learned to use one modality well. Over time, one modality became inappropriate for new learning experiences and individuals developed the ability to use other modalities. Ultimately developing the ability to decide which modality was necessary for particular situations and switching when appropriate. Finally, Simpson contended that through the use of visuals, strong involuntary emotions and feelings produced a linking of prior learning to new learning. It was anticipated that by incorporating a third modality- tri coding to

visual processing, researchers would be able to understand how individuals made meaning from visual images. Meaningful learning took place when associations or linking took place. This finding had far reaching implications in educational research.

Paivio (1991) determined that pictures were superior to words by themselves and by adding intentional activities, this intensified the ability to make meaning. Incorrect interpretations of visuals could occur if guidance wasn't provided according to Pettersson (1995). Simpson (1997) stated that children were able to process information using multiple modalities, with the visual modality coming in as the second most popular way to learn following kinesthetic. Providing learning opportunities through multiple modalities such as kinesthetic and visual, students may process material at a deeper level. I will now direct attention to the factors that influence the processing of visuals.

Influences on Processing

Researchers found that various elements within visuals influence the way individuals see and interpret them. Pictures can present information, ideas, and concepts by placing emphasis on certain elements such as complexity or dominance and size or dimension. Processing can also be affected by the type of visual presented and prior knowledge that students bring with them. Furthermore, cuing of certain elements of a visual influence how a visual can be processed. I turn first to the issue of dominance in visuals.

Visual Dominance. Appleman (1996) inquired into the type of “structural and/or contextual elements that stimulate consistent patterns of observation” (p. 8). The term dominance in this context referred to the aspect of the picture that was more dominant than any other in the picture. It also involves the complexity of the visual and what the

intentions were of the author. This study was carried out by having twenty-one graduate students serve in two experimental groups and one control group who were shown 15 visual images while they sat in a head stabilizing chair whereby their eye movement was recorded. One of the experimental groups received additional verbal context. The images were divided according to complexity criteria. Additionally, subjects wrote a phrase for each image which revealed elements of structural dominance and one phrase revealing weaker structural elements of the image. The purpose was to

identify nouns within the contextual phrases and assign points in relation to: 1. the position within the sentence, 2. the presence of visual modifiers that were also in the image, and 3. whether they were a focus of attention within the sentence.

(Appleman, 1996, p. 17)

After detailed statistical analysis using Kendall Coefficient of Concordance (W), Friedman Two-Way Analysis of Variance by Ranks, and Multiple Comparison; 69% of the cases focused on the contextually (representation, function, meaning) dominant element which was also structurally (shape, size, color, texture) dominant.

Images were divided into simple, moderately complex, and complex. After looking at the sectors where contextual effects were strong, a comparison of the sectors with strong structural dominance was undertaken. Appleman (1996) determined that if there is strong contextual dominance and strong structural dominance, the contextual information would not be lost. Attention would be on both aspects rather than just on the structural aspects of the picture. Finally, if a learner was deemed deficient in the knowledge that was being expressed and the image is strongly structured towards a different context, the intended message was missed and the desired learning was not

achieved. Appleman (1996) recommended that talk concerning context and structure of visuals be conducted together rather than separate. This cooperation would provide learners with rich learning opportunities.

Dimension. Factors such as the size of particular elements in a visual influence how a visual is processed. Kosslyn (1975) conducted five studies that investigated how the size of an image affected the time that it took to process the visual information, whether size correlates to the complexity of the image, and whether adjustments were necessary for the evaluation of certain sizes of visuals. Study one and study two investigated the impact of size on the time taken for evaluation. In these studies, 18 and 20 undergraduate students were given 20 animals and told to create visual images of a pair of animals. In addition, they were told to evaluate the appropriateness of properties given to the second animal. It was determined that the larger the area of an accompanying image, the more time necessary to evaluate a smaller item in the remaining space. There was a 7.88% error rate in study one.

Study two was the same as study one; however, this time the subjects were told to create images where the small animals would be viewed as large, such as a fly being the size of an elephant. Images were actually processed slower when paired with an animal that was imagined as being larger than it actually was. Kosslyn (1975) believed that “size differences can be represented in images, which subjects can voluntarily control size differences and that these differences affect real time processing of the image” (p. 349). The error rate in study two was 7.81%. To determine the role complexity of image and size played together, Kosslyn studied 23 additional graduate and undergraduate students to determine the correlation between complexity and size. Subjects drew a four and

sixteen cell matrix and they were also conditioned to know that “A” meant that the simple matrix and “B” meant the complex matrix when told to imagine the image. Once again animals were used and subjects were told to envision a large or small animal with true and false properties. Using the same analysis techniques as his previous studies, he found the error rate to be 6.51%. Therefore, he found that relative size and complexity affected reaction time. When the image was next to the complex matrix, it took longer to evaluate. ($F' (1,28) = 20.13, p < .001$). Study four replicated study three only instead of using matrix, Kosslyn (1975) used four and two digits. Using twenty undergraduate students, he found lower error rates (2.34%) and he also continued to assert the point that complexity does affect reaction time. Study five was subdivided into separate studies. The first sub-study used recordings from study three replacing the letters indicating size by colors. Twenty subjects memorized square sizes and their corresponding colors before the experiment. Ultimately, Kosslyn (1975) was interested to see if the size of the image affected processing time. The findings of the first sub-study study showed an error rate of 5.88%. The smaller the animal initially imagined, the longer it took to evaluate it. The next two studies were arranged the same as the first with the exception that when twelve subjects were finished with the image, they pressed a timer and were allowed lag time between the presentation of the animal and the properties. In this case, Kosslyn (1975) wanted to determine if there was differential-decay; “if small images are constructed sooner, perhaps they have decayed more at the time of probe than the more recently completed larger images” (p. 364). The results showed that the larger animals took longer to construct than smaller animals. Additionally, if a large animal was to be imagined as a large animal it was easier to do so. Similarly, if a smaller animal was to be imagined as a

small animal, it was equally easy. In the last two sub-studies, “larger images took more, not less, time to construct than smaller images. . .” (p. 363). Larger images were evaluated faster than smaller images. “Furthermore, the size of this effect was the same when properties followed 6 or 10 sec. after the animal name was presented. . . .” (p. 365) Overall, decay occurred gradually. Complex images took longer to evaluate, animal properties were evaluated faster when “ the animal was imaged next to an image of a simple (4-cell) matrix than when it was imaged next to a more complex (16-cell) matrix” (p. 368). In addition, as the size of the image increased, the time necessary to evaluate increased respectively. The future of image studies according to Kosslyn (1975) is to look into the “vividness,” “focusing,” and “scanning” of images; and to create an approach using these for computer programs so as to create “explicit models of these sorts of processes” (p. 370). Kosslyn’s (1975) findings could be applied to any field, especially education, where the complexity and size of a visual matter when asking individuals to analyze and interpret what they have before them. Kosslyn strengthened his argument through the retesting of his findings from study to study as well as the detail he provided in the description of findings. He found that images take many forms and individuals were pre-disposed with a certain amount of knowledge as the instructional process begins. Joseph and Dwyer (1984) investigated this prior knowledge in the following study.

Visual types and prior knowledge. Realistic images and abstract images are two types of images Joseph and Dwyer (1984) investigated to test the advantage that either would have on the processing of images. Of particular interest was the effectiveness of the integration of abstract and realistic visualization in the learning process. Correlations

between teaching methods and image types were looked at in terms of their affect on individual achievement. Joseph and Dwyer (1984) questioned the impact of prior knowledge on achievement and the affect of particular images on individuals with prior knowledge. Furthermore, Joseph and Dwyer inquired into the issue of achievement and retention of knowledge two weeks after processing.

In Joseph and Dwyer's (1984) study, 414 10th grade students were evaluated using five different treatments, including the use of a booklet of images with instruction delivered in two ways. (1) a self-paced delivery lasting an average of 12.3 minutes; and, (2) students given the same material as the first but they listened to an audio recording of the script for 27 minutes instead of reading it as the first method of delivery was instructed. Treatment one acted as the control group. Treatment two received the same instruction as treatment one with simple line drawings depicting the form and locations of the parts of the heart as they were mentioned in the text. Treatment three viewed realistic photos of an actual heart. Treatment four realistic images with line drawings inserted emphasizing critical attributes. Finally, treatment five received two illustrations, a line drawing and a realistic photo. Each subject took a physiology pretest, received instruction in a prescribed manner, and 24 hours later took a drawing test, identification test, terminology test, and a comprehension test. A composite score of 78 items was designed to "measure total understanding to the concepts presented" (p. 174). This involved a reliability coefficient for each criterion as follows: ".83—terminology test, .81—identification test, .83—drawing test, .77—comprehension test, and .92—total criterion test" (p. 174).

Joseph and Dwyer (1984) found that for the drawing test, students who participated in instructional method B scored higher than self-paced students. The results of the identification test indicated that treatment five was more effective than the control for those entering the study with a medium level of prior knowledge; which was determined by a pretest. In addition, subjects with high levels of prior knowledge scored lower on instructional method B. Additionally; high level subjects rated better using the realistic photo. The terminology test results showed that students with high prior knowledge scored higher. The comprehension test was identical to the terminology test. Subjects with low prior knowledge did not show any preference for any sort of visual. However, medium and high levels of prior knowledge subjects revealed that visuals, such as realistic, were more effective for their needs.

A delayed post test was given for each of the criterion test and results were offered that showed that in the drawing test; subjects with lower levels of prior knowledge were lower than the other groups. The identification test results showed that high level subjects scored higher than other groups. On the terminology test, lower level subjects using method 2 scored higher using real photographic visuals. Medium level subjects scored better using treatment five (line drawing and realistic visual), and high level subjects scored better using treatment five as well. Finally, the comprehension post test results indicated that high level students scored higher than others. Joseph and Dwyer (1984) concluded that treatment five needed to be looked at in the future using more high level students. They recognized the fact that individuals using visuals should consider the amount of prior knowledge in determining the type of visuals used. Consideration of prior knowledge for visuals becomes important when dealing with young students and

new concepts. Upon careful consideration of the type of visual necessary to achieve intended goals, processing visuals could be enhanced by verbally attending to specific aspects of the visual. Joseph and Dwyer clearly described the visuals used, details of every stage, and charts and graphs of the data analysis. Once evaluation of the student population took place and the visual was decided, Beck (1990) found it important to take into consideration the details of the pictures. The following study will evaluate the cues necessary to increase meaning.

Cues and their affect. Beck (1990) considered how verbal and visual cues contributed to individual pictorial knowledge using 128 4th graders. This study verified how drawing attention to pictorial information caused more meaningful processing that led to memorization. Seventy-five percent of the students demonstrated proficiency at a fourth grade reading level. Independent variables included instructional methods- basic instruction and pre-instruction and criterion measures- verbal and visual – verbal. Dependent variables were based on posttest achievement scores on distinct and indistinct pictorial information. Each subject in the instructional group received twenty-four pictures and passages which had related information along with labels that highlighted the critical attributes. At the end, a twenty-four count multiple choice test was taken. The pre-instructional group received practice booklets that allowed them to practice on eight pictures and passages and take a 16 count multiple choice test. Post test measures included a verbal multiple choice test as well as a visual-verbal measure.

The MANOVA revealed a significant difference between the pre-instructional group and the basic instructional group, $F(1,248) = 7.84, p < .05$. The ANOVA found “significant findings for the distinct pictorial information variable, $F(1,124) = 4.01, p <$

.05 and the indistinct pictorial information variable, $F(1,124) = 4.16$, $p < .05$ ” (p. 4).

Beck (1990) found that pre-instructional groups outscored basic instructional groups.

Therefore, pre-instruction improved performance. In addition, repetitive use of visual and verbal cues in the instructional and evaluational materials can help learners encode and retrieve distinct and indistinct visual information. Beck recommended more studies to examine learners with different visual and verbal aptitudes. He suggested that learners could “generate their own visual and verbal supports, such as labeled pictures and highlighted text” (p. 5). Encoding of information depended on the emphasis of a visual's attributes along with an intentional activity regarding the image. The benefit of these actions can provide a positive effect on information processing.

Visual literacy is a relative newcomer to the field of education. Visuals play an integral role in assisting students to make meaningful historical constructs. Size, complexity, and cuing of important elements within a visual, enhanced information processing. However, gaps in visual literacy research must be addressed. First, most of the information processing research focused on semantic, structural, and phonemic processing (Paivio, 1991). Additional research needs to focus on concept processing and the role that visuals play in this type of processing. History is filled with important concepts that would benefit from the use of visuals. Appropriate use of and choice of visuals would aid the understanding students have of these concepts. Finally, research in the field of visual literacy relied heavily on quantitative studies, and while these result in important findings, qualitative studies are needed to provide insight into teachers' and students' experiences and perceptions of how visual literacy can contribute towards their increased historical understanding.

Summary

Research on the *History Alive!* program is limited. Bower (1997) provided positive findings regarding academic achievement using multiple-ability groups and activities that imitate the *History Alive!* program as the Teachers' Curriculum Institute created it. However, research focusing directly on the program itself and its impact on students' historical understanding is missing. The fields of historical understanding and visual literacy provide the backbone of this investigation into the *History Alive!* curriculum. Historical understanding was found to be encouraged and practiced from elementary to college level. Research found that changes in how understanding was achieved and how it was manifested changed as students got older (Barton & Levstik, 1996; Barton, 2001; Barton, 2002; Hoge & Foster, 2001). The ability to explain and understand historical information also changed as students got older and were able to articulate what they knew (Dickenson & Lee, 1980; Harnett, 1993; Lee & Ashby 2000). Boix-Mansilla and Gardner (1998) found four dimensions of understanding such as knowledge, methods, purposes, and forms. Degrees of expression such as novice, apprentice, and master level explained the level of historical understanding achieved (Hetland, Hammerness, Unger, and Gray-Wilson, 1998). Various factors were found to influence the acquisition of historical knowledge, such as the ability to use critical thought, school context, teachers' experiences, classroom approach to primary sources and the students' past experiences (Wineburg, 1991; Epstein, 1994; McDiarmid, 1994; Hammerness, Jarmillo, Unger & Gray-Wilson, 1998; Boix-Mansilla, 2000; Stearns, 2000).

Within the classroom, both the teacher and student impacted historical understanding. Researchers found that teachers needed to be taught historical thought in college to be able to transfer that type of thinking to their own classroom. They had to have an awareness of their approach to history as well as a solid foundation in their subject to be effective in the classroom. While historians and teachers were found to be different in their thoughts and approaches to history, these merely confirmed findings that dialogue and practice between historians and teachers needed to be continued so historical understanding could reach students at the elementary and secondary levels (Wineburg & Fournier, 1994; Yeager & Davis, Jr., 1995; Yeager & Wilson, 1997; Leinhardt, Stainton, & Virji, 1994; Gillaspie & Davis, 1997-98; Quinlan, 1999).

Teacher practices within the classroom impacted the degree to which students achieved historical understandings. Teachers who used analysis, interpretation, and inquiry, using documents as well as activities to demonstrate historical understanding, provided an atmosphere that encouraged, expected, and demonstrated high levels of historical understanding (Hallden, 1994; Wiske, 1998; Wiske, Hammerness & Wilson, 1998, Voss & Wiley, 2000; Grant, 2001). Students' traits and views of causation, evidence, and change affect the degree to which they managed evidence presented in class and complicated historical thinking and understanding. (Voss, Wiley, & Kennet, 1998). Thoughts about what made class interesting and more helpful were considered to be a factor that determined openness to historical understanding (Shemilt, 1980; Stevenson, 1990; Unger, Gray-Wilson, Jaramillo, & Dempsey, 1998). Prior knowledge and experience brought to class impacted the degree of historical understanding achieved in class (Wineburg, 1999; Wineburg, 2000).

Visual literacy research fostered an understanding as to the role visuals play in the classroom. Early research found that pictures were processed better than words. However, processing was deeper if the visual was integrated into an active learning situation (Paivio, 1991, Simpson, 1997). Visual information was understood better if the intended message was explained in an overt fashion (Pettersson, 1995). It was determined that elements within the visual itself influenced understanding of the message being delivered (Appleman, 1996; Kosslyn, 1975; Joseph & Dwyer, 1984). Therefore, drawing attention to these elements conveyed a strong message that was integrated into student learning and understanding (Beck, 1990).

The *History Alive!* classroom provided a unique look into a curriculum that integrated the two fields of visual literacy and historical understanding. Barton and Levstik (1996) and Joseph and Dwyer (1984) urged researchers to investigate historical understandings beyond the U. S. History classroom and to investigate the role that the arts play in historical understandings. My study investigates a *History Alive!* world history classroom where both historical understanding and visual literacy are integrated to enhance historical understanding. The following chapter describes the methodology employed, methods, limitations of this research design, and techniques of data analysis.

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate how the *History Alive!* curriculum enhances historical understanding through visual literacy. It builds on the findings of researchers in both fields of historical understanding and visual literacy, and follows recommendations to examine historical understanding beyond the U. S. History classroom using visuals. Focused on a 10th grade classroom whose teacher was trained in this curriculum, the research questions that guided the study included: 1) How do students think visuals help them understand historical content in a *History Alive!* classroom? 2) What kind of understanding do visuals provide within the context of the *History Alive!* curriculum? and, 3) What insights do teacher and students provide for using visuals while studying world history in the *History Alive!* classroom? The design and sampling, data collection, data analysis, and quality assurance methods are described below.

Design and Sampling

This study employed a case study design. Yin (2003a) explained that “case study contributes to our knowledge of individual, group, organizational, social, political, and related phenomenon” (p. 1). Because case study allows researchers to get closer to reality within a complicated environment, the use of this method enabled me to determine the effectiveness of visuals from other factors in the class (Yin, 2003b). Case study provided

a strong foundation since it “relies on multiple sources of evidence” which were infused into my study (Yin, 2003a). This descriptive case study approach called for a description of students’ experiences using visuals and historical understanding from the stakeholders themselves. Since there is little research on the *History Alive!* program and its contribution towards historical understanding, this study contributed to the literature on this specific curriculum model. Merriam (1988) stated that case studies “. . . are useful. . . in presenting basic information about areas of education where little research has been conducted” (p. 27).

Through participant observation of the *History Alive!* classroom, response cards, document collection, and interviews, I developed a framework for how well students achieved historical understanding and how they perceived of the use of visuals in their quest for historical understanding. Photo elicitation provided the platform for the investigation of visual literacy and its contribution to historical understanding during an interactive slide lecture and student interviews. Students analyzed visuals to determine the basic, structural, relational, and contextual elements during class lecture and discussion, as well as in photo elicitation interviews (Appleman, 1996, p. 11).

This descriptive case study was conducted at a suburban high school in the southeast United States. The criteria for the selection of the teacher included 1) a teacher trained by the Teachers’ Curriculum Institute; 2) a world history teacher; and, 3) a teacher who was willing to allow me into his/her classroom. This criteria was met by one teacher named Sue (a pseudonym) who had been trained by the Teachers’ Curriculum Institute to carry out the facets of the *History Alive!*

Once in the classroom, she was responsible for facilitating the details of the activities as described in the teachers guide provided by the Teachers' Curriculum Institute. Participants in this study also included 23 college preparatory world history students in this teacher's classroom. Prior to my arrival, Sue handed out permission forms for parents to sign which acknowledged my presence in the classroom as a researcher and gave me permission to videotape and audio tape their children. When she received permission forms back from parents, she gave them to me. Out of the twenty-three students that participated in the study, there were 14 males and 9 females. Thirteen of these students were Caucasian, four were African-American, and six were Asian.

Sue used the World History segment of the *History Alive!* program from the Teachers' Curriculum Institute as the basis for her teaching. This world history program was divided into three parts, each dealing with a particular time period in history. Each time period had six units which had their own set of materials. For example, the World History from 500 to 1700 program included "Europe After the Fall of the Roman Empire", "The Rise of Islam", "Empires and Kingdoms of Sub-Saharan Africa", "Imperial China and Feudal Japan", "Europe's Transition to the Modern World", and "Civilizations of the Americas." The particular unit used during this study focused on the Protestant Reformation.

Participants were involved in two activities taken from "Europe's Transition to the Modern World." One activity involved students working both individually and as a class. The second activity involved students working in a multiple ability group of four based on their style of learning indicated by Gardner's multiple intelligence assessment given at the beginning of the school year. Gardner (1983) explained that his "... seven

‘core’ forms of intelligence are an effort to lay out seven intellectual regions in which most human beings have the potential for solid advancement. . .” (p. 372). The two activities involved in this study were:

- Visual Discovery: working with visual sources, students use higher level thinking to connect “details of what they have read back to original visuals” (Teachers’ Curriculum Institute, 2003, p. 2).
- Problem Solving Groupwork: “tasks that allow students to work in small groups to complete complex, multiple ability projects.” (Teachers’ Curriculum Institute, 1999, p. 5)

All of these activities integrated visual learning with higher order thinking skills and required participants to discover historical knowledge. In a visual discovery/interactive slide lecture, students were directed to look at slides and analyze them based on spiraling cognitive questions that the teacher asked. Spiraling questions began at a concrete level and escalated to a more abstract level. The teacher then provided a background lecture about the historical features from which students took notes on a prepared handout. At that point, students had the opportunity to act out some of the slides. Students were selected and asked to come to the front of the room where they role played the people/event on the slide. The teacher posed as a reporter asking questions surrounding the event on the slide. Students answered her questions from the points of view of their characters.

In the Problem Solving Groupwork activity, every student participated in mixed multiple abilities groups. Every student assumed a role within the group such as researcher, stage manager, director, or script writer. Groups presented their final products

to the class. In this particular study, students created a spoke diagram depicting the major features of select Christian religions during the Reformation. Each group was given “written and graphic information about the various features- origins, beliefs about sin and salvation, ultimate source of authority, rituals and worship, and community life- of one of the five sixteenth century Christian religions” (Teacher’s Curriculum Institute, 1999, p. 1). Students were required to read handouts with information about their particular religion and create a spoke diagram with visuals that depicted the features of that religion. Following that phase of the activity, each student examined the spoke diagrams completed by all of the groups and they compared the features of each religion by filling out a comparison chart. These specific activities from the History Alive! program enacted in this world history classroom, served as the basis for my study.

Data Collection

This study’s data collection and analysis were guided by the following research questions:

1. How do students think visuals help them understand historical content in a <i>History Alive!</i> classroom?	<ul style="list-style-type: none"> • Daily videotape of classroom activities to gain an understanding of student interaction with each other as well as with the material. • Field notes of classroom activities • Daily response cards that students fill out at the end of each class
2. What kind of understanding do visuals provide within the context of the <i>History Alive!</i> curriculum?	<ul style="list-style-type: none"> • Photo elicitation interview • Notebook homework assignments • Daily response cards that students fill out at the end of each class
3. What insights do teacher and students provide for using visuals while studying world history in the <i>History Alive!</i> classroom?	<ul style="list-style-type: none"> • Daily videotape of classroom activities so I can gain an understanding of student interaction with each other as well as with the material. • Field notes of classroom activities • Daily response cards that students

	fill out at the end of each class • Teacher and student interviews
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Data collection took place over the course of three weeks. Ongoing data analysis took place during three major phases of the study. The first phase of the study was a week-long participant observation of the class. Within that week, I took field notes and videotaped the class so the participants would become more comfortable with a video camera and a microphone in the classroom. This time in the classroom allowed students to become comfortable with me in the room in addition to limiting the impact I had on the participants and the environment. Ely, Annul, Friedman, Garner and McCormack Steinmetz (2003) reminded us that we alter the very site that we are observing. As Merriam (1988) mentioned, my role was that of a research participant. Since it was obvious to the students that another adult was in the room acting in an observatory capacity, I could not hide my presence to make me a complete observer. As a research participant, I took field notes during this phase (Merriam, 1988, p. 94). The second phase included participant observation, field notes, collection of written responses, and analysis of collected data. The final phase included semi-structured photo elicitation interviews and a collection of homework documents.

As a research participant, I took field notes on my observations of the classroom activities for 50 minutes each day. Having two video cameras allowed me to document students' words each day from two different angles in the class. The cameras were focused on each half of the class as opposed to specific individuals. Focusing on an entire half of the classroom provided a broad picture of the interactions of the classroom. As some students went to the hall on day four and five, I set up one camera in the hall to

videotape that activity while the remaining camera recorded the activity in the classroom.

Analysis of classroom video data allowed me to see as Polkinghorne (1995) mentioned,

“particular and special characteristics of each action” within the classroom (p. 11).

Wolcott (2001) noted that it was difficult to document all the words that subjects say

during an observation. To supplement the field notes, I used transcriptions of the

videotapes that proved to be invaluable verbatim data from participants. At the end of

each day, participants filled out response cards that asked the following questions:

1. What picture, graph, chart, or document do you think will help you understand the material?
2. Which of the following do you think made the picture, graph, chart, or document most memorable? (Students were given choices such as size, color, story associated, or action associated from which to choose)
3. What part of today’s class will help you understand the material?
(Students were given choices such as lecture, discussion, pictures, activities, writing, or interaction from which to choose)
4. What historical information do you remember from yesterday’s class?

At the conclusion of the week-long activities, a photo elicitation interview with each participant was conducted using the same pictures from the activity to better understand and document students’ knowledge constructs. Interviews were conducted for two weeks after the conclusion of the activities during class time. Sue had students sign up for interview times with me. These times were during class, after school, or before school. As it turned out, students preferred to interview during class and I was able to accommodate them. At the appointed times, Sue sent students to an empty classroom just

down the hall from her class for the interview. This classroom was another history classroom that had a history timeline on the wall along with posters of classical musicians and artist from the Renaissance. There were also motivation posters placed above the white board as well. The overhead screen pulled down over the white board just like the study classroom. In the front of the class was the teacher's desk, a student computer and a rectangular table. Once in this classroom, they would sit at the rectangular table in the front of the room and I would sit next to them and the slide projector. The slide projector was placed in the middle of the front of the room next to the rectangle table. Students were very quiet upon entering the classroom. They tended to fold their arms across their bodies as they sat down. The tape recorder sat on the table with the microphone pointing towards them. I told each student that I would ask them some questions about what they remember about the slide their teacher showed them and that was all I was interested in asking. They then sat up in their seats and looked at the blank screen until I turned on the slide projector and the microphone. I began by showing slide A and telling students "okay, this is the first slide that your teacher showed you during the activity." Using a semi-structured interview protocol, I asked them to analyze the slide by asking them content analysis questions as well. Questions included, but were not limited to:

1. What can you tell me about this slide?
2. What history do you remember surrounding this slide?
3. What do you see here in the slide?
4. What action is being performed in this slide? What is happening in the slide?
5. What emotions are being exhibited?

6. What is the overall message or point of the slide?
7. What associations can we make about this slide and the topic of study?

These questions got to the heart of Appleman's (1996) basic, structural, relational, and contextual elements of a visual. This type of questioning showed the effectiveness of the visuals at all levels of critical thought. These interviews determined the usefulness of visuals on cognitive coding and processing of historical information over time by the 10th grade world history students. Individual photo elicitation involved the analysis of visual cues and the discovery of knowledge produced during class. This method assessed the extent to which students coded and processed information during the activity. Finally, I collected learning artifacts from the classroom such as homework from participants which illustrated their involvement and comprehension of historical material through the use of visuals. As I interviewed students, they brought their notebooks with them and allowed me to take pictures of their homework assignments. Once all twenty-three students were interviewed and recorded using a cassette tape recorder, I interviewed the teacher in her classroom after school.

Ongoing analysis took place as the study was underway. I evaluated the video data and reviewed the response cards on a daily basis to determine common themes as they developed. Homework documents provided insight into students' understanding of the concepts. These documents allowed me to take into consideration how students understood, interpreted and exhibited their learning from class. This case study revealed these students perceptions of how the *History Alive!* curriculum contributed toward their historical understanding and to what degree visuals aided their understandings. The

following chapter will examine the findings of this study. I turn next to a description of analysis methods.

Data Analysis

Because the purpose of data analysis was to strengthen my understanding of how the *History Alive!* program contributed toward historical understanding using visual literacy, I used a descriptive report using narratives to illuminate students' and the teacher's perspectives. As Polkinghorne (1995) suggested, I conducted an analysis of the data in which I examined the relationship of events between students, visuals, classroom exercises, how students made meaning of the information, and how they believed visuals helped them understand historical information. Data analysis focused on the coding of field notes, questionnaire cards, homework, and transcripts of both videotapes and interviews. All data were coded and matched to each research question. I systematically coded looking for initial codes using specific words from the subjects and then formed categories and themes based on the initial codes. Codes included key terms such as indulgences, money, sins, Roman Catholic Church, heresy, Martin Luther, don't remember, and corruption. Then categories were created that included remembered knowledge, how visuals helped, and strategies that helped. As Coffey and Atkinson (1996) described, the purpose was to sift through the data, conceptualize the data, raise questions about the data, and provide "provisional answers about the relationships among and within the data. . ." (p. 31). Documents were also coded for categories and themes. Coding helped to understand thinking processes of students as they created visuals on their own and the type of historical information they associated with such visuals.

Using Stake (1995) as a guide, I wrote a descriptive case study report including both a description of the classroom as well as student/teacher dialogue. I provided narrative descriptions of the case by describing the context and details of the events that took place in the classroom using all of my data sources as well as a summary of my interpretation of the data.

Narratives in this case provided personal stories necessary to understand how students perceive their own historical understanding. Goodson (1992) argued that narrative research, in particular, enhances live experiences within the school and thereby furthers educational research. Stake (1995) explained that “qualitative researchers perceive what is happening in key episodes or testimonies [and] represent happenings with their own direct interpretation and stories” (p. 40). Using the narrative approach in this case study report, I was able to describe classroom activities as they happened and represent students’ voices about historical understandings and visual evidence within the classroom. I will now focus on how quality was assured in this study.

Ensuring Quality

Several issues became evident throughout the course of the study. Since I am a teacher, the first issue was the need to separate my role as a researcher from that of a teacher. I watched, listened and recorded the events as they unfolded to avoid imposing my opinions on the data collected. Because I had strong opinions concerning this topic, I needed to detach myself from the issues so I could watch and listen carefully to avoid missing crucial information. Another issue to consider was the lack of parental consent for several students in the class. For those parents who did not give consent to videotape their children, those students were not included in the study and were not videotaped.

Confidentiality had to be maintained. Therefore, I provided pseudonyms for students and the teacher involved in the study. Students needed to feel comfortable knowing that their comments and names would not be reported. The one-on-one photo elicitation interview placed students in a vulnerable position since they were alone with me listening to every word they said. They were very contentious about their words and actions. I was aware that students might feel embarrassed by their answers or they may feel pressured to answer a certain way. I tried to put their fears to rest by telling them that everything that they said was confidential and that their real names would not be used in the written report of the study.

Trustworthiness

Trustworthiness or credibility and dependability was ensured through the triangulation of data sources which included the use of questionnaires, observation field notes, videotape data, documents, individual interviews and systematic analysis. Looking across the data, themes were developed and verified by charting the daily actions and words of both the teacher and student, responses to the response cards, photo elicitation interviews, and homework activities. Through systematic analysis of all data sources, I was able to identify themes across the data that pointed to critical issues raised in the study. Triangulation enabled me to focus on multiple data sources to build the evidence for the main themes. Data sources such as videotape and transcriptions of individual interviews allowed me to adhere to the words of the students without inserting my own inferences. The transcription of the videotapes helped to confirm or disconfirm my field notes. In addition, by using words directly from the data, verification of events was accomplished.

Consistency was assured by providing a chain of evidence as Yin (2003a) suggested. Outside observers could easily identify procedures as described in the study protocol in the original data. Original data provides times, dates, and words. The representation of data illustrated specific evidence that directly linked students' words back to the original data source. Data procedures were matched to the research questions to maintain a chain of evidence. This matching enabled a link between original research questions, study protocol, original data, specific evidence through analysis, and the final narrative report. Finally, this case study report provided world history educators with "salient features of the case" providing guidance for the production of historical understanding using visual literacy and the *History Alive!* curriculum in the 10th grade world history classroom. I turn next to a description of the context in which this study was situated.

CHAPTER 4

DESCRIPTION OF HISTORY ALIVE! CURRICULUM IN PRACTICE

This study took place in a suburban high school in the southeast that I will refer to as Collier Heights High School. The school was chosen as a School of Excellence and has won numerous academic and athletic awards. The ethnic makeup of this school was 63.82% White, 14.69% Black, 8.82% Hispanic, 10.8% Asian, 1.76% Multi-Racial, .08% American Indian. While the school itself was departmentalized according to disciplines, the social studies department was further divided into 9/10th grade subjects and 11th/12th grade subjects both of which were housed in different wings of the building. The Social Studies Department had a total of thirty teachers in it with class offerings including a geography elective in 9th grade, world history in 10th grade, U.S. history in 11th grade and political systems and economics in 12th grade along with a peppering of electives in the 11th and 12th grades. All students at this school were placed in a track that fits the diploma option that the student chose. The state offered a technical diploma, a college preparatory diploma, and a college preparatory diploma with a seal of distinction. If a student took 22 Carnegie units of classes, they could receive either a technical or college preparatory diploma. The difference between a technical and college preparatory diplomas were that technical tracked classes would not count towards a college preparatory diploma. A college preparatory diploma with distinction meant that students took 24 Carnegie units of college preparatory tracked classes. This school district tracked their students into classes that were labeled technical level, college preparatory level, honors level, gifted

level, and Advanced Placement. Teachers in the social studies department had been provided with opportunities to receive training in a curriculum created by the Teachers' Curriculum Institute called *History Alive!* during summer break. One particular teacher, Sue, took the training course for this curriculum and has used it in her class for the past two years.

A purposeful sample was used to identify Sue since she was trained at level one (level one training for teachers new to the program and level two training for teachers to fine tune their skills in this program) by the Teachers' Curriculum Institute two summers before the study and taught world history. This teacher provided the researcher with the opportunity to investigate the *History Alive!* curriculum over a six-day period after which the researcher had the opportunity to evaluate the program through the eyes of the students and teacher. The teacher selected for this study was a novice to this program. Both the social studies department and this teacher had copies of the curriculum units from the Teachers' Curriculum Institute. This particular curriculum unit was housed in a large red binder that was entitled "Europe's Transition to the Modern World." Each binder contained numerous activities that teachers could choose from. Each activity contained pages that describe point-by-point how to carry out that particular activity. These pages contained an overview of the activities, diagrams showing seating arrangements, procedures at a glance, procedures, wrap up, assignments for the left and right side of student notebooks, diagrams of all work to complete in that particular part of the activity, and all the handouts needed to carry out the activity. The first activity was an Interactive slide lecture called "The Spread of Protestantism" and the second activity was Problem Solving Groupwork entitled "Creating Spoke Diagrams on the Religions of the

Reformation.” The teacher integrated these two activities to carry out a unit on the Protestant Reformation. At the time of the study, the class was involved in a unit on the Protestant Reformation in the 1500s.

At the beginning of the study, as I crossed the threshold into the classroom filled with students, it became evident that this was a unique world history class. Bordering the top of the walls were cascading lights that illuminated the room when “house” lights were turned down. When students were not working in groups, the focus of the classroom was toward the front of the room with desks facing the white board where a pull down screen was regularly used. Sitting in the middle of a crowded room filled with desk/chair combinations was an overhead projector atop a two-tiered cart. Resting on the second tier of the cart was a slide projector placed on top of the overhead to project images onto the screen. Emerging from the walls were life-size renderings of Ghengis Khan and Aztec leaders wearing war masks. Quilted world maps and postcards from around the world peppered the walls to the right of the classroom while a student-created stained glass window reaching from the floor to the ceiling decorated the back wall of the room. The left side of the room held a very large bulletin board on which the teacher screwed in additional white boards serving as a model for the table of contents to be used in student’s notebook. Divided in half, the white boards were labeled left and right side entries so students could manage their own notebooks. Finally, the rest of the wall space was dotted with postcards containing images of artifacts from around the world.

The teacher’s desk with a computer table in the front right corner of the room was rarely used while she was teaching. Instead, she was constantly interacting with students along with occasional bookkeeping tasks taking up a few moments of time at the

beginning of class. Since teachers at this school must take attendance on the computer, role call occupied some of that bookkeeping time. During the week prior to the study, I sat in the back of the room, observing the class as it wrapped up an activity and prepared for a test. At first, most students paid little attention to me. Some students, especially in the area that I was sitting, looked at me trying to see what I was writing down. The purpose of this context is to provide readers with a detailed description of how the teacher and students in this case study enacted the *History Alive!* curriculum. I provide details for each of the six days of the study. Interactive slide lectures were used on the first through third day of the study, while the fourth and fifth day involved problem-solving groupwork. On the final day of the study, the class returned to the interactive slide lecture to wrap up the unit on the Protestant Reformation. I turned to a description of the details of each day's activity as it unfolded.

Day One: Interactive Slide Lecture on the Protestant Reformation

As class got underway for the first day, Sue told students where their new seats were located and then she attended to her bookkeeping duties. She then directed students to their unit's vocabulary which was already on the white board. Students opened their notebooks and began writing the vocabulary words in their notebooks. Sue reminded them that they were to put the words in their notebook. She handed out student handouts 3.2A, a multi-page note taking packet, to students and told them not to lose it since she only had one copy per student (see Figures 2, 6, 8, 10, 16).

Sue told her students that the new seating arrangement was for the unit's activity that week. Since Sue's custom was to give homework to students before developing the day's activity, she then presented the assignment using a transparency and an overhead

projector. She told them that they needed to create a pictorial illustrated analogy. As an illustration of an analogy was shown on the overhead projector, she pointed to the details and explained the homework by showing them one she had created (see Figure 1). Sue explained “The church is going to be the teacher because the teacher controls your grades right? Theoretically? We have the power to raise and lower grades. Theoretically, the student is like the European Catholic and they are the ones that wanted to buy the indulgences. I want you to create an analogy tonight just like this.” She explained that they could not use her example, but had to come up with one of their own.

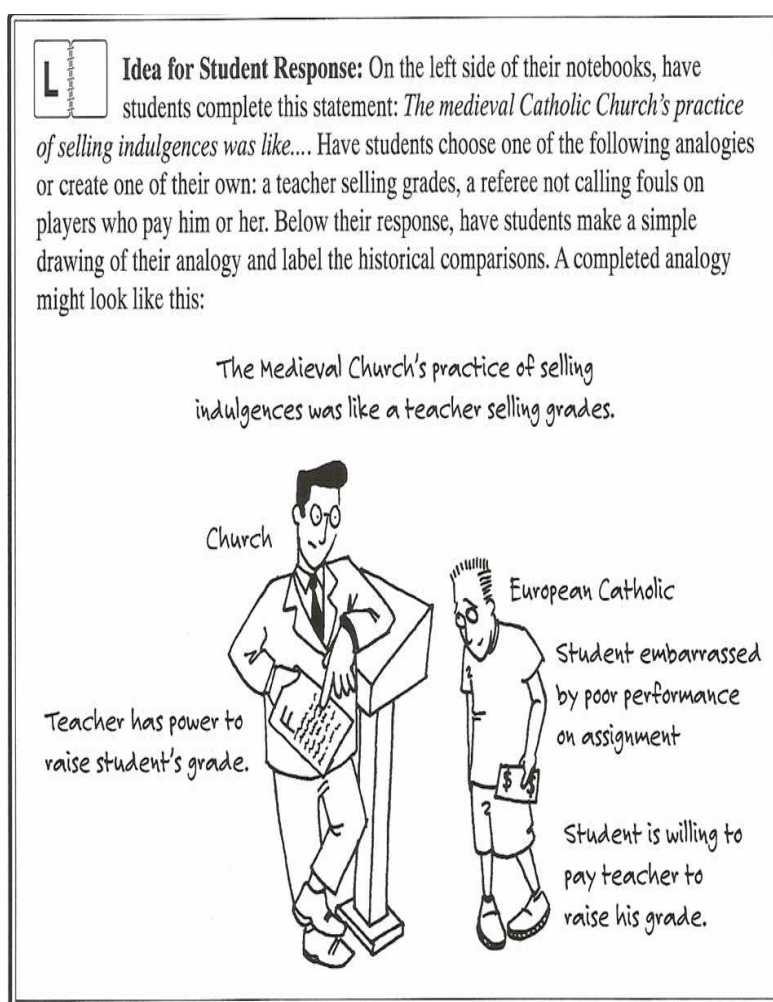
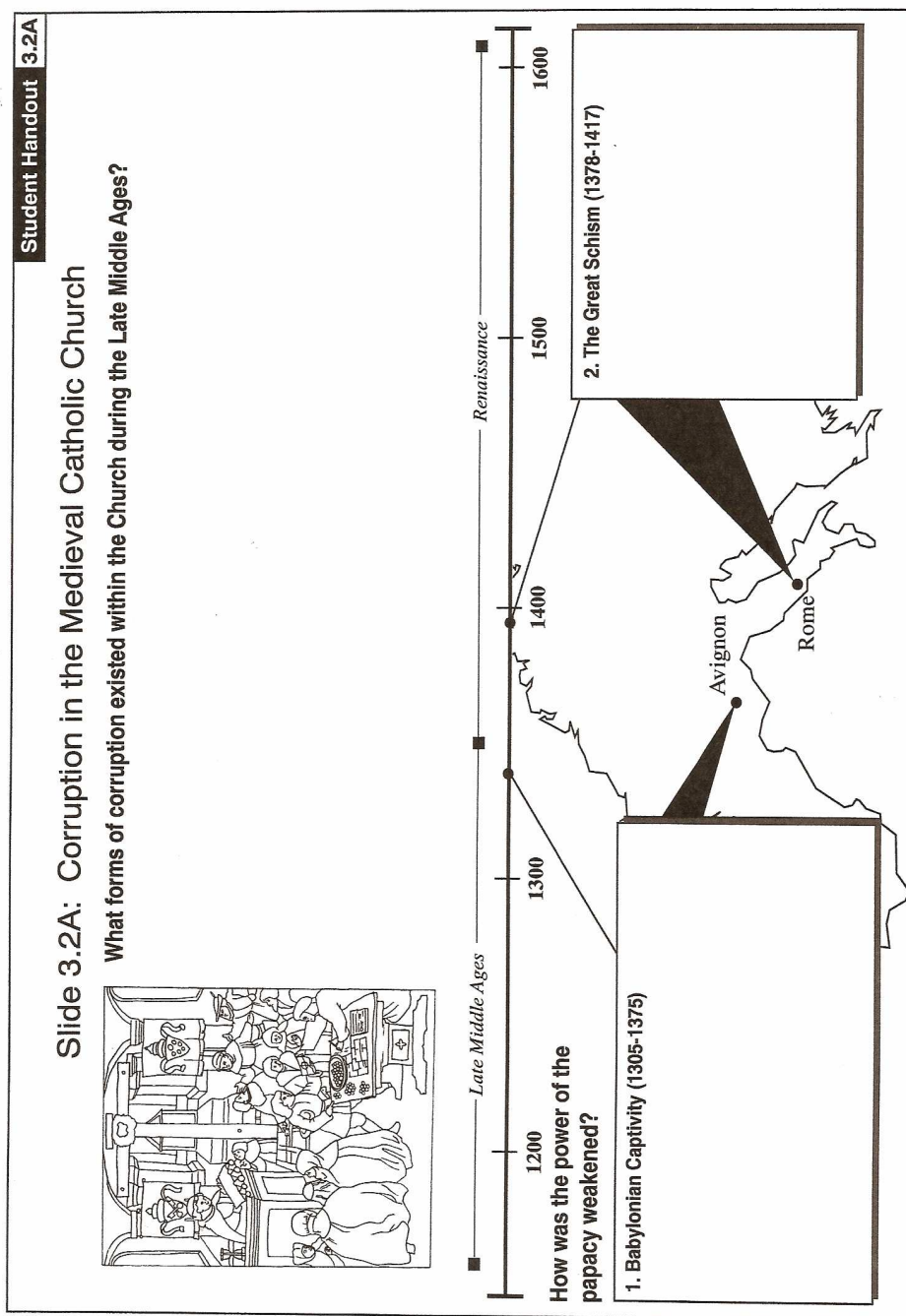


Figure 1. Homework example



WH-7-5, Activity 3.2, Page 23

Figure 2. Handout 3.2A, slide A

As indicated before, the activity was on the Protestant Reformation in Europe during the 1500s. She drew the attention of the students to their notebooks and said “when you finish the notes in class, they should look something like this. We are going to discuss when you are taking notes, they will not all be corruption and simony or Babylonian Captivity and Great Schism. They are kind of spread out so you are going to have to pay attention and put them where they go.” Sue removed the overhead transparency and placed the slide projector on top of the overhead. She told her students

at the end of this time today, I plan on us doing something new. There will be five or six of you up front and you will be a person in the picture. And I will ask you questions. So be thinking as we are doing this, what if she calls on me, what I will say because some of this you are going to have to give thought to and come up with an answer. It might be an opinion and remember, opinions are fine as long as they are in the ball park.

Sue then projected slide A entitled “Corruption in the Medieval Catholic Church” (see Figure 3). According to the *History Alive!* curriculum, this slide was a woodcut from a pamphlet showing the selling of indulgences. At this point, Sue transitioned into the interactive slide lecture portion of the activity.

Photo elicitation began as the teacher asked “what do you see here?” Students and teacher talked back and forth unpacking the content, meaning, and history of the slide. This slide showed a priest reading to the congregation while the priest in the foreground is selling indulgences to the congregation.



Figure 3. slide A

For the actual copyrighted slide, contact Teachers' Curriculum Institute.

Photo elicitation dialogue unfolded as follows:

S: A church, a catholic church

T: How do you know that it is a catholic church?

S: Priest has a little hat on top of his head.

S: He's selling an indulgence.

T: How do you know he is selling an indulgence?

S: 'Cause he's taking money

T: Okay. Where is that on the picture?

S: Lower right hand corner

T: So who is selling and who is buying?

S: Priest is selling

T: This guy? Is he a priest?

S: A tailor

T: He is a banker why would you have a banker in a church

S: To provide the –

T: So what is this person doing?

S: The person that says 200

T: Oh he's the auctioneer. It could be

S: I think he is the priest

T: So he's seeing all this and ignoring him. What about this priest, what is he doing?

S: Maybe he is helping a person who couldn't pay

T: So he's explaining why they have to buy the indulgences

T: You see anything else up there that makes you wonder about this and why it's going on?

S: Maybe he is excommunicating him

T: Possibly, I haven't thought of that.

Sue told students what the picture was and then she began to give students notes by lecturing on the topics that appeared on their handout (see Figure 3). Sue used the Teacher's Guide provided by the Teachers' Curriculum Institute. As she lectured, she paced from the front of the room to just behind the overhead projector looking at students while she was talking to them.

Following the note taking portion of the activity, Sue announced that she needed Bonnie, Justin, and Kevin to come up to the front of the room. Students walked up to the screen in front of the room while the slide was projected. Sue told them to "find a person on the slide and assume the position in the slide. Now, just because I have not called on you today, doesn't mean that it won't happen again." This activity was an act-it-out according to the Teachers' Curriculum Institute. Holding a child's play microphone, the teacher role played a reporter and began to ask the students portraying characters in the slide some questions. Students answered based on the roles they had assumed. Dialogue between the reporter and characters in the slide follows for this slide:

T: You are this priest right? Who are you?

S: I am the historian.

T: Can you tell me what is going on in the church today?

S: Religious stuff. A lot of people coming to the church.

T: What's this money all about?

S: Oh I don't care about that.

T: Why?

S: That's his job.

T: What is he doing?

S: He's getting money from the followers of the church.

T: But he seems to be selling something.

S: Probably that's up to him.

T: Do you think it is the right thing to be selling things in the church?

S: As long as the money is going to the church.

T: Sir, what is happening here it appears that his hand is on you could you tell me what is going on?

S: I got bad so he is going to slap me.

T: What is going on with this money?

S: I don't know.

T: Sir what is going on I still don't understand this.

S: Trade.

T: What are you trading the money for? What are they getting in that little piece of paper?

S: Their soul.

T: Their soul? How do you buy your own soul?

S: I know that one ok. They were so desperate to get rid of their sin[s] that they would sell their soul.

T: they would sell their soul?

S: I mean buying.

T: They are buying their soul. How can you buy your soul?

S: You pay money and you buy your soul.

S: I think they are buying their salvation

T: How do I do that?

S: Well people that under his orders, hot dog, big man. Those people are selling salvation and those people are buying it.

T: Is there a particular name for buying salvation?

S: Indulgences.

T: Can you tell me more about this sir?

S: It has to do with money.

T: I understand that but how can my giving money buy my salvation?

T: Anybody have any idea? Any body in the congregation knows how I can do this? I need to investigate this a little more

S: Ask the pope.

T: Well where is the pope.

S: Avignon?

S: There are two.

T: The true pope is in Rome.

S: Pick one.

T: I don't know what I am going to do we'll have to research this a little more.

Could we all return tomorrow and research this again?

With that, the activity ended and the students walked back to their desks. At that point, Sue took a stack of response cards and handed them out to each student. She told them to answer the questions and turn them in to her. Once students were finished with the response cards, the bell rang to end class and students left the class. During the photo

elicitation students were eager to give their interpretation of the event illustrated in the slide. Once that portion of the activity was complete, students were intrigued by the act-it-outs where they role played a person in the slide. Students used knowledge acquired during the elicitation process and lecture to inform their responses to the teacher as she asked questions. Every student became interested and involved in this portion of the activity. As day one ended, students were prepared to bring back an analogy to be graded the next day.

Day Two: Interactive Slide Lecture on the Protestant Reformation

Day two arrived and the first task that Sue attended to was to assess the students' homework. As she moved from desk to desk, students had their spiral notebooks on their desks turned to the homework assignment. As she looked at each individual notebook, she stamped it using a rubber stamp; the equivalent to a 100 or completed as directed. Once all homework was stamped, Sue took roll on her computer at her desk and then stood up and moved to the middle of the class to deliver the homework assignment for that night which normally took place. "Alright, homework for tonight - let's get that done before we go any further. I need you to create for me, in color, make them beautiful, gorgeous creations of art that we will want to keep forever." As she placed an overhead transparency of an example of the homework on the screen, she continued with the assignment (see Figure 4). She said:

"a wanted poster and I want a commemorative plaque for Martin Luther. For both of these you need to put in oh five or six different bullets or points about him.



Idea for Student Response: On the left side of their notebooks, have students create a “Wanted” poster for Martin Luther that lists the complaints the Church had against him. Below the poster, have students design a commemorative plaque praising Luther’s courage and the historical significance of the *Ninety-Five Theses*. A completed poster and plaque might look like this:

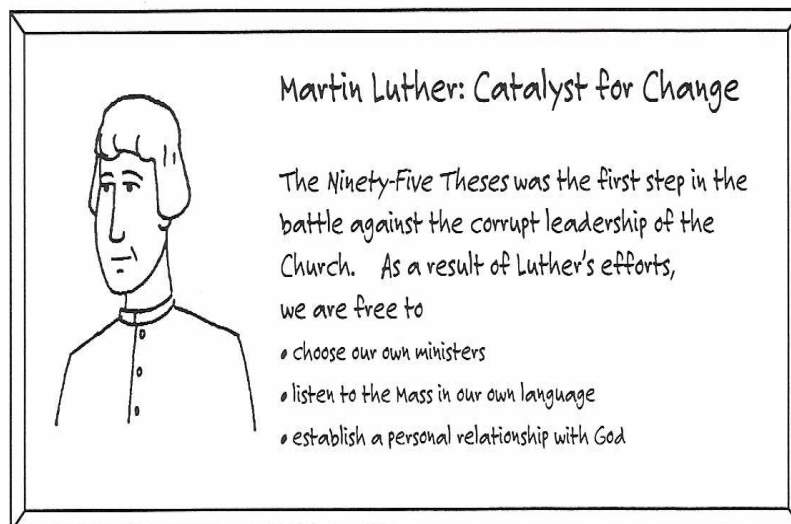
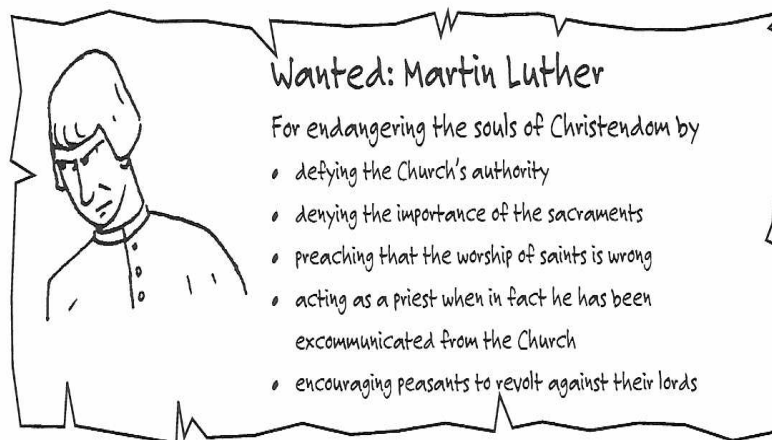


Figure 4. Day two homework of “wanted/commemorative poster” for Martin Luther

Why is he wanted, you can put a reward on him if you would like. Make him a criminal. Then make him the good guy and create a commemorative plaque for him. He has done something fabulous, he has won the MVP what is the word I am looking for? Most valuable player award. So make him the good guy. Five to six things for each one. They should each be about a half page. Make sure they are in color. I am going to look at those tomorrow.

At this point, she took the overhead transparency of the homework off and turned off the overhead projector. Sue then moved on to the slide lecture portion of the activity. She placed the slide projector on the overhead, turned it on and projected slide B on the screen in front of the room (see Figure 5). This slide was entitled “Early Calls for Reform.” According to the *History Alive!* curriculum, this slide was Jan Huss, an early reformer, about to be executed. This slide showed a man in the middle with a tall hat on and his hands tied up. The man in the foreground to the left was collecting sticks while the man in the foreground to the right was starting a fire. The people in the background on the right were the Catholic Church elite watching as John Huss was about to be burned at the stake. Sue began the discussion on this slide by asking, “Well, what is going on? What do you see? What do you see up there? What is going on?” Students began to call out their thoughts as the dialogue below illustrates:

S: I see people, water castle

T: Okay. People. Water, castle. Well what is going on?

T: What is going on with this guy?

S: Wearing expensive clothing.

T: Wearing expensive clothing.

S: I think maybe he is trying to help the religious reformation.

T: The reformation.

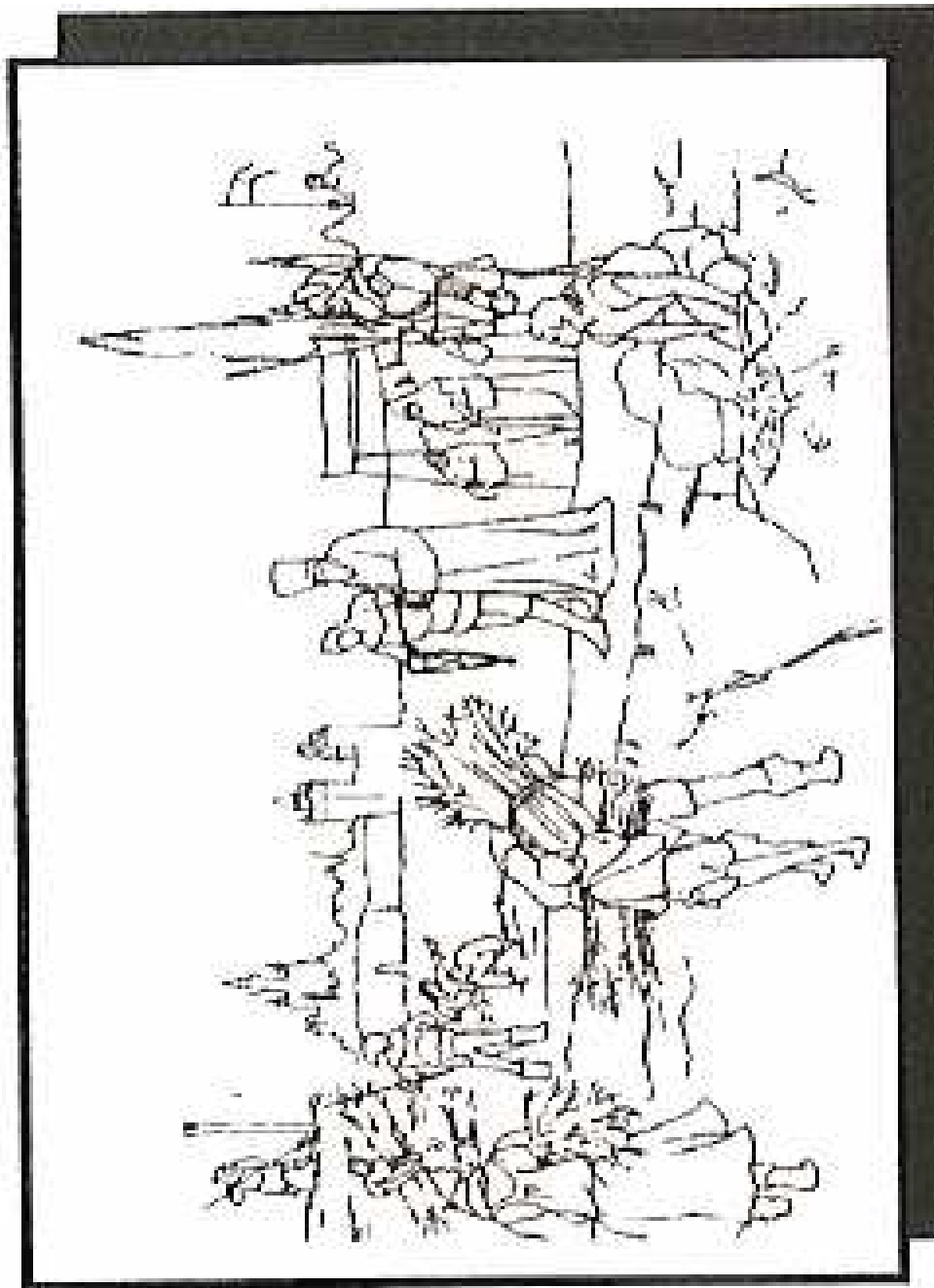


Figure 5. Slide B Jan Huss about to be executed

S: Burnt at the stake.

T: Probably going to be burnt at the stake... why do you say that? What about the picture makes you say that?

S: In the back the man has sticks.

T: Tell me about the people under the tent, what is going on with them? Are they from the church or from the secular world.

S: From the secular world.

T: Could any of them be from the nobility?

S: Yes

T: So you are saying that this man in white is going to be executed.

S: What are they holding?

T: What is who holding? Come show me, use my “magic window” (a piece of white paper used to enlarge a portion of the picture) to show me

S: Here

T: This one right here? Hold it up. I’m not sure what they are holding up. What do you all think? To be honest, I have never really have seen that. I’ll have to look at it a little closer.

S: Is that a person?

T: This one?

S: Yes

T: Yes that is the executioner wore black that way no one would know who it was.

T: This guy holding a rope? Yes, he is holding a rope I’m not sure if this one is holding a rope. He is in the position of prayer.

T: It covered their whole face so no one could see who they were.

S: Is there someone in the background on the left?

T: Here? Here?

S: Yes on the far left down over yes

T: Actually I think they are Roman Catholics...in the position of moving

S: Okay

T: See the stick? They are carrying the sticks up to the big pile of wood. That's alright I know how you feel. No problem. Alright, why do think the church would order of such an extreme execution?

S: Heresy

T: Heresy

S: Treason

T: Treason

S: To stop others for following in his footsteps

T: To stop others from following in his footsteps. Very good. Because if they don't execute him... Let me make sure I understand. If they don't use such an extreme execution on him other people will think, hey it's ok, I can do it to... he got a slap on the wrist. So you believe that since this is so extreme, people will think

S: Yes

T: Okay, what do you think? Do you think? That would be a deterrent? Would that keep you from doing something? If you knew that if you did something and you would be burned at the stake do you think you would think about it couple of times before you did so?

S: Martyrs

T: Martyrs, yes I guess they could because when we talked about martyrs they were willing to die for their faith right and that is what these people are doing so yeah I guess they are... You guys are coming up with some good things.

At this point, Sue began to transition to the next portion of the activity when she told her students “Let’s go to the next page of notes.” She placed the slide projector on the second shelf of the cart and placed an overhead transparency of a blank page of notes that referred to slide B (see Figure 6). She told them “I made it a little easier this time I hope” as she pointed to the overhead transparency. Sue then began a note-taking session where she lectured and students took notes on their handout 3.2A (see Figure 7). Once again she paced back and forth while she was lecturing looking up from the Teacher’s Guide periodically. The following was her lecture in its entirety.

** Alright we have got several people who are going to speak out against church corruption and its teaching one of the first ones is John Wycliff. Wycliff was an Oxford educated professor. If I were given a choice to go to Oxford or Yale, I would choose Oxford. It is just that much, the prestige of it.*


** He thought that Christians didn’t need the church or the sacraments to achieve salvation. He said you know all of those things are good but you don’t have to have them. You can do it on your own. He said that a person should regard the Bible as their ultimate source of authority and not the church. So he wanted people to be able to read the Bible. Most people at this time are not quite literate in Latin. So he began he and his followers began to translate the Bible into*

Student Handout 3.2A

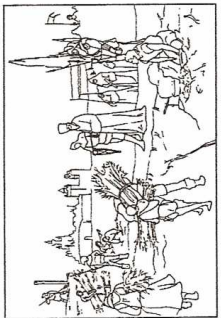
Slide 3.2B: Early Calls for Reform

Who were some of the first people to speak out against Church corruption and teachings?

John Wycliffe of England




Jan Huss of Bohemia

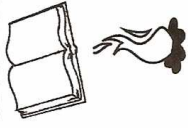


In what other ways did people call for reform?

Catherine of Siena



Girolamo Savonarola of Florence



E A R L Y C A L L S F O R R E F O R M

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Figure 6. Student handout 3.2A, slide B

English. Cause the Bible was in Latin and Greek which are a little difficult to read if you don't know what you are doing. His followers are called the Lollards the church is going to persecute him and his followers. Anyway, but he has such a huge following in England that they kind of back off of persecuting Wycliffe. He doesn't get extreme punishments the other people have like the gentleman in the picture that we just saw. That gentleman by the way was John Huss and he was from Bohemia which is part of the Czech Republic. He was employed or worked as a Rector at the Prague University. He challenges the Pope's authority; he criticized the wealth of the church. He doesn't say that is bad for the church to have wealth. He says that is bad for the church to have extreme wealth when other people have nothing. He sees that as a problem. He wants religious services to be conducted in the language of the people. Do any of you speak Latin?

** The service was conducted in the language that the people speak. They speak Czech, they speak German, but they don't speak Latin. He opposed the sale of indulgences. That is not a new one is it? It seemed to be a problem everywhere. Now John Huss is in Bohemia and he is doing his preaching and teaching there. And he is gathering followers and the church is terrified that he is going to do something that is going to create a major problem for the church. So he is summoned to the council of Constance he is offered safe conduct because his followers have said that if you go, something terrible will happen to you. He says no, they offered me safe conduct or a safe pass they give me a pass to get there, while I am there, and get me home. While I am there, nothing will happen. He goes to the council. Apparently the council forgot to read the pass because while*

he is there, he is arrested, he is tried he is convicted and he is executed of heresy. His is the picture that you looked at earlier. He is burned at the stake for refusing to accept the importance of the church rituals. There are other groups in the church that they church has a problem with. I haven't heard anything lately but there was a lady in Conyers that she claimed to have a vision or a message from Mary. She was considered a mystic. Now the church had problems with Mystics but they couldn't quite condemn mysticism because Saint Paul was a mystic. He received the revelation and he went from being Saul to Paul he received the revelation that made him a mystic. Saint Jerome was a mystic because he translated the Bible into Latin and he said he was a mystic. So what do we do with these people that are seeing and hearing things when we can't condemn them and we can't condone them. So we just kind of ignore them for the most part.

** So look at other ways that people are calling for reform. One of these is Catherine of Sienna. Catherine is going to popularize mysticism. It's not like it wasn't there all along but they don't they are really stuck between a rock and a hard place. They can't condone it; they can't condemn it. They just ignore it and hope that it will go away. Catherine claimed to see her first vision of Jesus when she was 7 years old. From that time on, she had devoted herself to prayer and the study of God. She believed that people could experience God through intense prayer. They didn't need rituals, they didn't need the church, they could just do it on their own. She believed that she was given instructions to try to correct the scandal in the church that she believed was the great schism at the time of two popes. She even went to Avignon to talk Gregory into returning the papacy to*

Rome. From this, she maintained that Christians didn't need rituals or sacraments. That didn't make the church too happy did it? All of those things seemed to be part of the major things they need. Although there are many more, we are only going to talk about one more before we talk about Martin Luther. And that is Savronola of Florence. Savronola is born in Northern Italy. He enters the Dominican order he is sent to Florence in 1490 where he launches a moral crusade against immorality. If you dress too outlandishly, if you enjoy fine foods a little too much if you anything he thought was wrong, he called immoral. It got to the point where he encouraged book burning. Just a little foretaste of what is coming next or coming up soon, anytime you see governments encourage book burning you will see a government encouraging dictatorship. Because if I can control what you read I can control what you think and therefore I can control you. He becomes total control of Florence.

**Rome had a dictator for six months they quit and they went back to their life that was fine. When they get to this point, they try to control too much. He really messes up when he said that the Vatican was filled with sin and corruption. The Pope was not happy at all. In fact, Pope Alexander is going to excommunicate Savronola and once he is excommunicated, the people of Florence turn against him, they arrest him, try him, convict him, and he burned at the stake. You are right Anna. He was burned by the angry citizens of Florence. But all of this brings attention to the reforms that need to happen.*

Sue added a real life example of a mystic, yet the students didn't really understand. They were unfamiliar with her example. While she was in the middle of the

note-taking session, she informed the class what slide B was about. She then continued with note-taking. During her lecture she never referred back to the slide to connect what they saw with what they heard. When she finished giving notes for slide B, she projected slide C up on the screen and immediately began lecturing about Martin Luther and his beliefs (see Figure 7). According to the *History Alive!* curriculum, this slide depicted Martin Luther just after he nailed the Ninety-Five Theses on the door of the Church in Wittenberg. The central figure was Martin Luther while the people to the left were peasants and the people to the right were nobility. In the background people were pointing to the 95 Theses that Martin Luther had just nailed to the door of the Church. Students continued taking notes about the role that Martin Luther played in the Protestant Reformation on the next page of handout 3.2A which corresponded to slide C (see Figure 8). As she wrapped up the lecture, she announced: “Now, let’s have some fun. Conner, Kim, Jimmy, Jean, come on Jean.” At this point, these students went up to the front of the room and chose a person from the slide to role play as Sue projected slide C on the screen once more. Everyone in the class changed their demeanor. Students who were not chosen, sat up to watch and listen and those chosen, argued back and forth about who they would be. Sue continued “assume you are one of the people in the slide. Assume your positions so you can act-it-out.” As the teacher held up her child’s play microphone to interview the actors, the dialogue continued:

T: Who are you?

S: I am Martin Luther not to be confused with Martin Luther King Jr.

T: Thank you for clearing that up. What is in your hand?

S: A piece of paper.

T: I see writing on it. What does it contain?

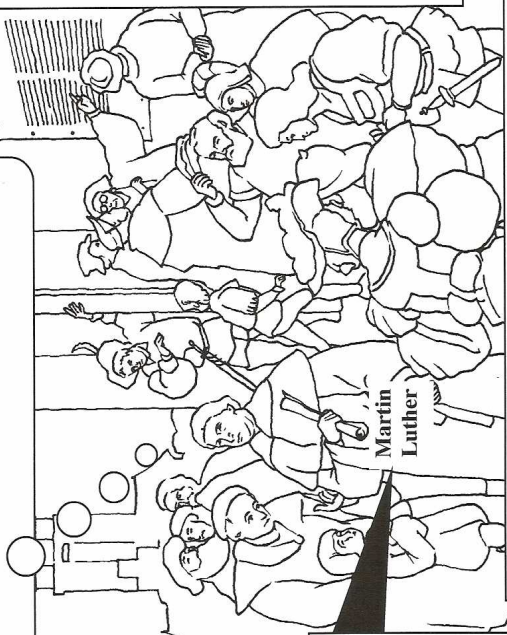
S: The discrepancies of the Catholic Church.



Figure 7. Slide C depicting Martin Luther just after he nailed the 95 Theses

Student Handout 3.2A

Slide 3.2C: Martin Luther and the Beginning of the Reformation



Why did Luther question Church practices and teachings?

How did his criticisms expand into an effort to form a new church?

What was his early life like?

Why did his reforms create widespread revolt in Germany?

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Figure 8. Student handout 3.2A, slide C

T: Problems of the church?

S: Right.

T: What is that on the door? What have you done?

S: That is a formal document of all the problems that they have created and the abuses.

T: Folks, Dr. Luther has some good points that you might want to listen to. How are you feeling right now? Are you scared? Are you frightened, do you feel like you have done a good thing? What do you think is going to happen now?

S: The Pope is not going to like me that much. I am going to have to stay in a land that they do appreciate what I am trying to do.

T: Do you think that you will be able to find a place like that?

S: Yeah all the people didn't agree with what I am saying the nobles anyway, it didn't help the peasants out that much. Just the nobles and if they nobles feel good then it could turn out fine.

T: Anything else? I am going to go over here and talk to this one.

T: Who are you?

S: I am a person waiting to...

T: What do you think about what's up there?

S: I think I don't know.

T: Does it scare you? Does it make you question things? Why is he doing this? Do you agree or disagree with this?

S: I disagree

T: Well why?

S: Because cause of how I lived all my life and now he is coming in and changing everything.

T: Oh change is scary?

S: Yeah

T: And who are you?

T: What are your feelings on this?

S: I support him

T: You support him? Why?

S: Because um I guess like we are poor and we don't have any money and he is trying to help us. So indulgence they do something.

T: Gentleman, my time machine battery is about to run out and we will have to get you at another time. I do apologize. Take your seats. Was this as good as yesterday?

S: No this was ridiculous

T: Why

S: Because I had to

T: For those of you who were up here yesterday, was it as good as it was yesterday because you weren't up here?

S: No, no I actually liked it.

T: You guys have truly had some great ideas. I am truly impressed with what you are coming up with.

Once the act-it-out was completed, Sue distributed response cards to each student. They answered the questions, handed them back to Sue, and then she gave them to me. Upon

the completion of the response cards, the bell rang to end class and the students left the classroom. Class time ran short for the act-it-out. Sue had to cut the activity short just when a student seemed to introduce to the conversation a misunderstanding of the slide. The student mentioned that he supported Martin Luther and instead of re-teaching how the public accepted Martin Luther's 95 Theses, she asked the students whether or not they liked today's activity as well as yesterday's activity. Students gave mixed responses to her question in class yet, raved about the act-it-out on the response cards. Students took the new knowledge about Martin Luther to create a homework assignment that illustrated their understanding.

Day Three: Interactive Slide Lecture on the Protestant Reformation

Day three of the study arrived. The bell rang for students to take their seats. Sue attended to her bookkeeping duties. Sue picked up her rubber stamp and pad and proceeded to the opposite side of the classroom. As she moved, students took out their spiral notebooks and opened them to their homework. Sue walked from desk to desk looking at each student's wanted/commemorative posters of Martin Luther; stamping each one. Once finished, she opened class with a question regarding the homework assignment. She asked "Was Luther in your opinion a revolutionary? Did he change things?" At this point, Sue led a brief discussion as students attempted to answer her questions. Sue decided to end the discussion by placing the slide projector on the overhead projector. She turned it on and projected slide D onto the screen in the front of the room (see Figure 9). The *History Alive!* curriculum mentioned that this slide depicted a German bookseller selling his wares at a public marketplace (on the far right holding a piece of paper), a powerful agent in the distribution of religious tracts and pamphlets

during the reformation. On the far left of the picture was a monk with his back to the audience walking away as Protestants try to get him to look at the paper.

As Sue turned on the slide projector, students interpreted that as a signal for them to take out their handouts 3.2A, Slide D (see Figure 10). One student asked if they were on page three and she told him that they were on page four. Kevin told the teacher to “make them easy like you did yesterday.” She replied “make them easy like I did yesterday? Just for you Kevin.” As she projected the new slide entitled “The Reformation Spreads Throughout Europe,” she began the photo elicitation process by asking “alright what do you see?” Students replied by guessing what it was that they saw in the slide.

The dialogue continued as follows:

S: Violence.

T: Where do you see violence?

S: It looks like they are soldiers.

T: They look like soldiers.

S: They are holding swords.

T: Okay where, here?

S: Yeah.

S: Is that guy holding up a

T: Where?

S: With the hat on... up there.

S: The one with the sword.

T: This one?

S: No keep going... top right.

S: Oh I think I know what it is.

T: What do you see? Oh he is holding something.



Figure 9. Slide D: A German bookseller selling his wares

Student Handout 3.2A

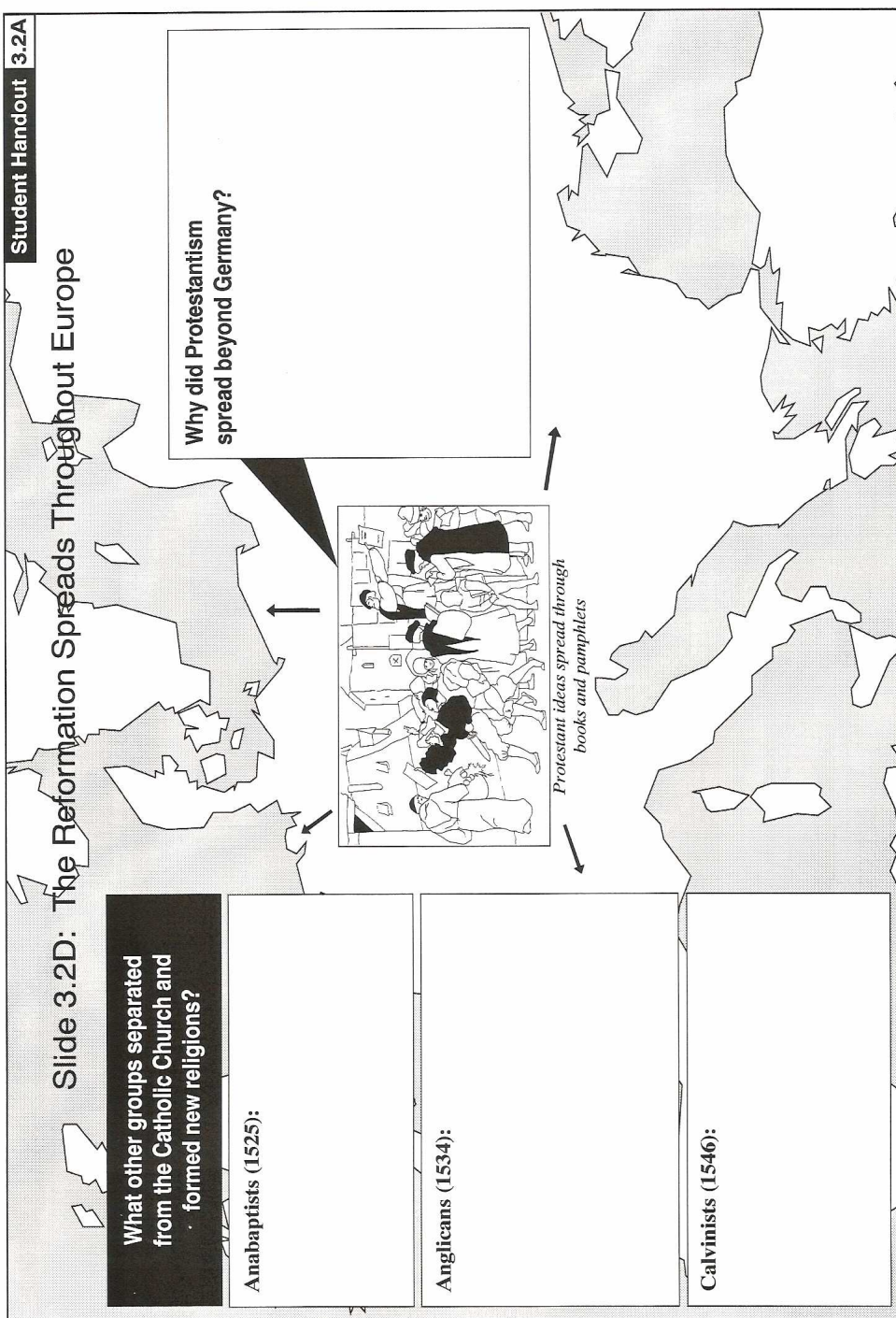
Slide 3.2D: The Reformation Spreads Throughout Europe

What other groups separated from the Catholic Church and formed new religions?

Anabaptists (1525):

Anglicans (1534):

Calvinists (1546):



Protestant ideas spread through books and pamphlets

Why did Protestantism spread beyond Germany?

Figure 10. Student handout 3.2d, slide D

T: a document of some sort...

S: I think he is a newspaper hander outer and all the people around him are reading newspapers or something important and...

S: Luther's uh

T: Luther's pamphlets? Could be. Gentleman? Ladies?

S: A wanted poster?

T: A wanted poster. Yeah there is definitely a picture on it isn't there?

S: Oh yeah, the other guy is holding one too.

S: He's angry.

T: What makes you think they are angry?

S: They could be bounty hunters.

T: I have no idea.

S: Can I show you something?

T: Sure, come on. You can use the "magic window".

T: You have to pull it out.

S: Hold on, I am new at this.

T: Ah, What is that?

S: It's a female.

T: I would imagine that's a man. Simply because the clothing is too short. And that would be his coat of arms.

S: I think maybe that man is handing something out and telling them about it and he's preaching.

T: Yeah I understand.

S: And the other people are trying to convince other people what they...

T: Okay. So you think the guy that is higher up is preaching. Telling him something and the guys are trying to. . . Folks listen because your ideas are important. These guys are trying to convince this man that their ideas are important?

S: Yeah.

S: I think these are wanted posters and those two are going to grab the bounty

T: Oh bounty hunters, that's a good perspective.

S: I want to know what that guy is holding.

T: What guy.

S: The one with the black skirt, the one.

T: This one?

S: Yeah.

T: Looks like a basket with something in it. He may have been to the market, I don't know.

S: Then what is he taking out of it?

T: Could be a ham bone.

S: Wood.

T: I don't know.

S: The picture that Donnie put up was that the whole thing or could that be.

T: It could be. It could be.

S: This is what I think could be the possibilities.

T: Okay.

S: Okay. He could be showing him a picture of Martin Luther, the wanted poster, did, and they could be showing him how to worship the rich and those guys could be the rich guys.

T: Okay. You guys have great observations. All of you deserve a hand

S: I think the guy on the very left is a monk and that looks like those things are against the church like the pamphlets and books of Martin Luther and they could be outraged at him.

T: Okay

S: And they could be outraged at him.

Once Sue and the class finished the photo elicitation, she opened discussion about the content of the slide and told the class what the picture depicted. She and two students carried on a discussion about whether the monk would buy a book about Protestantism for a couple of minutes and then a student asked “Are we done with the slides?” and Sue responded “for today.” As this happened, the entire class released a collective sigh. One student spoke up and announced “cause I am actually awake now.” Sue at this point was putting the slide projector back underneath the overhead projector on the second shelf of the cart. She told them “how about we take some notes for a little bit and I’ll tell you some juicy stuff ok? I’ll give you some juicy information. Some good gossip about history.” Leaving the photo elicitation behind, she began her note taking session by using an example of a false kingdom and a king. Speaking to Ian, Sue said “You are the king of Rodovia a very important kingdom and you have set up some rules and laws and you, Kori is the Pope. Kori, you don’t like some of these so you tell him to change them. Ian, are you going to change some of your laws?” Ian replied “no.” Looking at Kori, she told

him, “he is refusing to do it. What is going to happen to him?” A student from the class screamed “Kill him,” Sue said that they could not kill him, and Kevin screamed “excommunicate him!” Sue replied to Kevin, “are you going to use your religious power to do what Kevin?” Kevin repeated, “excommunicate him!” From that point on, Sue proceeded with a lecture about excommunication and the type of punishment the church could inflict upon the people. While she lectured, students took notes on the handout that showed slide D from the notes packet given to them at the beginning of the activity (see figure 10). She continued to lecture on the information provided in the Teacher’s Guide based on slide D (see figure 9). Adding additional knowledge not provided on the script, she continued to lecture on Henry VIII giving details of Henry’s life which enthralled the students. They gave their full attention to her as she paced back and forth between the front of the classroom and behind the overhead projector in the middle of the room.

Below are Sue’s exact words as she gave the assignment.

**Let me tell you what my book says it is. I like your ideas just as well and as a matter of fact I think some of yours could be better. But my book says that this is a German bookseller this man right here is standing up on a box of some sort and he is holding up a book and he is selling them. And he is doing it in such a way that people are paying attention. See these guys are reading the book.*

** They are the book sellers. How do most of the people seem to be responding to this?*

** Another thing that is going to happen is that people beyond Germany are also going to get tired of the church abuses and corruption. They see the indulgences, they see the priest marrying, not marrying, not following the rules, they know*

what simony is, they understand what's going on there and they are tired of it and they want something to change. We have charismatic individuals that will begin to question the church's teachings and provide leadership without a question, without leadership, nothing will happen. The charismatic leaders are going to be primarily from within the church. John Wycliffe, John Huss, Catherine of Sienna, Savronola, Luther, all of these come from within the church. All of these have been educated in the church they know what the church is teaching and they are saying there is something that we need to change here. Probably the biggest reason this has spread is because of the literacy rate is increasing. Remember the dark ages, the beginning of the Middle Ages when we talked about that and we said I told you that literacy was going to die out within a couple of generations if no one read. Well now people are beginning to read again, so the literacy rate goes up. What helps the literacy rate go up is the invention of the printing press by Guttenberg. Guttenberg took the idea of putting each letter on each block instead of carving all of this on one block and printing it out one time. You put the letters in there. It is called movable type. The use of movable type makes it easier to print. If it's easier to print, you can print more of it. If you can print more of it, you can sell it cheaper. So what would have cost a few hundred dollars, it will cost less. You can now buy a newspaper or a pamphlet for two or three pennies and you share that with your neighbors and you and your neighbors talk about it. And your neighbors talk about it with their family and friends. So things begin to spread outside the area. It becomes much easier to get information this way. People are going to get this in areas like Switzerland, France, um Great Britain,

the Netherlands, all over Europe this is going on. Luther is not the only one breaking with the church and creating new Christian churches. I have three that I really want to tell you about when I can find my little. There it is. Because they did not put them in the order that I want to use them in. Let's start with Calvinism. Calvinism is formed by John Calvin in 1546. Calvin is a French Protestant and he is a student at the University of Paris. The University of Paris has a lot of Protestants there that like to get together and talk about it. Calvin is going to run afoul of the French officials because he is talking about it and they are staunch catholic nation, He goes to Switzerland which has a good deal of Protestantism in it. He went to Geneva and in Geneva he was chosen to be the leader of the religious group there.

** Calvin has very strict beliefs and once he becomes the leader of the city of Geneva, the religious leader, he establishes these things. You are not allowed to swear, you are not allowed to stay out past nine o'clock at night, you may not play cards, dance, drink alcohol, you may not sing worldly songs so that means that pretty much everything on the radio today would not be allowed. Uh like it was on footloose. If there was a religious service, you must be there unless you were extremely ill. But it was very strict. He objected and rejected all the ritual and the pomp that they had in the catholic church, so all of the icons, all of the paintings, all of the religious emblems come down out of the churches, they become very very very plain. It would be like walking into this room when I come in at the beginning of the school year. There is nothing on these walls. It is very depressing. Look at the four blank walls. The services were very plain, they were*

dominated by the preachers' sermons, there was no music, there was no singing in the services, strictly a sermon. Because of these reforms that Calvin is going to make or in spite of them one, people flocked to Geneva, they are welcomed there to discuss things, they go to the University and then after they finish their education, they go back home. They go back to England, France, Holland, Germany and they continue to spread these ideas so here we have literacy combining to give us more. Alright next one is the Anabaptist. The Anabaptist are one of the first and I know I am taking them out of order but I had a reason. In 1525, the Anabaptist are formed. And they are formed by dissatisfied, unhappy followers of Zwingli. They thought that Christians should not be baptized until adulthood. Zwingli along with the Catholics and some of the other religions of the time believed in infant baptism; A christening. The Anabaptist believed that true Christians should live in a separate community. That they separate themselves from the rest of the world. They should be living in a totally different type of life. The group that this is going to become, it continues in a different format through today. The Amish and the Mennonite so even today we have these groups separately. In South Georgia, there is a group of either Amish or Mennonite; I cannot remember which right now, that live a separate life.

** The last group that I am going to tell you about is the Anglicans and this is where you get the juicy gossip guys. It was founded in 1534 by King Henry VIII of England. Make sure you know that it is King Henry VIII. King Henry was a staunch devout catholic. He even wrote a condemnation of Luther for which he received praise from the Pope. Henry was not supposed to be king. He was the*

second born. His older brother married Catherine of Aragon. But he died about six months after they were married. So then Henry becomes king. And he marries Catherine of Aragon, his brother's widow. Henry and Catherine have six children. Or Catherine had six pregnancies. Out of those six pregnancies only one child survived and that was Mary, a daughter. That is not what Henry wanted. He wanted a son. Because he needed a son to inherit his throne. So he petitioned the pope for a divorce and the Pope said no. Henry then was in a pickle, he had a problem because he was already planning on marrying Anne Boleyn. So he developed his own church. He created a church known as the Church of England. And he used an act of supremacy and you do need to know that, the Act of Supremacy, which said that the Pope or the monarch not the Pope was the supreme religious authority of England. Which makes Henry similar to the monarchs in the Byzantine Empire. Remember, they were the head of the church as well as head of state and that is what he is now. Even though he broke away from the Catholic Church and created his own church. Most of the beliefs were almost the same as those in the Catholic Church. After he married Anne Boleyn, they had a daughter named Elizabeth. Then she got pregnant again and miscarried. And he didn't like that. So Henry had her beheaded.

** Well he said she was having an affair well he killed her two days after he killed her, he married again. To Jane Seymour. Jane Seymour had a son named Edward. This made Henry very happy but Jane Seymour died because of complications of childbirth. Jane Seymour is the only one of his wives to be buried in the tomb with him. After Jane died, he married for the fourth time to a*

German princess named Anne of Cleves. Anne according to Henry had the face of a horse. He was not very kind in his feelings toward Anne.

** He and Anne divorced; he married again to Anne Boleyn's first cousin, Catherine Howard. Catherine Howard liked to party hardy, with lots of people. Henry caught her[and] she was beheaded. After Catherine died, he married one more time. To Catherine Parr. Catherine was twice widowed before that and Henry was really old for that time and very ill. So she wound up being his nurse more than his wife. She outlived him and eventually married Tom Seymour and had a son by him. But Henry did all of this to get a male heir. He had one legitimate son. Edward is going to inherit the throne eventually but he, well, that is a story for later on.*

In this discussion, Sue decided not to follow the Teachers' Guide as she had done before. She explained this to the students without giving any reasoning behind her actions. She just told them that she had her reasons. She opened discussion about separate religious groups that practice their faith today, but ended by saying that she wasn't sure of the right group. The end of her lecture provided more of the details of Henry VIII's personal life than the Teachers' Guide provided. Sue's storytelling had the students' full attention. Once Sue finished her lecture, she announced that they would have homework. This was unusual timing since she usually gave the assignment before the class began their activity during the previous days. "Tonight, I want you to create a map showing Catholicism and Protestantism in the 1600s. That's it. Create a map showing Catholicism and Protestantism in the 1600s." One student asked if it was in the book and she replied "I have never given you a map that is not in the book." With this, she handed out the

response cards and once again, students answered the cards, gave them back to the teacher, who, in turn, gave them to me. The bell rang and the students collected their belongings and left the classroom. Sue did not tell students the purpose of the homework assignment or its connection to the day's activity. Students knew they could copy the map from the book showing where Catholicism and Protestantism were located in Europe and from Sue's reply that was acceptable. Sue did not connect the content of the slide to the content of the lecture. Notes were provided on the overhead transparency for students to copy. Students completed the homework by copying a map out of the book.

Day Four: Problem Solving Groupwork on the Protestant Reformation

On the fourth day of the study, students took their homework out and Sue quickly walked to each desk and used her ink pad and rubber stamp to stamp the shaded map of Europe that depicted where the Catholics and Protestants lived. Once she finished stamping all the students homework, the activity began. Today, Sue decided to combine two *History Alive!* activities that were provided by the Teachers' Curriculum Institute for the Protestant Reformation. While the class was in the middle of an interactive slide lecture, Sue introduced a problem solving groupwork activity entitled "Creating Spoke Diagrams on the Religions of the Reformation." She explained to me that, since in the interactive slide lecture they were discussing the various religions that grew during this period, it was appropriate to have students learn the details of these religions at this time. Sue had developed a seating chart that provided multiple ability grouped students in groups of four. As the students came into the classroom, she was standing at the door with the seating chart in hand, telling students where to sit. When the bell rang to begin class, students took their seats and the teacher began to attend to her bookkeeping duties.

Once that was completed, Sue walked to the overhead projector, turned it on and projected an overhead transparency of the Lutheran spoke diagram that was included in this activity by the Teacher's Curriculum Institute (see Figure 11).

Sue told the class:

You will be drawing a poster; the poster is going to wind up looking a little bit like this. Because you will be talking about one of the five religions we have discussed: Lutheranism, Anglicanism, Catholicism, Calvinism, and Anabaptist. When you finish, it will look something like this. You will put the information you need so the people can tell what religion you have. There are five different aspects that you will talk about. You will talk about the rituals in worship, the ultimate source of authority, what they think about sin and salvation, the origins of religion, and what they thought of community and life. In this web that you are going to create today, you are going to create a visual for each one of the five subtopics. So you will have five visuals, you can have more but you must have at least five. You are going to put important details in this because what you want to do is present the information in such a way that on Monday, when you fill out this matrix that the information that you fill in here, you get from your fellow classmates would be enough that if I gave a test, you could pass the test on this [see figure 12]. This is what you are going to do as a group. Something like this is going to be your final product. It is going to be colorful because my markers are down here so use them. And in groups, you are going to have to decide which one of you are going to perform which role. There are four different roles. You need to make sure that you have at least one copy of this handout (see Figure 13).

I will make sure you have that. Because that's the information for this, the religious information.

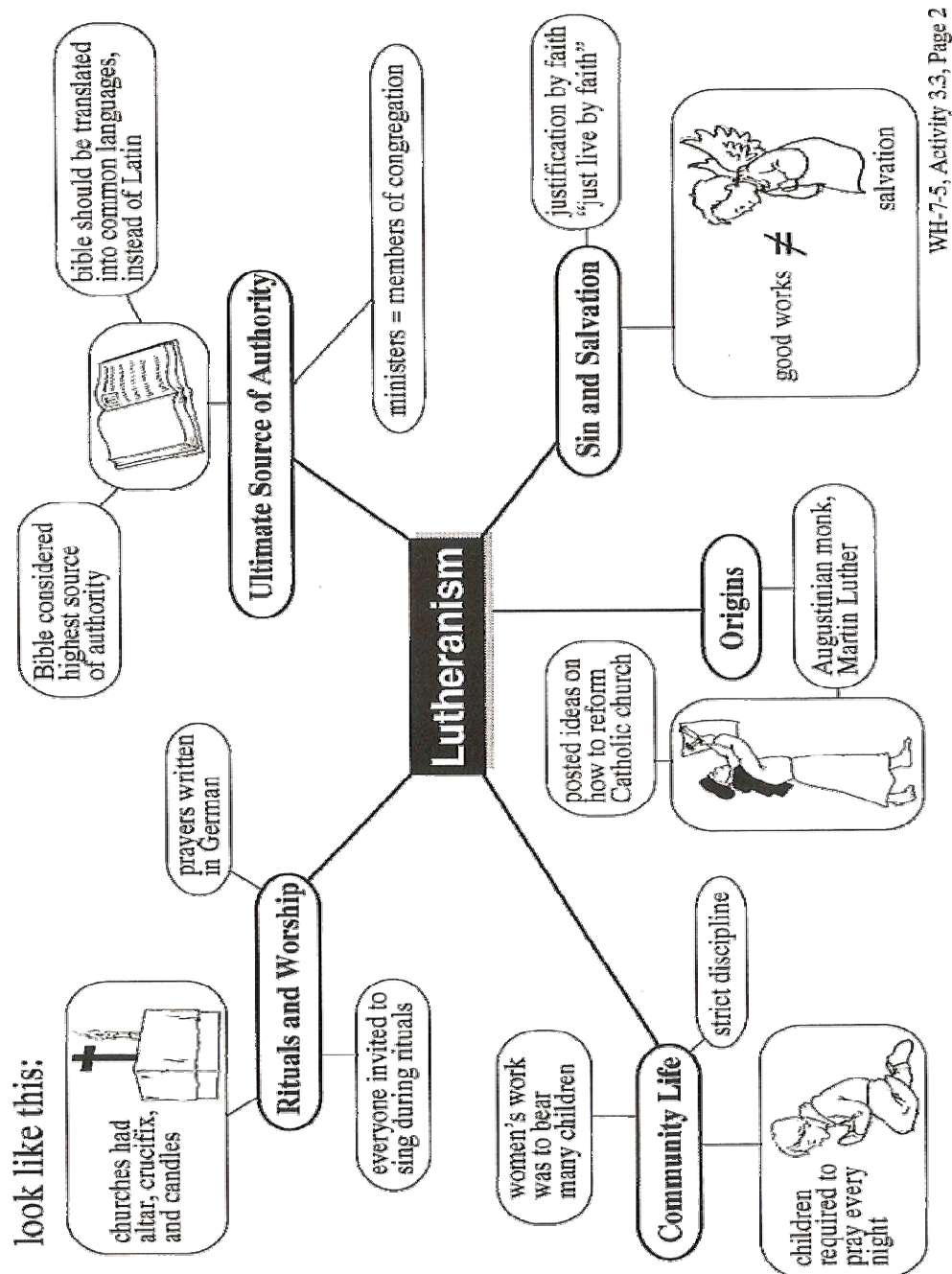


Figure 11. Example of a spoke diagram shown to students on day four

Comparing the Features of Religions of the Reformation

Directions: Use the chart below to summarize what you learned about the religion for which your group created a spoke diagram. Then, go to the area where your classmates hung the spoke diagrams of the religions you did not work on. Study the spoke diagrams the other groups made, and summarize your findings on the chart below.

Religion	Ultimate Source				Community Life
	Origins	Sin and Salvation	of Authority	Rituals and Worship	
Anabaptism					
Lutheranism					
Calvinism					
Anglicanism					
Catholicism					

Figure 12. Matrix handout students filled out on day four

Each handout included information about the Origins of (their particular religion), Beliefs About Sin and Salvation, Ultimate Source of Authority, Rituals and Worship, and Community Life. At this point, students began to ask clarifying questions concerning their activity.

S: what kind of graphic needs to go there.

T: wait a minute, wait a minute, wait a minute. It has to convey all that information in some way. As long as it has all five aspects of that religion, you can choose another format if you choose, it is what is easiest for you. I'm not that picky. Okay. You need to make sure each member in your group knows his or her role. We have a historian; the historian is going to read the information about the religion aloud to the group. Everyone else is to be taking notes. So that they can know what is going on. The historian is going to participate in the brainstorming part as is every other person. The historian is also responsible for seeking additional information. It could be in the textbook, it could be from the books, I have or I will even write you a pass to the media center if you choose. You need to make sure your web and they call it a spoke diagram, contains all the necessary information and you assist in the final production of the spoke diagram. When all of these are finished, we are going to put them on the wall and you are going to go around and fill in the matrix. The graphic designer, you are responsible for the look of the spoke diagram or the web. You are also going to participate in the brainstorming session. This says that you need to create a rough draft and then have me approve it. Folks, you are high school sophomores you know what you

need to do. If you have any questions, let me know. Illustrator, your primary responsibility is to create the visuals on the diagram. Contribute during the brainstorming session. Work with the graphic designer to create the rough sketch and the final draft and assist in the final production. Copy editor, you are to produce the written information on your diagram. A suggestion, you don't have to do it but I would choose the person with the neatest handwriting because everyone else has to read it. You will contribute during the brainstorming session check to make sure spelling and grammar is correct. Make sure it is accurate, assist with final production. All of you are responsible for the information. So be sure you understand what is in the handout. Brainstorm for your diagram. So that involves all of you. Historian and copy editor, it is your responsibility to make sure the diagram is accurate and thorough about that religion. Make sure the diagram has illustrations and visuals for each of the features. This is where the graphic designer and illustrator comes in, they are the ones that will create this one. If all of the members of the group don't like it, the graphic designer and illustrator have to go back and redo it. Make sure everyone is in agreement on this. Complete the final draft of the spoke diagram. When you do that, it goes on one of these sheets of paper. So when you get ready to put it on a piece of paper, it goes on this. You need to know this information, I expect to see, and hear you doing the work on this. Please use your time wisely because we will only have one day at most to create your diagram. On Monday, we need to move on to the matrix and class notes. Any questions about this?

As she wrapped up her directions, she began to hand each group their religion handout. At this point, Sue allowed time for the groups to get organized, then the students had about forty minutes left in the class period. She walked to each group asking what each person's role was and encouraged them to get to work. The group that was given the Lutheran religion went to the front of the room to get the overhead transparency and took it back to their desks. Once the teacher walked over to their group, she made them put it back on the overhead. This happened twice with this group. Meanwhile students began to ask when this was due and the teacher replied "Monday, you have all class period today. There is no way you can get it all done today." One group asked Sue if they could go into the hall to work and she answered in the affirmative. Most of the groups either finished reading their handouts on their religion or have decided to read as they begin to draw their spoke diagram. Students began to walk to the front of the room to pick up their piece of butcher paper and markers to draw their final draft. One group moved to the front of the room to use the overhead projector. They taped a piece of butcher paper on the white board and turned on the overhead projector. Bonnie put her hand on the projector while Jimmy traced the image of the hand onto the butcher paper. The teacher continued to walk to each group keeping them on task and answering questions that they asked. Sue asked "what religion are you?" After the group finished with the overhead in front of the room, Sue placed an overhead transparency (3.3B) entitled "Groupwork Checklist for Creating Visual Spoke Diagrams" which included their duties and expectations of the group (see Figure 14). This overhead provided students with the process and procedures of the rest of the activity. The group in the back of the classroom

broke into a fit of laughter. Sue told them to get to work and began to comment on the spoke diagrams.

Overhead Transparency 3.3B

Groupwork Checklist for Creating Visual Spoke Diagrams

1. Make sure your group has copies of Student Handout 3.3A.
2. Make sure each group member knows his or her role.

Historian: Reads the information about the religion aloud to the group. Contributes ideas during the brainstorming session. Seeks additional information from the textbook or other resources. Makes sure group's spoke diagram contains all the necessary information. Assists with the final production of the spoke diagram.

Graphic Designer: Responsible for the "look" of the spoke diagram. Contributes ideas during the brainstorming session. Creates rough sketch of the spoke diagram to be approved by the teacher before group works on the final version. Assists with the final production of the spoke diagram.

Illustrator: Has primary responsibility for creating the visuals on the spoke diagram. Contributes ideas during the brainstorming session. Works with the Graphic Designer to create both the rough sketch and final draft. Assists with the final production of the spoke diagram.

Copy Editor: Produces written information on the spoke diagram. Contributes ideas during the brainstorming session. Checks to ensure that spelling and grammar is correct. Assists with the final production of the spoke diagram.

3. Read the information about the religion on the handout carefully. Brainstorm ideas for your spoke diagram. The Historian and Copy Editor should make sure the spoke diagram contains accurate and thorough information about the religion.
4. Make sure the spoke diagram contains illustrations and visuals for each of the features. Have the Graphic Designer and Illustrator create a rough sketch of the diagram. Have all group members offer suggestions for improvements.
5. Complete the final draft of the spoke diagram. Your diagram should allow viewers to clearly understand all the features of the religion.

Figure 14: Groupwork checklist for spoke diagrams

Catching one person in the wrong group, Sue sent him back to his group to continue to work. Sue walked to the hall and stood in the doorway to watch both the students in the hall as well as the classroom. In this respect, Sue monitored each group as the class period continued. Group six picked up their butcher paper and markers and carried them to the hall to work. Group four began to dialogue about their drawings. An example of their dialogue was as follows:

S: You are drawing two pictures? You are drawing an angel with an army hat on?

S: He's a crip

S: That looks like an army man

Group one, who was in the hall, began to argue about markers and what they needed to complete the drawing. One student from this group went back into the classroom to get a yardstick to help them. Meanwhile, students from all of the groups went to the front of the room to get more markers as they needed them. By the middle of the class, only two groups remained in the classroom. Groups moved to the hallway to be able to draw their spoke diagram on the floor. As groups moved to the hall and the rest of the class period was devoted to student group work, I had tape players located at each group documenting their conversations. The following conversational excerpt provides a typical sampling of a group conversation:

Ann: Who has any organization skills at all?

Dake: I just reorganized all my stuff. Organization skills down the drain.

Ann: Somehow I think you have the most, you actually turn in your notebook

Joe: Yeah, it actually has stuff in it

Dake: Alright, I'll be the organizer

Ann: Historian?

Ann: Historian! Alright lets go!

Blake: I'll be the copy editor,

Joe: I'll be the graphic designer cause I can't draw

Ann: I'll do the handwriting

Joe: Alright. You have nice handwriting.

Ann: First, you have to read it. Can I have the sheet of paper. Are you reading that or is someone else?

Blake: Do I have to read it?

Ann: Yep it would help. And everybody has to take notes

Ann: Historian reads.

Joe: Can I have a sheet of paper Ann? So you have to take notes down too.

Ann: I can take notes after I read.

Joe: I have a photographic memory

Ann: That is not photographic

Joe: Memorizing?

Ann: That is completely different from photographic. Don't touch

T: How are ya'll doing?

Joe: Well, we just read it and now we are taking notes

T: Who is your graphic designer?

Blake: Do you want me to be the copy editor?

Joe: How about you be the historian and I'll draw

Joe: I'll draw

Ann: It makes sense for you to be the historian.

Joe: Oh man I am not in the mood to be the organizer

Ann: It doesn't matter if you want to be organized or not, you are still more organized than the rest of us.

T: Folks when you are ready to write your final draft, come get your paper and the markers are up here.

Dake: So basically, Anabaptism is what?

Joe: Poor people

Ann: Not necessarily, some of the Amish are actually rich. Their community as a whole is simple live and they don't spend a lot of money however, they raise a lot of crops

Joe: Do they marry their own families?

Ann: No the Bible says not to ... they live according to the New Testament

Joe: What does origins mean?

Ann: Where does it come from.

Joe: What's this word?

Ann: Sinners

Joe: What does this mean?

Ann: People who do wrong

Joe: Alright Dake, how many notes do you have?

Dake: We have to draw it out

Joe: So I have to know everything about this religion?

Ann: No, we just have to write down more about it

Joe: Got'cha so what do I do now?

Ann: Look in the book, go on the computer, go to the media center what ever you want, just find more about it.

Ann: Did you not read the sheet? Divide it into sections

Dake: What do you mean?

Ann: Draw a line for each different subtopics

Dake: This is easier. I'm the graphic designer. This is just an idea.

Ann: Same basic idea... it give you five sections though.

Dake: That's cool, just have to draw stars. Any bigger?

It was apparent that students took time to go over and over their roles in the group instead of reading and drawing. The design and color of the diagram became an issue for groups once they began to illustrate their findings from the religion handout. For example, one group's discussion was as follows:

Kim: Are you drawing a castle, the crown or whatever?

Jean: Why don't you give him the colors, he knows more about colors

Donnie: A church? What kind of church do you want to draw?

Back out in the hall, students began to compare each others diagrams saying "Yours is better than ours." As time was getting closer to the end of class, about forty minutes into the fifty minute class period, Sue called all students back to their desks. She handed out the response cards once more and students filled them out. When they finished, they handed them to her and put all their books back in their book bags and waited for the bell to ring. The bell rang and the students left the classroom. In this activity, after much discussion, students carried out specific responsibilities as dictated by the role they chose.

They generated their own spoke diagram visual illustrating major characteristics of their religion. The major concerns that each group discussed was what kind of diagram to make that would explain their religion and what colors they would use to emphasize different elements. Students were prepared to finish this activity the next day.

Day Five: Problem Solving Groupwork on the Protestant Reformation

On day five of the study, Sue announced the homework as was typical in her class. She said:

Take the information that you get from the stations today and create a diagram of some sort it can be a spoke, it can be a web, some sort of graphic organizer can help you get this information in your head. Help you remember it. So as you go around today on the station, we'll have around ten minutes before we will start them as you start looking at those stations and filling in the matrix. [see Figure 12]. Make sure that you are getting stuff that will help you. Because I need to know something about each one of the five religions, how are they unique, how they started, important things that are only pertinent to them. And then I want you to in the center or some how on the diagram to list things that are similar how are they all alike ok? And they will be all alike in several different ways. They are all to be different in several ways. But I need you to fill that out. The matrix that you are going to get will help you get that information. Alright any questions about your homework tonight?

Sue asked students how many of them needed more time to work on their spoke diagrams. Students raised their hand and she announced that she would give them until 1:25 to finish which gave them about fifteen minutes since class began at 1:10. Students

throughout the class moaned. She reminded them that they would need the rest of the time to fill out the matrix. Students stood up and grabbed their butcher papers with their spoke diagrams, and filed into the hall. Once again, only two groups were left in the room. As the teacher walked from group to group, Bonnie told Sue “I put a ring on the belief finger because they believed something about marriage” and Sue responded with “that’s very good and that is interesting.” Group two made a flower for their diagram. Group one made a spoke diagram with boxes at the end. Groups three, five, and six made spoke diagrams with circles to represent each aspect of the religion and Group four traced a hand to represent a spoke diagram. The teacher reminded students that they only had about five minutes left. As that five minutes passed, she called them back into the room. As they returned, Sue handed them tape to put their papers up on the walls. After they displayed their papers, they returned to their desks and picked up their matrix handout (see Figure 12). Sue told students, “take your matrix and go to each section and fill in all sections. This is what you are going to use to fill in your chart that you are going to create tonight. Be it spoke or web or however you do it. This needs to be done individually.”

Each group traveled together from one display to the other with the exception of group six. Group six sat at their seats and recorded the information from the paper that was taped on the wall in front of them. The room was very quiet at the beginning until students became familiar with the expectations. As they became more comfortable, the level of noise began to rise. As it did, the teacher told them to get quiet. Sue walked around the room to make sure that each poster had the required elements and to see that the students were filling out the matrix as instructed. Sue applied more tape to papers that appeared to be peeling off the wall. After about twenty-five minutes passed, Sue

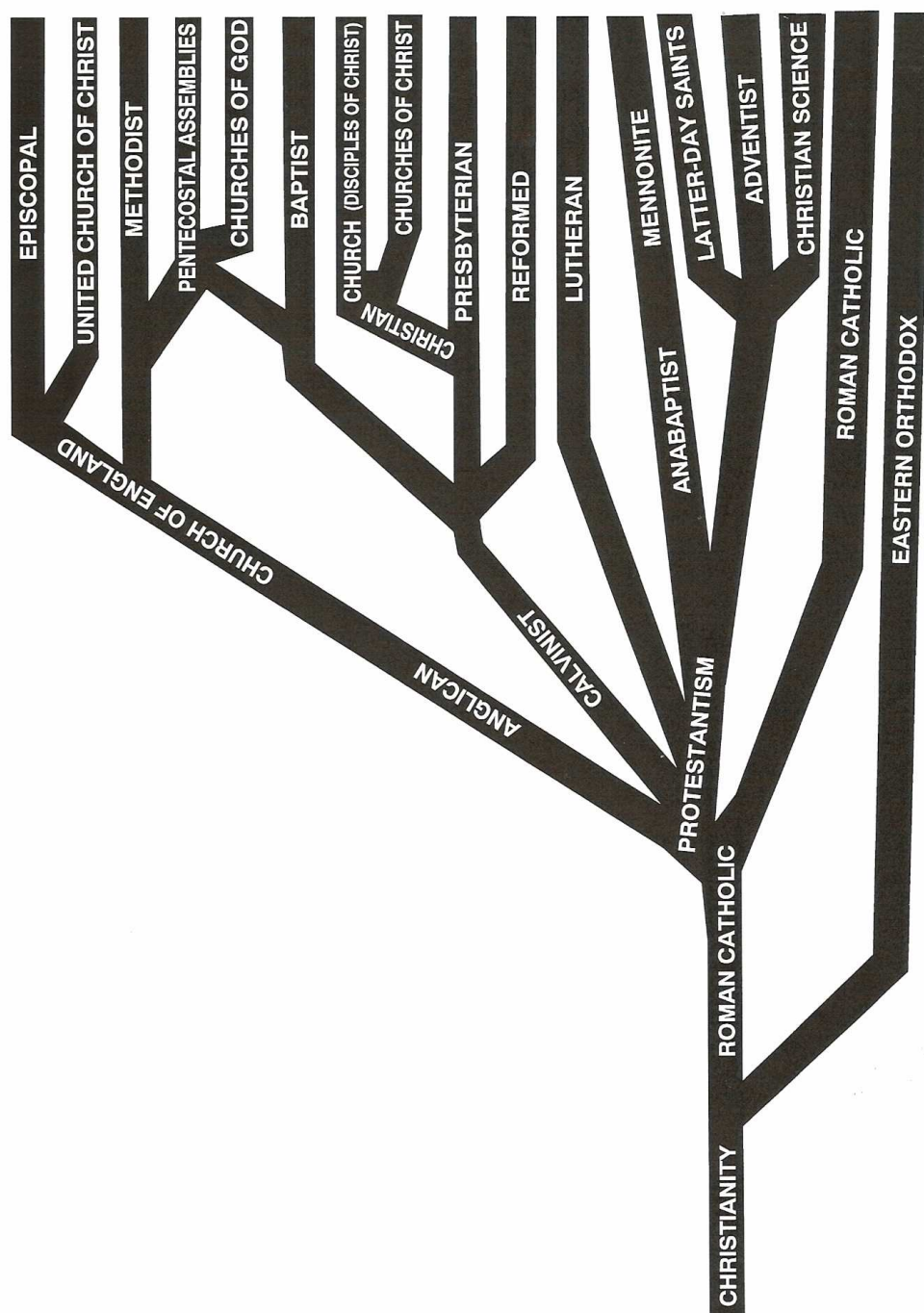
announced that they had about “seven minutes to finish up, then “...five minutes left.” By this time students were carrying on their own conversations and copying information from the paper hanging on the wall onto their matrix handout. Sue asked them to have a seat because “I have a couple of things that I need to go over with you.” Students returned to their seats continuing their own conversations. Sue began to talk to the class as she projected a new overhead transparency entitled Branches of Christian Faith 3.3D on the screen (see Figure 14). She said:

right now I want to show you some things. All of the religions that we have talked about at this time period are based on Christianity. Everything is based on Christianity. We talked about the schism that created the Eastern Orthodox and Roman Catholic Church. Protestantism is because of a break off of the Roman Catholic Church. All of the religions that you see from Christian Scientist up to the Episcopal are Protestant religions. They broke off some way some how from the Roman Catholic Church..

Students sat up and became very interested in the chart and began to ask questions about the religions that they were familiar with on the overhead. They began to ask questions about several of the religions on the chart. For instance, Adam asked “Christian Scientists, are they the people that accept evolution and Christianity together?” Sue responded by saying “Christian Scientist is one of the protestant denominations, I am not sure where they start.” She tried to steer their attention back to the organization of the chart by saying “But look, you have branches coming off these.” She continued to go over the branches as they were illustrated by the chart. But, students continued to ask questions that Sue did not directly answer. As she wrapped up her overview of the chart,

Overhead Transparency 3.3D

Branches of Christian Faith



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Figure 14. Overhead transparency branches of Christian faith 3.3D

she asked the class “looking at this activity, and I know we have done something like this before. What did you like best about this today - for this past two days?” Students yelled their responses. One student yelled drawing, while another yelled interaction. Dake said “we didn’t present it we just. . . .” The teacher interrupted by asking “would you have rathered present it?” Students yelled out I would and I wouldn’t. So Sue decided to take a show of hands. “Okay how many of you would have rathered present it?” Ann announced that “it would have taken longer.” Donnie replied “yeah.” Sue wanted to get more input so she continued to ask “how many of you liked going to the different stations where you could move around? While the majority of the class raised their hands, one raised his hand saying it didn’t really make a difference. She passed out the response cards for students to complete. Students prepared to leave the class by putting their books in their book bags and they waited for the bell to leave class. The activity as it was carried out, required very little effort by the students. They walked around the room copying information off the posters on to their matrix handout (see Figure 12). Instead of having each group present their religion or having a group discussion on the religion as recommended by the Teachers’ Curriculum Institute, Sue proceeded right to the overhead transparency of the Branches of Christian Faith (see Figure 14). This did not reinforce the differences or similarities of the religions that they had worked on for the past two days. As students asked questions for which Sue had no answers, she began to cut them off or say I don’t know. At the end of the activity, Sue gathered more student feedback about the activity than she did about the learning taking place. The purpose of the matrix chart was lost due to a lack of discussion of the similarities and differences. Students were left to determine that on their own for homework.

Day Six: Interactive Slide Lecture on the Protestant Reformation

The final day of the study was interesting because Sue and the students forgot the homework assignment. She did not check their homework nor did they remind her. Therefore, students' understanding of the similarities and differences were never discussed or checked. The class immediately returned to the interactive slide lecture. After taking care of the roll, Sue walked to the slide projector, turned it on, and projected the final slide; slide E. Entitled "The Catholic Church's Response to the Reformation" (see Figure 15). This slide showed the inside of a Catholic Church during a meeting called the Council of Trent. In the front of the church were the Cardinals and the Pope who was speaking from the pulpit. The foreground showed the priest that came to discuss the Catholic Reformation as well as knights who protected the Catholic leaders. As Sue held what she called the "magic window", a piece of paper in front of the image on the screen that magnifies a particular section piece of the image, she asked "What do you see?" Students loudly began to call out what they thought they saw in the picture. The class dialogue follows below:

S: Church.

T: A church, why do you say it is a church?

S: The chapel, because it is Jesus Christ right there, cross, a cathedral, there's the Pope.

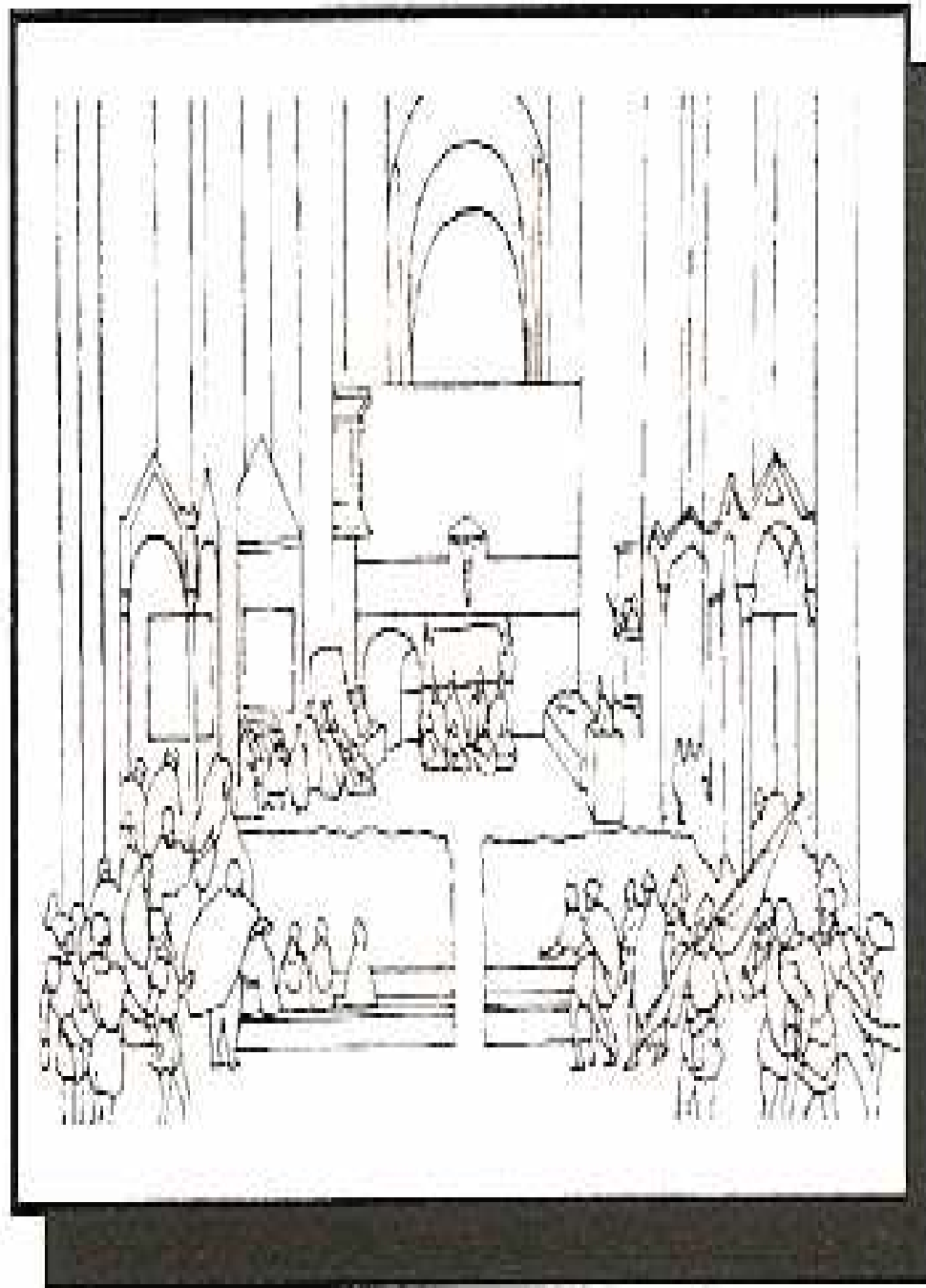


Figure 15. Slide E: The Catholic Church's response to the reformation

T: Gentleman, ladies, pay attention up here. Ok. We have determined there is a church because there is a crucified Jesus up there. Ok. Is there any other indication that this is a church?

S: The people.

T: The people, what about the people.

S: They're in prayer

T: They're in prayer?

S: What is all that stuff on the bottom?

T: Where right here?

S: People.

T: People?

S: Are those people?

T: Yeah those are people.

S: looks like that is the pope on the right.

T: We are getting there. We're getting there.

S: Can I come up and show you?

T: Sure

S: See where Jesus is hanging there and His feet go down? See those people on the altar there praying towards Jesus down on the bridges.

T: Okay

S: But there are army people too

T: Army people. Where do you see them?

S: Lower right

T: Why do you think they are army?

S: They have a flag in their hand, they a spear

T: What do they have?

S: Armor

T: Armor? Ok. And a flag alright. Anything else you can tell me about this picture?

S: Are they crusaders?

T: No, the crusades are pretty much over by this time. They may be here to protect I'm not sure.

S: It looks like they are praying over there on the left.

T: Here?

S: In like the dark spot

T: Here?

S: No up.

T: Here?

S: Over

T: Here?

S: No far right

T: Come show me.

T: Oh your right, it does look like they are praying. Okay. So that would be an indication of a church. Anything else?

S: Congregation.

T: Congregation of the people. All these people out here. Uh, what do you think is taking place here, what do you think is going on? Come show me.

T: Okay. Just people. What do you think is going on here ladies and gentleman?

S: They are having Eucharist

T: Okay. They are having Eucharist or the Lord's Supper. David, what do you think is going on?

S: Praying

T: Why are they praying, what is going on? Is there a specific reason?

S: Maybe someone died.

T: Maybe someone died.

S: I think the army men are coming in to stop them

T: You think these men are coming in to stop whatever is going on. Okay. Could be. So does anyone here look like they are alarmed?

S: No. towards the back they do

T: Towards the back okay. If I told you this was a meeting of some of the most influential members of the Catholic Church, would that help you make the decision as to what is going on here? Would you still think it is members of the army

S: Maybe they are trying to stop the reforms.

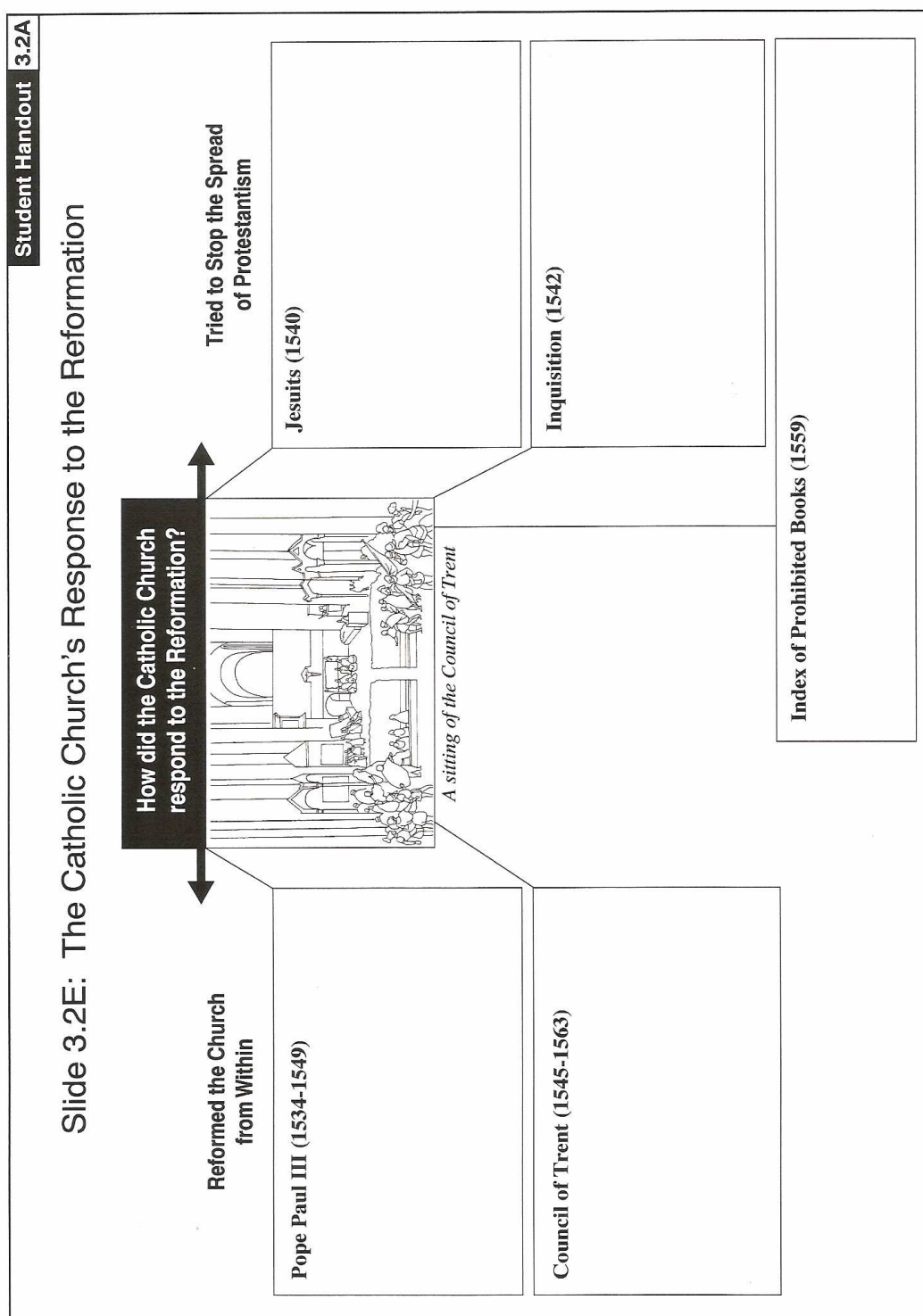
T: Maybe trying to stop the reforms. Okay.

S: Trying to stop the reforms

T: Okay. Trying to stop the reforms. Okay.

After the photo elicitation process, Sue returned to the front of the room and told students what the picture was. She began to lecture using the Teacher's Guide. As she lectured, she placed an overhead transparency of the notes page that contained slide E (see Figure 16). Students pulled their copies out of their notebooks and began to copy notes from the screen that Sue provided. Two students could not see from where they were sitting so they walked to the front of the room and sat down while Sue was lecturing:

** Well let me tell you that this is a painting by the artist Titian. And in this painting, he is depicting the Council of Trent in 1555. At this time Protestantism has been getting some pretty good strongholds going on. They got the Lutherans, Calvinist, Anabaptist, Anglicans, all of these churches and its beginning to erode the Catholic Church. So Pope Paul III sees the need for reforms and a renewal of the Catholic Church. And he decides that then best way to do this is to call the cardinals together and sit down with them and develop reforms for the church. Now, when you talk about the reformation, in the fact that it is the protestant reformation, we are also going to talk about reforms within the church and those reforms are going to start with Pope Paul III. Within the church, Pope Paul III is going to make the following reforms. He is going to lead the counter reformation or the Catholic Reformation. This is the Catholic's answer to what the Protestants have talked about. He is going to promote reform minded cardinals to the Curia. These are ones that are willing to change things. Now it seems kind of strange that Pope Paul III is willing to do this when he got his office of a cardinal before he became a priest. So he wasn't even a member of the priesthood when he*



WH-7-5, Activity 3.2, Page 27

Figure 16. Student handout 3.2A, slide E

became a cardinal. And a cardinal is one step below the Pope as far as importance in the Catholic Church. He was 25 when he got this office as Pope. So simony was there. His position was purchased. He was also the father of four children. So we see him not taking his vows of celibacy seriously. When he gets the cardinals together, they go through and catalogue or make a list of all the abuses going on in the church. If it occurs once or twice they are not going to address it right now, however, if they see this thing occurring time after time after time, then it is something that needs to be addressed and be addressed quickly. They along with him call a meeting at Trent. This is to deal with the growth of Protestantism. And there will be couple of reasons why they would want to stop the growth of Protestantism. One, because they are down on membership and if you are not a member of the Catholic Church, they are extremely concerned about the salvation of your soul. So they wanted people to convert back to the Catholic Church. There was also concern because of a lack of revenue coming in. because it would have affected them as people left. Now within the Council of Trent, they are going to define Catholic beliefs and correct abuses. They are going to say what we as Catholics believe. And they said that faith and good works are necessary for your salvation. That you could interpret the Bible for yourself. But, they maintained that the rituals and traditions of the church were necessary, they are an integral or important part of the Catholic church or service. And that the Pope was the head of the Catholic Church here on earth. These are going against what the Protestants are teaching. They outlawed they go against what the protestants are teaching but yet they acknowledge that they are

there and they are important. At the Council of Trent, they outlaw the sale of indulgences. They are going to outlaw simony, you can no longer purchase forgiveness for your sins, past, present, or future, nor can you buy a church office any longer. We are going to make sure priest are well trained they are going to open seminaries or schools for them. Seminaries are schools that specialize in teaching a particular type of religion to the priest or the ministers in that religion. They are going to go into the monasteries and the convents and they are going to get rid of those people that are having the affairs and having the children and get them out of those places so that is no longer going on. That is not to say that all of these things go into place all at one time. Nor does it stop all of the problems within the church but it does stop the majority of them.

Guiding students note-taking a little more today than she had in previous days; she revealed more notes already written by removing a piece of paper from on top of the overhead. Students copied the overhead transparency. Some students listened to her while she lectured while others were involved in the writing process. Sue continued to lecture and give notes; removing the paper from the transparency as she talked about that issue. As she lectured, she moved back and forth from the front of the room to the back of the room. Adam raised his hand to ask a question about the Index of Forbidden books. He asked “what would happen if you read one of those books?” Sue responded “you could be imprisoned, exiled or executed.” Students then became interested in what would happen if someone did the same thing today. Sue answered using an analogy of going into a room that their mother told them not to because there were Christmas gifts in the room. Sue asked “how long would it take you to get in that room?” Students responded

by yelling out “two minutes.” The teacher wrapped up the analogy by stating that the list of forbidden books was like saying “read it, do this.” Looking at the clock, Sue decided to announce the next assignment by walking up to the overhead and writing down a list of statements.

Alright, real quick assignment, on a sheet of paper, and this goes on the right hand side of your notebook, I want you to grade the Catholic Church. Your getting to be the teacher, you are giving out grades. A, B, C, D, F. okay? Here is your topic, Ending corruption give it a letter grade for the Catholic Church. Stopping Protestantism, and grading the Catholic, oh Catholicism. You can give it pluses or minuses if you want to.

One student asked a clarifying question, “do we grade them on whether we think they did it right or if they thought they did it right?” and Sue responded “how do you think they did? A, B, C, D, F?” Another clarifying question asked “when you say corruption do you mean today or back then?” Sue responded “then, simony, the marriage of clergy, things like that. Grade Catholicism on how well they on all of those – A, B, C, D, F - and you can give pluses and minuses. Okay? How many of you? Dani, do you want to come and keep score?” She went to the front of the room and got the overhead pen while the teacher walked to the back of the room and looked towards Dani. As Sue asked the class how many gave the church A’s, B’s, C’s, D’s, and F’s for the individual elements that were suggested, she asked them what the overall grade would be for the church. After Ann proclaimed that she would be killed if she did this, Adam told her that “no one could stop you.” A little back and forth conversation took place and Sue decided to wrap up the activity by telling the students what the Catholic Church was trying to do in the Counter

Reformation. She announced that there would be no homework. She handed out the final response cards.

An anomaly occurred this day since both the teacher and the class forgot the homework. The photo elicitation portion of the activity included lengthy conjecture. Sue repeated what students said and told them *“I am not sure about what was going on.”* She tried to redirect their conjecture at the end of the time by saying *“If I told you this was a meeting of some of the most influential members of the Catholic Church, would that help you make the decision as to what is going on here? Would you still think it is members of the army?”* but she cut off discussion after one guess as the students were just then getting the idea of the picture by saying *“Maybe they are trying to stop the reforms.”* By the time Sue ended the photo elicitation, students were not sure what the characters were in the picture since Sue never corrected incorrect guesses. After spending so much time on conjecture and no guidance, Sue announced what the slide was about without pointing out portions of the slide to correct misunderstandings. She said *“Trying to stop the reforms. Ok. Well let me tell you that this is a painting by the artist Titian. And in this painting, he is depicting the Council of Trent in 1555. At this time Protestantism has been getting some pretty good strongholds going on.”* Here again, the lecture portion of the activity did not adhere to the script provided by the Teachers’ Curriculum Institute. Students were absorbed in copying the notes rather than listening. Once the wrap up activity began, students were active and involved when they assigned a grade to the Catholic Church. They enjoyed applying the same grading system used by teachers to the church; especially when she asked a student to tally the grades. Sue finished the unit at that moment.

This chapter provided a detailed description of the *History Alive!* curriculum as it was practiced by a teacher in her world history classroom. Interactive slide lecture and problem solving groupwork activities provided the focus of a unit on the Protestant Reformation. The scope of the classroom activities was understood through both the teacher and students' words; providing a detailed investigation of this *History Alive!* classroom as it created historical understandings with visual evidence. In the next chapter, I explain five major themes that were constructed from data analysis, the purpose of the study, and research questions.

CHAPTER 5

USING VISUALS TO ENHANCE HISTORICAL KNOWLEDGE

The 10th grade world history *History Alive!* classroom used in this study incorporated two activities from the History Alive! program created by the Teachers' Curriculum Institute that allowed students to use visual evidence to learn and understand historical concepts associated with a unit on the Protestant Reformation. Activities included interactive slide lectures and problem solving group work. Historical knowledge was demonstrated in this study by students' abilities to communicate their knowledge of the causes, events, and effects of the Protestant Reformation. While students' understanding in this case study was occasionally demonstrated by the ability to think in terms of cause and effect, bias, and point of view, there was little interpretation or analysis. The investigation of historical understanding in this study reflected little historical thought employed in these activities. Instead, historical understanding was interpreted as having the ability to recognize and utilize historical terms and information or gaining historical knowledge. Students acquired historical knowledge in this study at varying degrees. Through analysis of data, four major themes were constructed based on the purpose of the study and research questions. First, visuals enabled differing levels of historical knowledge both in and outside of class. Second, size and color impacted understanding of visual elements. Third, students obtained historical knowledge through active involvement in the *History Alive!* activities. The fourth and final theme found in this study showed that the mastery of the material by the teachers and the *History Alive!*

methods utilized produced historical knowledge or misunderstandings of historical content.

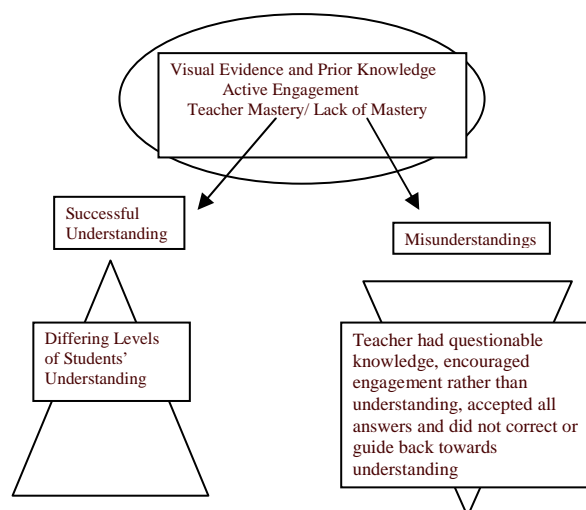


Figure 17. Graphically depicts the relationship of the themes related to how visual evidence is used to learn historical concepts.

Misunderstandings included inaccurate conjecture and conclusions concerning visual evidence. Students who demonstrated misunderstandings typically were not able to demonstrate knowledge of the major concepts that the visual illustrated or particular elements of the visual. They were able to discuss textbook style learning that they acquired during class. This chapter provides a detailed description of the following four themes in the study along with examples to illustrate each theme.

Visuals Enabled Differing Levels of Knowledge

Students and teachers perceived visuals as an aid to historical understanding. Sue stated that “They remember it better because they understand it. If it is just presented to them or they are just reading it in some way, it is too often in one ear and out the other. This way it makes it more visual. It makes it more realistic to them.” Sue’s view of

historical understanding was to be able to pass a test or complete an alternative assessment using the information that they learned in class. Sue believed that the visuals in the *History Alive!* program enabled students to “refer to things that happened in the past; in their test, [achieve] better assessment scores, [do] better at the test or scrapbook or whatever they are doing, scores tend to be higher.” Through the use of active involvement and constant revising of prior knowledge gained on previous class days, students gained differing levels of historical knowledge. Students then demonstrated their historical knowledge through out-of-class homework assignments.

In Class. As students interacted with visuals and new learning during the activity, they responded favorably to the use of pictures in class. Through observation, students’ actions and words indicated that pictures helped them understand the material. They screamed out “this is fun” and quickly began to pay attention to what the teacher said. After an overhead transparency provided guidance for taking notes, students asked the teacher “will you make them easy like you did yesterday?” By providing the note-taking page, they had a visual to aide their comprehension of how to take notes and a tool upon which they could record them. The provision of the overhead to guide note-taking opened the possibility of taking more precise notes through this structured approach. Students appeared much more at ease with this method of notes than they did the day before. On day four, one of the groups drew a ring on the hand of the spoke diagram to illustrate their knowledge as the student who drew it said “I put a ring on the belief finger because they believed something about marriage.” This group illustrated how marriage was an issue during the Protestant Reformation between the Catholics and Protestants. Another student stated on the response cards, “I remember the religions tree because my religion

was on it. It showed me where the religions came from.” Students emphasized specific ways that visuals impacted their historical knowledge.

Photo elicitation of slides during class helped some students connect lectures to a visual that illustrated the material. In turn, this new material revised old learning or prior knowledge and created new knowledge constructs. The structure of the *History Alive!* curriculum created an environment in which students could build on their knowledge from the previous day’s work. As the interactive slide lecture proceeded, each slide illustrated the development of the Protestant Reformation. Development of a conceptual model of the Protestant Reformation required students to take their prior knowledge, which included the causes of the Protestant Reformation, and then add the events and the effects of the Protestant Reformation by integrating new material through active involvement. The use of photo elicitation during interactive slide lectures allowed students to see the point of view for the characters in slides C and D and the 95 Theses and German Booksellers respectively. Active discussion and methodical dissection of the event on the slide provided insights which contributed to historical knowledge. Transcripts of the classroom on day three showed that students did not want the interactive slide lecture to end. They said “are we done with the slides?” and the teacher responded “for today.” Students let out a loud “oh” and made comments like “I am actually awake now.” Homework activities reinforced their constructs. They demonstrated the joy they had for learning the material through visual means both in their oral responses in class and their written responses on the response cards.

Question one of the response card read “What picture, graph, or document do you think will help you understand the material?” The students’ responses to this question

specifically mentioned that slides helped them understand the material on days one, two, three, and six of the study. For example, while one student made the comment “I love pictures,” another student was specific in mentioning the transparency of the tree of religions. Another student made a broad comment like “the overhead picture helped” and “pictures helped my mind set things up.” Other comments about what visual helped them included specific mention of “the poster,” “worksheet,” and “chart.” At least five students wrote the term “picture” each day indicating that they believed pictures contributed towards their historical understanding. However, most students were not specific as to the exact picture. In my interview with Sue, she reported that pictures make the activity more “realistic” and more “fun.” She noted that students “look forward to what might come along . . . and are not resentful as they would be in a traditional lecture.”

Students began to alter their knowledge constructs by elaborating on the types of Protestant faiths that developed during the Protestant Reformation by naming religions such as the Anabaptists or by merely writing that they learned about five or six new religions on the response cards. The response cards illustrated their attention to the prior activity. For example, question four on the response card asked students “What historical information do you remember from yesterday’s class?” Responses showed a progression of new concepts and knowledge constructs as new knowledge revised their prior knowledge. For example, concepts that students gave on the response cards showing progression were the “selling indulgences,” “printing press spread ideas,” “Martin Luther,” “church corruption,” “Great Schism,” “Anabaptist,” “Zwingli,” “Anabaptism,” “Bible basic source of authority for all Protestants,” “Calvinism,” “Lutheranism,” “Catholicism and its beliefs.” As the activity continued, the addition of new concepts and

information illustrated revised knowledge constructs that students experienced on a daily basis. On days four and five, students used their revised knowledge construct or prior knowledge to determine the types of visuals that they would use to illustrate the tenets of their assigned religion. This revision of knowledge continued until the last day.

To illustrate varying levels of knowledge during the photo elicitation interviews, students provided the main ideas and details of the slides. Levels of knowledge varied according to their abilities to communicate what knowledge they acquired about the causes, events, and effects of the Protestant Reformation. Slides A and B involved the causes of the reformation, while slides C and D provided information about the events that unfolded during the reformation, and slide E showed the effects of the Protestant Reformation on the Catholic Church. If a student missed a slide, this indicated that they did not provide the main idea or any details that were true of the slide. For example, one student commented on slide E by saying “ I remember looking at the picture. The guards are the people who are supposed to come and take over the church I think and those are they may be Protestants. I can’t remember that much. But they were trying to drive Protestantism out of England because I guess they were against the church beliefs.” For example, three out of 23 students interviewed demonstrated their historical knowledge of all five slides, three students demonstrated historical knowledge of four slides with two students missing slide B and one student missing E. Those who missed the main idea for slides B thought that the man in the slide was Martin Luther. For example, a student said “I think this is Martin Luther being executed or about to be executed for his theses maybe by the Catholic Church.” Students generally thought that slide E was a military scene. For example, a student stated “it looks like the guys in the army or military is invading the

church, a Catholic Church and looks like people are praying up at the alter and its just being taken over.” Historical knowledge was demonstrated by their comments for slide A, “they are selling indulgences in the Catholic Church. . . . Indulgences are the things that they sold to earn your salvation or to forgive your sins. . . .” or for Slide B, they said “the man in the white robe there was probably a heretic and or someone who disagreed with the religious ideas. . . . I think this was a priest or somebody tried for heresy and they are about to burn him. . . .” In these examples, students were able to demonstrate their knowledge of the causes and beginnings of the Protestant Reformation. Five students showed historical knowledge of three slides with three of those five missing B, three missing C, and four missing E. For example, those who gave an accurate explanation of slide C said “it is Martin Luther, the person with the scroll and the people in the background were looking at the 95 theses.” Those who missed the main idea of slide C stated “this is Martin Luther King, the one who fought for black slavery and stuff.” Eight students demonstrated their historical knowledge of only two slides with all eight missing slide B, six missing slide C, three missing slide D, and all eight missing slide E. For example, in this group, those who demonstrated their historical knowledge of slide D said “I remember this one! These people are selling books they’re selling books and those people in the front are trying to make people buy books. . . . he’s selling a newspaper or book and the people down in the lower left hand corner are trying to sell it to this monk whose carrying something to the monastery. . . .” Students who missed slide D stated that “the guy on the left is a peasant and they’re holding up pictures of that guy that is wanted.” Three students showed their historical knowledge of only one slide with all three missing slide B, C, D, and E. For example those who explained the main idea of

slide E said “it was a meeting called together to stop the corruptions of the church. It was led by the Catholics and they were saying this was where they made a list of what they actually believed and they started to stop the Protestants. . . . They were discussing Martin Luther and some of his reforms. . . .” Knowledge of this slide was demonstrated by explaining the action taking place at the meeting on the Catholic Church. Most students were able to just tell what they saw in the slide. Finally, only one student did not communicate his knowledge of historical material. This student missed the main idea and/or the details of all the slides. This student could think of vocabulary words such as indulgences but she stated “don’t they have to do with trade or something?” Other responses from this student included “I don’t remember what this is,” or “I remember something about that poster thing that he is pointing at its something about the Catholic Churches . . . I don’t remember.”

During the photo elicitation interviews following the Protestant Reformation unit, some students would glance at the slides first saying that they did not remember the story associated with the slide or they didn’t remember anything. Yet, they proceeded to demonstrate their knowledge as they viewed the slide for a short time period, or approximately two minutes. For example in slide C, Joe said “I forgot. No, it’s Martin Luther there and he is holding something and all these people are looking at him an looking at the 95 theses.” Laura, who was unable to give any historical information as the slides were presented during the photo elicitation, was able to at least mention the term “indulgence” as it applied to slide A. However, she could not put the word in context with the event on the slide. She said “I really don’t remember, I remember the word,

Indulgence. It's like I have it in my head but I can't. . . aren't indulgences like to do with trading or something?"

Out Of Class. Homework tasks provided students with opportunities to demonstrate their historical knowledge acquired during class and the completed homework products illustrated varied levels of historical knowledge. Students were able to apply their knowledge of causes, events, and effects of the Protestant Reformation in their homework assignments. Figures 18 through 24 are homework examples that illustrate a range of historical knowledge of indulgences and Martin Luther. The first example in figure 18, illustrated the concept of indulgences through an analogy that students were instructed to develop on their own using a real life current day example that would compare to the selling of indulgences during the Protestant Reformation Era. This homework analogy of indulgences demonstrated the students' knowledge of the concept introduced to the class. Acquisition of knowledge was indicated by illustrating the exchange of money for a tangible object that represents an intangible principle. The first example of the analogy illustrated knowledge by showing how money paid for something that was dear to the character. Figure 18 shows a father who wants to take the cell phone because the boy was spending too many minutes on it. The boy wants to give his father one thousand dollars for the phone so he can call his girlfriend; a symbol of his connection to his girlfriend (see Figure 18). The money was set apart from the rest of the drawing because it was not colored. The color of the cell phone correlated to its owner since its color was the same as the boy. The money in this drawing was analogous to money paid for an indulgence.

The second example of the analogy showed a colored homework example with wording as in the first, however, this analogy demonstrated a lack of knowledge of the concept of indulgences (see Figure 19). The wording said “Indulgences is like....paying to get a raise.” The staircase showed a person who was climbing the staircase to retirement. Instead of going to heaven, the character in the drawing would proceed up the staircase to get a raise and finally achieve retirement. It was unclear what the money was going towards in order to complete the main idea of the analogy since the student did not explain exactly what the money was going toward. This student used color to emphasize the money and character in addition to darkening the staircase to emphasize those items. Despite the lack of conceptual knowledge communicated by this homework assignment, it received a stamp in the upper right hand corner as did the example in figure 18 indicating acquisition of knowledge of the historical concept.

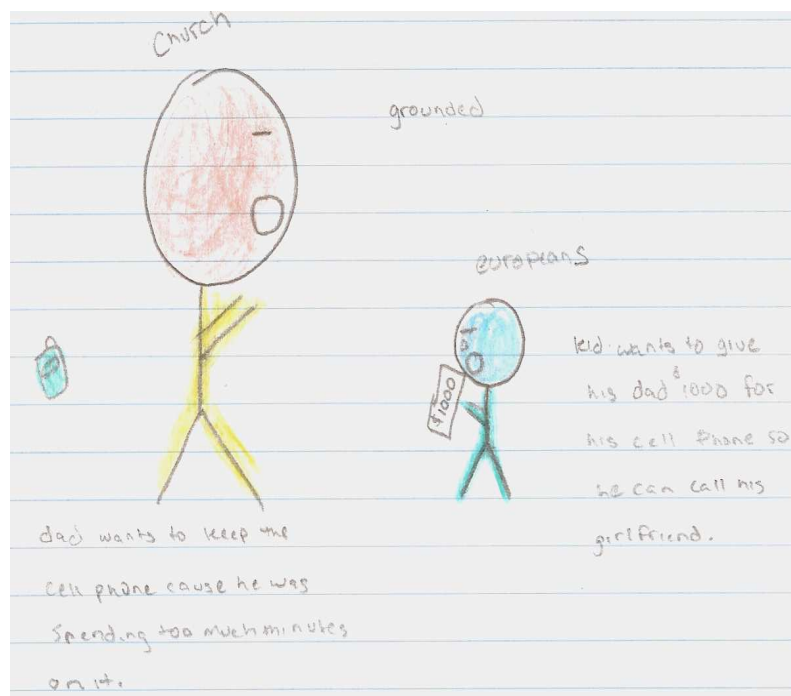


Figure 18. Example of homework that meets requirements

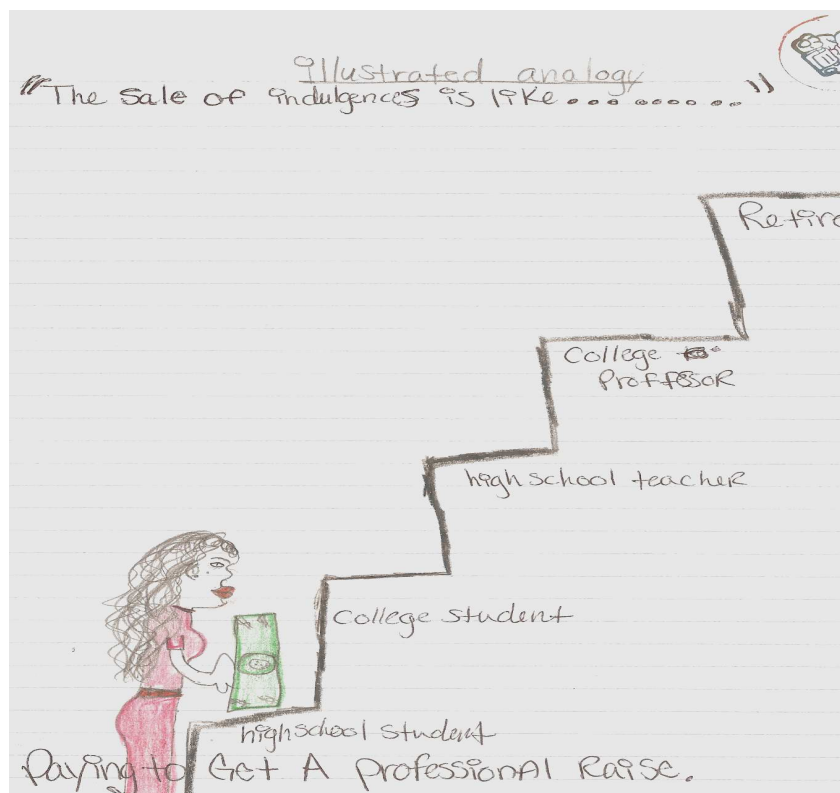


Figure 19. Homework example that demonstrates a lack of knowledge

The final two examples of the analogy demonstrated less knowledge of indulgences than the first two examples. Figure 20 demonstrated the concept of buying and selling indulgences as the illustration showed two characters exchanging money. There were no words to explain why the exchange was taking place. The color was limited for a homework assignment, yet the element that the student decided to color was a crucial piece of the picture; the money. This student demonstrated the importance of the exchange of money by emphasizing it with color. This example showed tenuous knowledge of the concept. This example received a stamp the same as the first



Figure 20. Homework example that demonstrates unsubstantial knowledge.

example which demonstrated that the objectives of the assignment had been fulfilled. The final homework example showed that the wording said "Indulgence: pay for a sin...Pay the exterminator: all bugs get out...Bring a note to school: to excuse your absences...Selling indulgences...Selling a prostitute" (see Figure 21). This definition demonstrated conceptual misunderstanding because of its definitions and analogies that do not parallel the meaning of indulgences. This student understood that a piece of paper was exchanged, for example, the note, and it excused something. However, the

connection between an absence and sin was lacking. The student continued to say that a prostitute was sold. In the context of the activity, this comment made no sense at all. This comment showed that the student did not grasp the concept of the buying and selling of indulgences. This example showed four stick figures and a building. The use of color was indiscriminate (see Figure 21). This example had the required wording to explain their thinking and the color required for a homework assignment. This student did not fully define the term indulgence. Indulgence as defined in the *History Alive! Teachers' Guide* said "when a Christian was deemed to have sinned, he or she could confess the sin and perform good deeds, or pay a certain amount of money to the local church in place of doing standard penance, to work off time in purgatory" (Teachers' Curriculum Institute, Activity 3.2, p. 6).

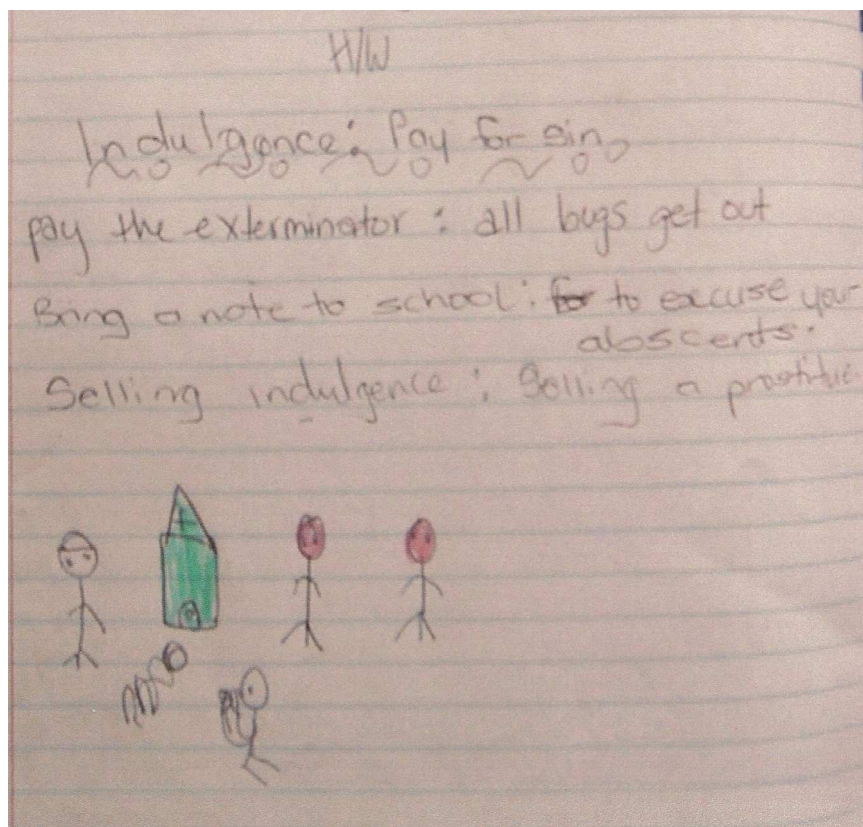


Figure 21. Homework example that demonstrates conceptual misunderstanding

The second homework assignment in the class was to create a wanted poster for Martin Luther and contrast it with a commemorative poster. This assignment required students to view Martin Luther from both the perspective of the Protestants and the Roman Catholics. Figure 22 showed that this student understood the important role that Martin Luther had during the Protestant Reformation and spent time and energy on the creation of the assignment. The student drew and colored all the pictures by hand. The commemorative poster documented Martin Luther's impact on the Protestants from their perspective. For example, this student wrote "for giving people the opportunity to. . . letting out clergy live normal married lives. . . [r]eforming the [c]hurch." On the wanted poster, this student wrote from the Catholic perspective. For example, "heresy. . .went against Church [r]ituals." Both the wanted poster and the commemorative poster in this example had the information that demonstrated conceptual knowledge. Figure 22 provided insight into this student's level of knowledge because of its emphasis of particular elements of the visual. Color emphasized the two perspectives in the Protestant Reformation such as "Wanted" or "Certificate of Honor," the picture of Martin Luther, and the seal on the visual. These elements were important to develop the concept about Martin Luther's contribution to the Protestant Reformation and the reception of his thoughts by the Catholic Church. This student took time to emphasize these elements as oppose to the example in figure 23 where the computer generated pictures were already colored and color placed no emphasis on other elements of the picture.

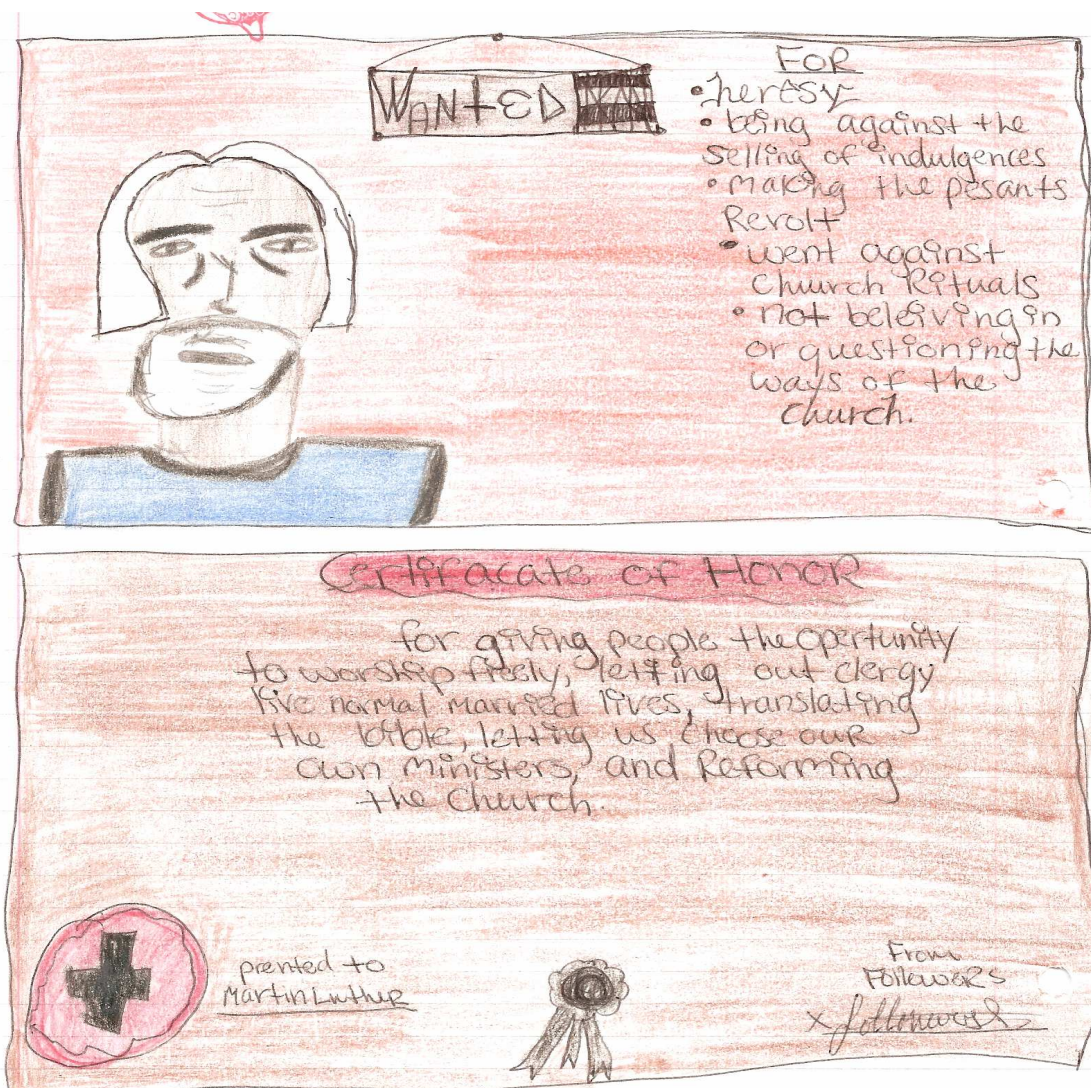


Figure 22. Homework demonstrating conceptual knowledge and significant use of color

In the next example, this student used computer-generated pictures of Martin Luther that were already colored (see Figure 23). The background was shaded which emphasized the pictures and text. In the commemorative poster, important achievements of Martin Luther were documented as it pertained to his role in the Protestant Reformation. For example, a

student wrote that “forgiveness of sins only comes from God. On the wanted poster, he documented why the Catholic Church considered Martin Luther a dangerous person.

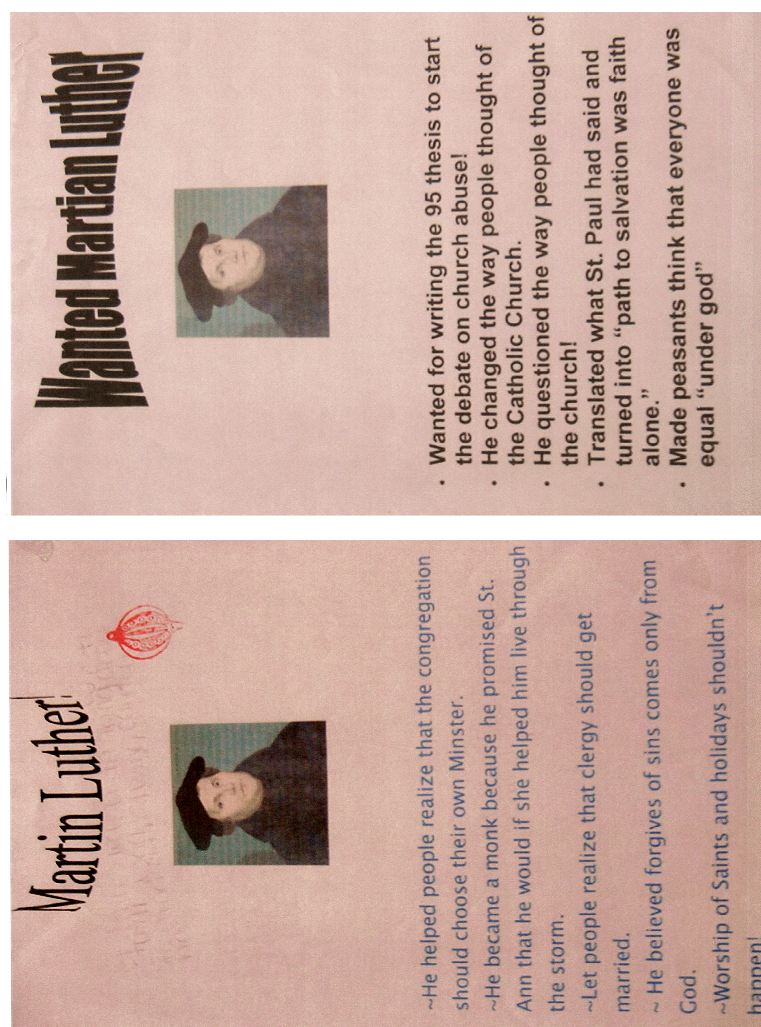


Figure 23. Homework demonstrating conceptual knowledge of Martin Luther’s role in the protestant reformation with minimal significance of color

For example, this student wrote “Wanted for writing the 95 theses to start the debate on church abuse!” This example demonstrated knowledge of the perspectives about Martin Luther and the importance that he played in the Protestant Reformation. The homework example in figure 23 demonstrated knowledge of the Martin Luther’s role through typed

text as opposed to colors because the pictures imbedded in this homework example already had color and required no coloring by the student. Shading the background appeared to merely fulfill the requirement of color since it did not place emphasis on any particular aspect on the assignment.

The next example showed that a student gave broad statements about Martin Luther without elaborating on what he meant by “great man” (see Figure 24). He only wrote about what kind of man Luther was and then made an inaccurate statement about the language of the Bible. For example, he wrote that Martin Luther was a “gentle man,” “didn’t harm people,” “made the [B]ible into English.” rather than saying that he had “great ideas.” This student did not demonstrate knowledge of Luther’s role in the Protestant Reformation in the commemorative portion of the assignment since he did not deal specifically with Luther’s contributions. The “Wanted” portion of the assignment came closer to demonstrating the perspective of the Catholic Church because this student presented his points in opposition to Martin Luther. For example, he said “Pope had to silence him,” “Charles V opposed Luther,” and “making his own rules on the peoples.” Once again, there was a misunderstanding demonstrated in this example where he/she wrote about the rules Martin Luther placed on the people. As in the commemorative poster, this statement showed an inaccuracy. This homework example showed a lack of knowledge of Martin Luther’s contributions to the Protestant Reformation. He knew that Luther made contributions to history; however, he did not give specific details concerning Martin Luther’s role in the Protestant Reformation. Once again, pictures and color were used, but paled in comparison to the effort, thought, and knowledge that figure 22 provided.

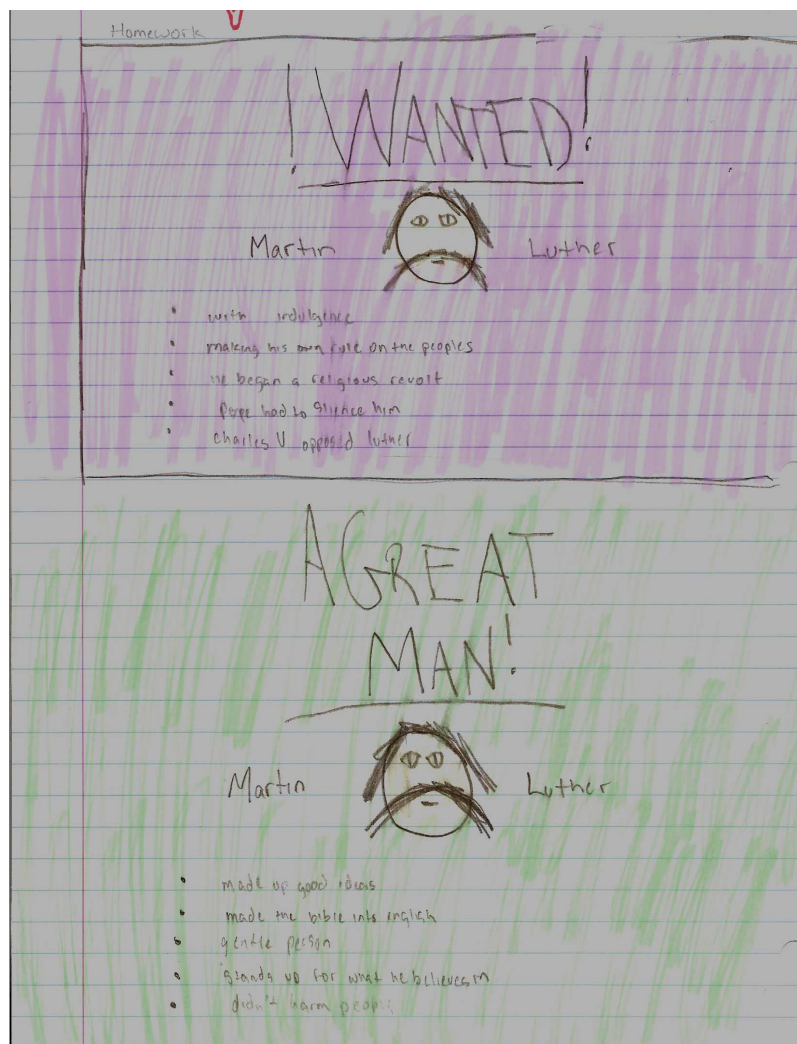


Figure 24: Homework example revealing limited knowledge of Martin Luther

Homework assigned on day three involved drawing a map showing Protestantism and Catholicism in Europe. During class, students asked the teacher if the map was in the book. Her reply was “do I ever assign a map that isn’t in the book?” Students returned the next day with maps copied out of the book with varying degrees of quality. Below is an example of a map that showed where the Catholics and Protestants lived and migrated (see Figure 25). However, the desired concept was never clarified by the teacher.

Therefore, it was unclear whether or not students learned anything from this assignment or were able to demonstrate their knowledge of a particular concept.



Figure 25. Colored map #1

The following example showed the same information as in Figure 26, with the exception that in this example, there was less attention to the placement of specific colors as the book illustrated (see Figure 26). Both examples received a stamp regardless of the effort exerted in the completion of the map. Evaluation of the map depended on whether or not students copied the map or not. The teacher did not assess the quality of the homework or

the acquisition of a historical concept when the teacher stamped the homework.

Discussion of the concept did not occur in class; therefore, the intentions of the homework assignment remained unclear.

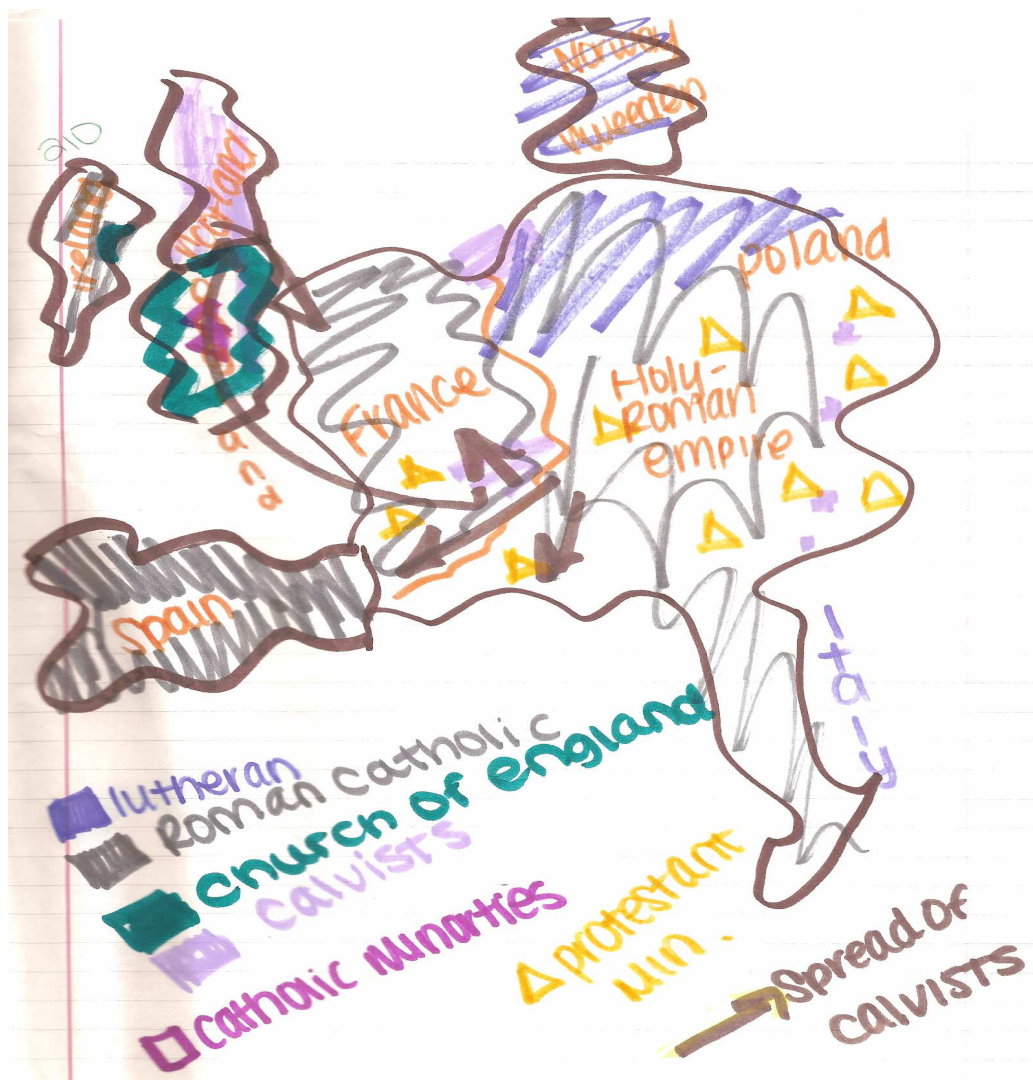


Figure 26. Colored map #2

The final homework examples showed the homework assigned on the fourth day of the study (see Figures 27 & 28). The teacher neglected to stamp the homework and students

did not remind her to do so the day after she assigned it. When I collected homework examples, it was interesting that some students had completed the assignment while others had it partially completed or not at all. This was the first and only time that both the teacher and students forgot about the assignment. Whether or not the teacher would have accepted the assignments is unknown because she did not stamp them. Below are two examples of this assignment. Figure 27 shows an example in which the student attempted to compare aspects of each religion exhibited during class and Figure 28 showed a diagram without words to clarify the meaning of the visual (see Figure 28).

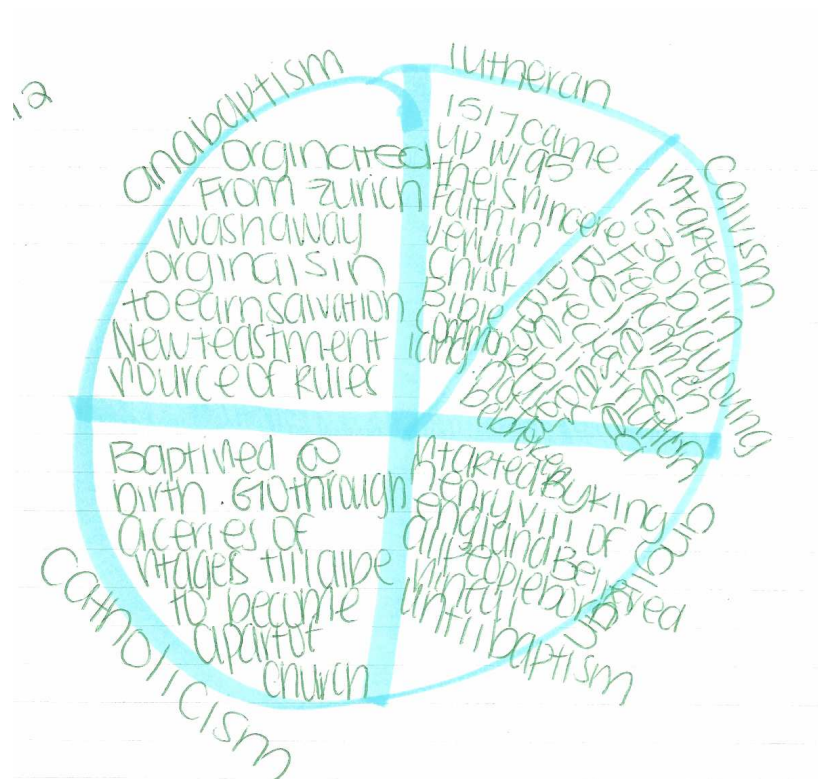


Figure 27. Homework example of a completed diagram of religions assigned on day four

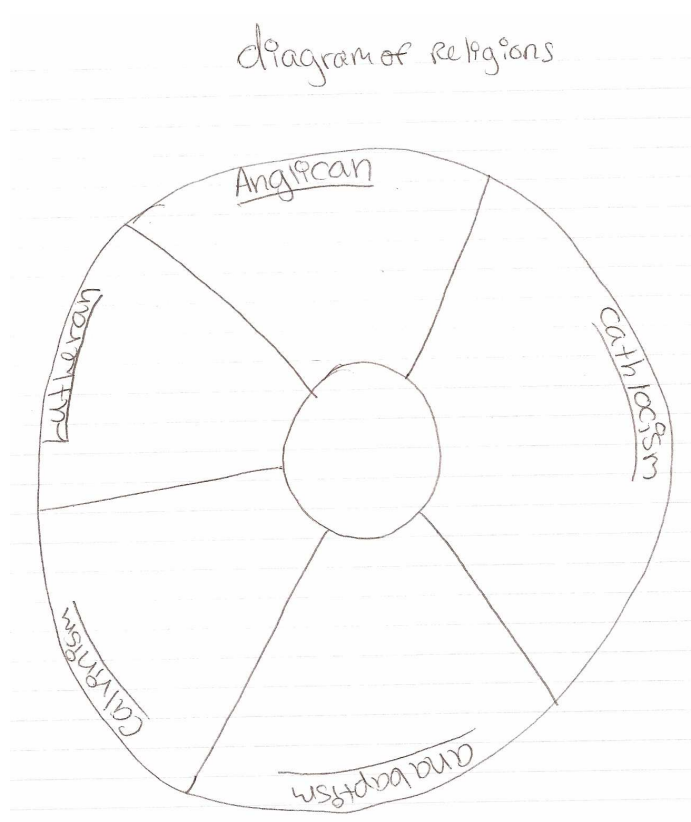


Figure 28. Homework example of an unfinished diagram of religions diagram assigned on day four

These homework activities demonstrated such concepts as the buying and selling of indulgences and the role that Martin Luther played in the Protestant Reformation. One assignment demonstrated students' abilities to copy maps showing the settlement patterns of Protestants and Catholics. While students demonstrated varying degrees of historical knowledge through these assignments, other factors played a role in their acquisition of historical knowledge.

Size and Color of Visuals Impact Knowledge

The size and color of visuals drew attention to specific attributes which contributed to historical knowledge. While most students agreed that pictures in general helped them achieve understanding, some students in the classroom reported that the particular elements of the picture captured their attention and contributed to their understanding of the historical material. According to the response cards, students maintained that the size of objects in the visual as well as the color of the image contributed to their historical understanding. During the interactive lecture, students asked questions like “Is that a person?” as they got out of their seats to take a closer look at the screen. Physically moving closer to the image indicated that the image had to be larger for clarification and to make an appropriate assessment of the image. The teacher clarified elements of the slide by enlarging specific parts of the picture by using the “magic window”. A “magic window” was a white piece of paper held in front of the screen (closer to the projector). This piece of paper was held in front of the portion of the screen that showed the particular part of the slide that needed enlarging. By holding the paper up and allowing the image to show on the paper rather than the screen, the portion of the slide that needed to be seen was enlarged because it was actually closer to the projector than the projection screen. Magnification of these elements allowed students to respond to the teacher’s questions. In turn, this aided their understanding of the visual since they could see the picture more clearly. For example, on day two, the “magic window” allowed students to determine what the man in the background was doing in slide B. Through discussion, they determined that the man was an executioner. The teacher told them that “the executioner wore black that way no one would know who it

was.” Therefore, one piece of knowledge that students were able to talk about during the photo elicitation was that this man was going to kill someone. One student stated that “the guy up on the right is the executioner and they are going to put him on the boat . . . and set it on fire.” The teacher allowed students to use the “magic window” on day three to determine what the main character was doing. They enlarged the image to see exactly what he was doing. One assessment of the slide was “I think maybe that man is handing something out and telling them about it.” and “I think these are wanted posters and those two are going to grab the bounty.” Once students’ conjecture was exhausted, the teacher reported that “. . . this is a German bookseller . . . this man right here is standing up on a box of some sort and he is holding up a book and he is selling them.” Although students did not guess exactly what the man in the “magic window” was doing, they were not far off from the description provided by the Teachers’ Curriculum Institute. During the photo elicitation interviews, some students stated that it was “a man trying to sell a book or a pamphlet he made” Then the “magic window” allowed the students to clarify what he was doing. The complexity of the visual seemed to be an issue when enlarging the visual. It appeared that many of the elements that students needed enlarged or had questions about were due to the visuals complex nature.

Color appeared to contribute to historical knowledge in a subtle manner. Sixteen students reported on question two of the response cards that color made the visual memorable. Students colored elements of their visuals to emphasize particular concepts and knowledge. It can be assumed that the use of color both aided and demonstrated student knowledge rather than understanding of the causes, events, and effects of the Protestant Reformation. On days five and six, students included color and images on their

spoke diagrams to emphasize the pictures drawn or the endings of their spokes. One group even argued about the color that they would use for the petals of their “flower.” During the spoke diagram activity it appeared that students knew even when to stop coloring. One student told a group member “no more coloring, we don’t need any more colors.” She wanted to reserve the colors for important parts and not the entire diagram. Students picked up on colored elements of the slide during the first moments of viewing the slide. On day one, a student noticed the colors on the slide and mentioned that he liked the colors by stating “these are nice colors.” Students were drawn to the colors and the elements of the visual that they involved.

Although color was a requirement for the homework assignments in the *History Alive!* classroom, students used color to emphasize certain parts of their homework by using specific colors or darkening the color. For example, in the indulgence analogy assignment described above, students colored the money exchanged and/or the object of their analogy. On the Martin Luther homework *poster*, color emphasized Martin Luther, his special titles, and awards which were critical attributes of the poster. Throughout this study, students actively gathered and integrated new knowledge into their existing knowledge construct by being actively involved and emphasizing parts of visuals that would help them. Other strategies such as photo elicitation and “act-it-outs” utilized in the *History Alive!* curriculum contributed to the development of historical knowledge and are discussed in the following paragraphs.

Student Engagement In Activities Encouraged Historical Knowledge

Responses to question three of the response cards showed that students demonstrated historical knowledge of historical concepts when learning was associated

with activities which required active involvement. The question asked “What part of today’s class will help you understand the material?” In five out of the six days of the study, fifteen to twenty-one students responded each day by saying activities or student interaction helped them understand the material. In an interview with Sue, she observed that through involvement, students learn more. She said “it makes it a little more memorable to them, they remember it better.” Activities requiring students to role play characters on the slide called “act-it-outs” received the most commentary. Students role played slides A and C (see Figures 3 and 8). Role playing allowed students to empathize with the characters they were portraying as well as to demonstrate their knowledge of the events of the Protestant Reformation. For example, in slide C, the student portraying Martin Luther was asked “are you scared, are you frightened, do you feel like you have done a good thing?” he replied “the Pope is not going to like me that much. I am going to have to stay in a land that they do not appreciate what I am trying to do.” When the teacher asked another student “does that scare you? Does it make you question things? Why is he doing this? Do you agree or disagree?” the student responded “disagree because of how I lived all my life and now he is coming in and changing everything.” Actively identifying with a person in the slide allowed students to understand motives and points of view.

Photo elicitation interviews showed that for slide A and C, twenty-two and eleven students’ respectively, demonstrated historical knowledge by providing the main ideas and details of the slides. For example, in slide A, a student stated “I remember that the guy wearing the red and blue hat in the right hand corner is selling indulgences to the people around the table.” Another student response concerning slide C was “This is

Martin Luther, he has just posted a list of complaints against the church and there's some people that are with him on this and there's some that are against him like the guy pointing at the list of things." During group activities on days four and five, students wrote comments regarding their thoughts of the class in the additional comments section of the response card question three. For example, they reported "fun, group projects are a good way to learn" and "presentation preferred" [sic]." Students clearly believed that these activities helped them remember knowledge acquired during this activity. The fourth question on the response cards asked what historical information they remembered from yesterday's class. Responses to this question on day five of the study showed that students remembered the particular religion that was studied when they were actively involved in group work. For example, they wrote the names of their religions such as "Anabaptist," "Lutheranism," "Calvinism," "Catholicism and its beliefs" "only adults can be baptized in Anabaptism, and "Zwingli." Students acquired varying levels of historical knowledge depending upon their involvement in the class with the interactive activities. Some of the methods employed by the teacher furthered historical knowledge more than others.

Teaching Strategies Furthered Historical Knowledge and Misunderstandings

Students gained historical knowledge especially when Sue followed the script for the interactive slide lecture very closely. For example, on the first day of the study, she stated "we are getting ready to go down to the Babylonian captivity. Philip says that he is going to tax the clergy and Boniface says if you tax the clergy then I will excommunicate you. Philip thinks and he sends troops into Italy and kidnaps the pope and the Italians rescue the pope. Boniface is 86 yrs old. One month after the kidnapping he died from

getting sick. Philip pushes through his choice for pope. Clement V. I don't feel comfortable in Rome, I am going to move the papacy to Avignon in France." The response cards on day two asked what the students remembered from the previous day. One student answered "Babylonian Captivity" and four students mentioned "Great Schism." When Sue was teaching about the Calvinists and she said "in 1525, the Anabaptist are formed. And they are formed by dissatisfied, unhappy followers of Zwingli. They thought that Christians should not be baptized until adulthood. Zwingli along with the Catholics and some of the other religions of the time believed in infant baptism." Responses on the response cards for the comments of question four were "Zwingli," "learned about Anabaptism," "only adults can be baptized" Sue's use of photo elicitations was effective if she guided students towards the main idea of the slide. For example, here is an excerpt from day one's dialogue between the teacher and students about the slide.

T: Where is that on the picture?

S: Lower right hand corner

T: So whose selling and who is buying?

S: Priest are selling

T: This guy? Is he a priest?

S: A tailor

T: He is a banker. Why would you have a banker in a church

S: To provide the – it needs

T: So what is this person doing?

S: I think he is the priest

T: So he's seeing all this and ignoring him. What about this priest what is he doing?

S: Maybe he is helping a person who couldn't pay

T: So he's explaining why they have to buy the indulgences.

Aspects of this dialogue appeared the next day on the response cards for the fourth question. Students stated that they remembered the major concepts of “indulgences” and “church corruption.” Sue allowed an open forum through which students could discuss their thoughts and knowledge. While these are examples of successful teaching and learning for historical knowledge, there were some teaching strategies that produced misunderstandings as presented in the following paragraphs.

The *History Alive!* curriculum provided a Teachers' Guide to implement the activity and the teacher adhered strictly to the guide for the most of the activity. Sue made an interesting comment during her interview that the Teachers' Guide provided by the Teachers Curriculum Institute “tells me exactly what to do, step by step so that if I choose to follow it exactly like it is then I don't have to do anything. If I want to modify, I can modify it.” Since it was only her third time using this curriculum, Sue had limited teaching experience with it. Therefore, her novice status impacted how she developed the proscribed activities. She ventured away from the prescribed activity a few times to provide pieces of information about different religions that exist today and quickly returned to the activity as laid out by the *History Alive!* program. The following example details the dialogue between Sue and her students when she ventured away from the script, but when students asked questions that she could not answer, she returned to the curriculum guide's text.

T: The Anabaptist believed that true Christians should live in a separate community. They separate themselves from the rest of the world. Amish and the Mennonite so even today we have these groups separately. In South Georgia, there is a group of either Amish or Mennonite; I cannot remember which right now, that live a separate life.

S: What is the difference? I know what the Amish are.

T: The Mennonites are like the Amish but not so much.

S: Not as strict?

T: Not as strict.

S: About the Amish?

T: Education ends at about seventh or eighth grade, they don't use electricity or modern conveniences.

S: Are there Amish in the United States?

T: There are Amish people in the United States. Yes and I'm not sure if the ones in Georgia are Amish or Mennonites. I think they are Mennonites. Because they use they have things like electricity and things like that.

T: The last group I am going to tell you about is the Anglicans and . . . Make sure you know that this is Henry VIII. He is a staunch devout Catholic”

The above example illustrated the teacher's lack of knowledge and her inability to effectively communicate the concept of religious denominations. Sue's lack of knowledge caused students to ask clarifying questions which she was unable to completely answer. She quickly changed the topic to another religious denomination to talk about a denomination that she knew something about.

Another example of providing information that was not scripted occurred on day five when Sue projected the overhead transparency on the screen to discuss the spreading of the Christian faith. Students began to ask her questions for which she was ill prepared and this caused her to close the discussion and move on to another aspect of the activity as illustrated in the following dialogue:

T: I wanted you to be aware of the fact that all of these come from the Roman Catholic Church. And the Roman Catholic Church is the start of Christianity. Remembering back to when we talked about Islam and Judaism how we talked about the fact that Judaism, Islam, and Christianity all have the same basis. Christianity and Islam all have their basis in Judaism. So it's just a progression of different thought of what should be. Yes dear.

S: which one would be the most extreme?

T: Most extreme? Uh maybe it would depend on which one you wanted to talk about because you could have extremist in any one of them. There is no one particular religion that is going to have the most extreme thoughts. They are all going to have some pretty extremist. Because within any of these, you are going to have branches. We could keep branching it out, we just ran out of room. You've got . . . Are Baptist really religious? Some of them. Some of them aren't. It is up to the individual. Yes dear?

S: What did the seventh day Adventist break off of?

T: Seventh Day Adventist?

S: yeah, that's mine.

T: off of the Adventist church.

S: what about Jehovah witnesses? What did they come from?

T: I'm not real sure where they come from, this is myself trying to figure it out. I would say from probably I would say from Christian Scientist and Adventist. It's as I say each of these have branches branching off of this. We could take a branch and branch it off. We could see this as a tree here is the trunk of my tree and these are the roots and I could spread these roots out you know they get down to little hair roots. That's what this is. This is just taking it and spreading it out. There is no right and no wrong with it. They are all right, they are all wrong, which ever way you want to look at it.

Students left with an incomplete picture of religious denominations because Sue was unable to explain the differences between the religions. She responded to questions with “I’m not real sure where they come from. . . [I am] trying to figure it out.” Sue continued to try to explain by using an analogy to make the concept clearer. She ended that dialogue with “there is no right and no wrong with it.” The question of right and wrong was never asked by the students. Once students began to ask her questions that she did not know the answer to, she either returned to the script or changed gears and went to another portion of the activity.

Extended conjecture during photo elicitation was another strategy that allowed misunderstandings. As the teacher conducted a photo elicitation of slide B (John Huss preparing to be burnt at the stake) and E (Council of Trent), she allowed a considerable amount of erroneous student conjecture about the slide to go on without providing guidance towards an appropriate evaluation of the event. Sue allowed too much time to lapse before she identified what was illustrated on the slide. Misunderstandings of the

events and details of the slide developed. These misunderstandings showed up again during the photo elicitation interviews. Two slides that most students misunderstood were slide B (John Huss preparing to be burnt at the stake) and E (Council of Trent), with 17 students falling into this category. For slide B, students said “I think this is Martin Luther being executed . . . by the Catholic Church,” “something about the guy with the hat on. He’s like a religious figure,” and “isn’t this the crucifixion of one of Calvinism, one of the people that led Protestantism?” Slide E was confused with a military exercise rather than a meeting of the Catholic Church Curia. Students said “it looks like the guys in the army or military is invading the church, a Catholic Church,” “I just remember the key points about some of this stuff. Like we have the army in the back area and we have the congregation in the front,” and “I think these people in the bottom right corner are army military people. It looks like there’s a bunch of people down on the floor praying.” Another example was on day three when students were wondering what one of the men in the picture was holding. The following dialogue took place:

S: I want to know what that guy is holding.

T: What guy.

S: The one with the black skirt, the one.

T: This one?

S: Yeah.

T: Looks like a basket with something in it. He may have been to the market, I don’t know.

S: Then what is he taking out of it?

T: Could be a ham bone.

S: Wood.

T: I don't know.

S: The picture that Donnie put up was that the whole thing or could that be.

T: It could be. It could be.

The teacher provided no guidance towards conceptual understanding. Instead, she actually guided them toward an inaccurate response by saying that the guy could be holding a ham bone. It was interesting that excessive conjecture surrounded assessments of the main idea and the fact that these slides were not role played contributed to a lack of knowledge.

Due to the teacher's lack of scrutiny on quality and achievement, students' understandings were not evaluated or encouraged. Throughout this study, the teacher evaluated homework by placing a stamp on the assignment as she walked around the room. All the homework examples provided in this study, with the exception of the last assignment, were given the same stamp. No points were deducted for misunderstandings or incomplete assignments. Homework assignments demonstrated students' historical knowledge, yet the teacher did not evaluate this knowledge to make sure that students understood important historical concepts. Sue's evaluation method for homework encouraged mediocrity. Since students were aware that their teacher would stamp homework assignments regardless of the quality of the work, the students' efforts did not demonstrate a high level of efficiency and engagement. Sue did not discriminate between a well done job versus a poor job. Homework was stamped when students returned to class the next day with the exception of day five. Sue spent little time on each person's assignment as she went around the classroom. It seemed that there was not enough time

to evaluate each individual's knowledge of historical concepts. In total, she spent 10 minutes grading homework assignments for the whole class. Without close scrutiny of assignments, students produced products that were mediocre at best, as illustrated by the homework examples in figures 21, 22, and 25. These examples illustrated limited knowledge of concepts and appeared to be hastily done. Since homework examples in Figures 28 and 29 were not stamped, it remains unclear whether or not the teacher would accept them. All of the assignments except the religion diagram received a stamp regardless of the time or effort students put into it.

Summary

The purpose of this study was to determine the contribution of *History Alive!* to historical understanding through the use of visuals. Data showed that visuals and activities both in and outside of class affected historical knowledge in various degrees. Visuals aided the development of historical knowledge in and out of class. The size and color of visual evidence impacted understanding of the visuals presented. Involvement in classroom activities contributed toward the acquisition of historical knowledge. Teaching strategies furthered historical knowledge and allowed misunderstandings, and evaluation encouraged mediocrity. As activities developed, Sue's level of comfort and familiarity with the material impacted the effectiveness of the activity. Students practiced their understanding of the concepts through activities in class as well as through homework assignments. Students worked to the expectations of the teacher. In doing so, they produced varying levels of knowledge as opposed to understanding. While the teacher espoused high expectations when giving assignments, the assessment method used by the teacher encouraged mediocrity. The students' levels of historical knowledge

corresponded to their levels of involvement and attention to expectations by the teacher. Both the acquisition of knowledge and misunderstanding took place in this study, depending on the level of guidance offered by the teacher. The final chapter provides a summary of these findings, as well as a discussion as to the significance of this study in comparison to existing literature in the fields of historical understanding, and the use of visuals in teaching and learning. I conclude with recommendations for both further research and practice.

CHAPTER 6

DISCUSSION AND IMPLICATIONS

The purpose of this study was to examine how the *History Alive!* curriculum enhances historical understanding through the use of visuals. This study is significant in that it provides a detailed description of the way *History Alive!* curriculum was enacted in one teacher's classroom. This description led to the following key findings: 1) visual evidence enabled differing levels of historical knowledge both in and out of class; 2) size and color impacted understanding of visual elements; 3) students obtained historical knowledge through active involvement in the *History Alive!* activities; and, 4) teacher's mastery of materials and *History Alive!* methods produced historical knowledge and misunderstandings of historical content. This chapter frames the findings within the context of existing literature. Implications and recommendations for future studies on the *History Alive!* curriculum and its impact on historical understanding through the use of visuals are highlighted.

While no other study has examined *History Alive!* and its contributions toward historical understanding in a high school setting, this study accomplished that task. As Barton and Levstik (1996) suggested, I expanded beyond American History by using a world history class. In addition, this study explored the use of visuals and their impact on thinking about and understanding history. The first research question guiding this research asked: **How do students think visuals help them understand historical**

content in a *History Alive!* classroom? Student responses on response cards confirmed that pictures helped them understand historical material. Remarks provided on response cards showed that these students were able to explain their knowledge using language skills they had readily at their command. Harnett (1993) found that seven and nine year olds had the language to express their understandings, so it made sense that these students who were fourteen and fifteen years of age were able to communicate their opinions about learning and understanding world history. However, the communication of historical knowledge during the photo elicitation interviews remained at a basic level stating only the main idea with no elaboration on the cause, event, or impact. As I probed for more details about the historical knowledge that students had concerning the slides, I asked questions about the various elements of the slides. Students continued to provide limited knowledge. Students generally stated “I don’t know about this slide.”

Through data analysis, I found that students connected their own life experiences to their study of history. For example, a student on day four of the study exclaimed that the overhead transparency helped him to understand because his religion was on it. This point supported Barton’s (2001) conclusion that conceptions of history needed to be closely linked to students’ identities. In examining the use of visual material to increase historical understanding, data in this case supported Kosslyn’s (1975) argument that the complexity and size of a visual were important to the understanding of the visuals used in class. Examples included students’ discussions during group work about what color to use for the petals on their spoke diagrams because they wanted to use color to emphasize their knowledge on their diagram and the use of the ““magic window”” used by the teacher to enlarge the size of the elements on the slide. Since the spoke diagram was a

self-generated visual using the elements of size and color, it appeared to be an instrument which demonstrated their historical knowledge. Students explained that the poster as they called the spoke diagrams on days four and five helped them understand the concepts presented. Student-generated diagrams of particular religions on days four and five of the study showed how students incorporated their prior knowledge during a brainstorming session to determine the type of visual and the details to use on it. Joseph and Dwyer (1984) found that individuals needed to consider the amount of prior knowledge in making the determination of the type of visuals to create. Students in this study did just that when they included the ring on the hand of the spoke diagram to deliver an explicit message about the marriage of priests. Students created whatever diagram they wanted which supported Beck's (1990) claim that students should be able to "generate their own visual and verbal supports, such as labeled pictures and highlighted text" (p. 5).

The second research question guiding this research asked **"What kind of understanding do visuals provide within the context of the History Alive! curriculum?"** While students in this study developed their historical knowledge, historical understanding was not demonstrated in this study. Boix-Mansilla and Gardner (1998) stated that students should demonstrate their knowledge by moving from the example to a discussion of the concepts as well as question sources. Lee and Ashby (2000) found that historical understanding was demonstrated through a discussion that detailed the purposes or intentional actions of individuals in history and their impact. Hetland, Hammerness, Unger, Gray-Wilson (1998) stated that students should demonstrate historical understanding by modifying their existing framework of understanding based on evidence and not a repetition of facts. Students in this study did

not demonstrate an understanding through an in depth discussion that presented their knowledge as examples in a larger context which presented the concepts of the Protestant Reformation, nor did they question the sources presented that depicted historical events. They also did not discuss the purposive actions of Martin Luther or any of the other individuals in the Protestant Reformation. Students in this study did not demonstrate a modification of their beliefs based on evidence, instead repeating old and new knowledge that they had gained through the activities. Photo elicitation, homework, and daily response cards indicated that visuals enabled varying levels of knowledge depending on the methods used in the class. Knowledge was exhibited during role play and in homework, while historical knowledge was demonstrated during photo elicitation processes and response card data. Photo elicitation interviews provided evidence of students' historical knowledge of the Protestant Reformation by explaining the main ideas and the details surrounding the events on the slides. As the concept of indulgences was developed in slide A, students used it to understand slide C when Martin Luther was nailing the 95 Theses on the church door. Students created a revisable framework of knowledge on a daily basis through photo elicitation techniques of the slides, teacher lecture, note taking on their packets, and group discussion in the problem-solving groupwork. Lee and Ashby (2000) suggested the creation and revision of such a framework to create historical understandings. Each day provided opportunities for students to revise their existing framework, which they did through active involvement with visual evidence. This echoed Voss and Wiley's (2000) conclusion that students needed opportunities to process new knowledge. *History Alive!* provided students with opportunities to process new information as well as exhibit their knowledge constructs.

Students in both personal interviews and on response cards indicated that they understood specific historical information such as church corruption, rebellion, and Martin Luther's role in the Protestant Reformation. Videotaped transcripts provided data showing classroom discussions which generally took place at the novice level as defined by Hetland, Hammerness, Unger, and Gray-Wilson (1998). In keeping with these researchers' characteristics of novice level of discussion, students in this study demonstrated historical knowledge discussing facts, events, and dates as the focus of their discussions. Students in this study only provided the basic information without much interpretation. Just as Dickenson and Lee (1978) recommended, students in this study were encouraged to talk and listen to each other both during photo elicitation activities and problem solving groupwork. This discussion did not however, develop beyond the novice level. Viewing primary source slides C and D required students to consider multiple perspectives as emphasized by Boix-Mansilla and Gardner (1998). Students were able to view history from the perspective of the characters they portrayed in role plays. Through the use of perspective and visual evidence, students were able to obtain varying levels of historical-like thoughts as Wineburg (1991) maintained that students could achieve.

Wiske's (1998) study found that "activities are performances of understanding only if they clearly develop and demonstrate students' understanding of important understanding goals" (p. 75). In this case, the teacher developed goals using the *History Alive!* curriculum. The goal of acquiring historical knowledge of the Protestant Reformation permeated every activity in this unit. Students reached the goal of historical

knowledge at varying levels depending on their interactions with the material and the ability of the teacher to develop the activity.

Dickenson and Lee (1978) suggested that teachers played a large role in developing historical understanding. When considering visual evidence, Quinlan (1999) argued that the influence of contextual factors needed consideration, with one of these contextual factors being the work of the teacher. This teacher's deficiency in mastering *History Alive!* methods and content was found to be a critical component that resulted in a differential impact on historical understanding. Teaching strategies such as long periods of student conjecture without teacher guidance and a deficiency in mastery of materials and methods, contributed to misunderstandings in this study. In this study, on days two and six, the teacher did not provide guidance toward the key concepts but instead allowed incorrect assessments of the main idea. For example, dialogue on day six showed a student's statement "maybe someone died. I think the army men are coming in to stop them." The teacher responded "you think these men are coming in to stop whatever is going on. Okay, could be. So does anyone here look like they are alarmed?" The student responded "no. towards the back they do." This conjecture took place over a long period of time and led to a misunderstanding of the concept of the slide. Appleman (1996) stated that if an image was strongly structured towards a different context, the intended message is missed if the student is deficient in such knowledge. This case study illustrated Appleman's argument when Sue did not focus on the main idea of the slide and allowed the discussion to focus on elements of the slide that led to faulty assessment of the events depicted on the slide. Teachers need to bring to the classroom a mastery of content and historical thinking skills so students can learn to apply such skills toward their own

understanding of history. Stearns (2000) recommended that teachers check their own degrees of historical thinking which he believed would transfer to students as they attempted to participate in causation, comparative issues, and change over time activities. Sue's deficiency in mastery of both the content and *History Alive!* methodology impacted students' acquisitions of historical knowledge. For example, she left and returned to the Teacher's Guide provided and her use of photo elicitation techniques did not guide students towards a correct assessment of the visuals presented.

Yeager (1995) questioned the level of in-service training that teachers received to increase their own historical understanding and urged more studies to investigate this issue. Training in the use of historical thinking skills and content knowledge are especially important. While Sue has taught for five years, she has not mastered analysis and interpretation in this activity as Yeager (1995) suggested veteran teachers should be able to do. Gillaspie and Davis Jr. (1997-8) concurred with Yeager and restated the fact that teachers needed to successfully master historical thinking and understanding first before they can find success with their students. A lack of teacher mastery of her own historical understanding was evident in this study, as most misunderstandings occurred during times that Sue deviated from the script and when she failed to guide students toward the main idea of the slides. Students attempted to explain their knowledge during the photo elicitation by providing details or evidence as Hetland, Hammerness, Unger and Gray-Wilson (1998) suggested. However, these students were unable to provide a rich, detailed interpretation of events and actions, in part, because the teacher had not mastered the content; therefore, she was unable to convey the content to the students in the lecture portion of the activity.

The final research questions asked **“What insights do teachers and students provide for using visuals while studying world history in the *History Alive!* classroom?”** Interaction and pictures, in that order, proved to be the important elements of this classroom and its daily routine according to student comments on response cards and the teacher’s interview. Both the students and teacher emphasized that the interaction with visuals aided students’ acquisitions of historical concepts rather than using the two in isolation.

Statements made by students during class discussion exclaimed excitement for the methods employed in the *History Alive!* activities. This excitement supported Stevenson’s (1990) study which found that classes were more interesting and engaging when they involved interacting with or making sense of information. Students eagerly awaited the end of slide lectures in hopes of performing role plays after lectures. Additionally, the response cards reflected a desire for more interactive events supporting Unger, Gray-Wilson, Jaramillo and Dempsey’s (1998) conclusion that hands-on activities really helped their participants understand. Active involvement in *History Alive!* activities supported Simpson’s (1997) findings in his second study in which he found a strong kinesthetic preference with visual preference second. This case study supports Paivio’s (1991) findings that pictures along with intentional activity aided recall. While Paivio urged more research to determine the importance of pictures in learning, this study showed how pictures enabled most students to recall information they understood in class. During photo elicitation interviews, students began to disclose their historical knowledge as they looked at the slides. Sue believed that these pictures make the activity more “realistic” and more “fun.” She elaborated in our interview that students “look

forward to what might come along . . . and are not resentful as they would be in a traditional lecture.”

Along with an in-depth view of teaching and learning using *History Alive!* Curriculum in one world history classroom, this study examined students and their teacher’s attitudes toward visuals as well as the role of visuals historical understanding. This study provided an in-depth view of teaching and learning using *History Alive!* curriculum in one world history classroom. A different level and/or population of students may lead to its own unique data from which conclusions could be drawn. In addition, more teacher talk through additional, perhaps daily, teacher interviews or think alouds would provide a more complete understanding of the teacher’s reflections on her daily practice. This study opened the door for additional research into the *History Alive!* classroom and its contribution to historical understanding through visual literacy in a secondary world history classroom.

IMPLICATIONS

Implications for Research

This study provided a detailed look at one teacher who used the *History Alive!* curriculum in a 10th grade world history classroom. Through visual evidence, prior knowledge, active involvement, and teacher’s mastery of methods and content, students revised their knowledge of the Protestant Reformation. Levels of historical knowledge were commensurate with the level of involvement with visual evidence in class and the level of understanding modeled by the teacher. *History Alive!* curriculum provided students with an interactive experience and opportunities to analyze and interpret visual evidence in the creation of historical knowledge. Through training opportunities in both

methods and content, teachers could implement this program and provide students with the opportunity to acquire high levels of historical knowledge. Future research might focus on teachers who are trained at level two by the Teachers' Curriculum Institute, who have more years teaching the content, and who teach multiple levels of students.

More studies are necessary to determine the contributions of the *History Alive!* program toward historical understanding using visuals. Further investigation into the impact of teachers' expertise and active involvement on historical understanding would provide insight into the potential of *History Alive!* Future studies need to include students in more advanced levels or in more heterogeneous classes rather than the college preparatory level.

Implications for Practice

Using a program such as *History Alive!* provides opportunities for teachers to guide their students toward historical knowledge of world history concepts. Through careful deliberations in class with attention paid to critical attributes within the visuals presented and the relation of the slide to the overarching historical concept, students can achieve high levels of knowledge. Teachers need to be aware of the elements of visual literacy such as size, color, and context that contribute toward understanding visuals and their impact on acquiring knowledge. Additionally, teachers must understand their roles in the success of their student's achievement of historical understanding. Teachers' mastery of historical thinking skills shapes the level of dialogue and historical understanding within the classroom. Teachers provide a model for historical thinking and understanding in the classroom. If the teacher is deficient in the skills of historical thinking that lead to understanding, then professional development would help. The

practical solution would be to train teachers to think historically before they go into the classroom. Students would benefit from a teacher who has mastered historical thinking and understanding.

Implications for Curriculum

While the Teachers' Curriculum Institute provides training to achieve higher levels of mastery in this method, it appears from this study that teachers needed to learn how to move beyond the script to incorporate more historical thinking skills into classroom exercises to reach historical understanding. Teachers would benefit from continuous professional development rather than a one or two week immersion program that emphasized opportunities for teachers to learn and practice the skills of photo elicitation, historical thought, and program implementation. Once these skills become integrated with knowledge content, teachers using the *History Alive!* curriculum have at their disposal an effective teaching method for historical understanding in world history.

The Teachers' Curriculum Institute might consider visual literacy research that showed that the complexity of a visual impacts students' abilities to process information and impact understanding. The slides provided in this activity were too complex with small details that were difficult to see without enlarging techniques. To enhance understanding, the visuals need to be simple and large enough to see the visual from a distance since students sit in the back of the classroom. Consideration of visual literacy research could only strengthen the *History Alive!* program.

The *History Alive!* program aids teachers in their endeavors to learn and teach historical concepts. Teachers' Curriculum Institute provides intentional activities which engage student interest and guides teachers' development of historical activities. This

program provides an in-depth look at topics in history that provide opportunities to act, think, and discuss like a historian. With thorough professional development, *History Alive!* activities could lead to historical understanding if historical thought was employed by both teachers and students. This case study showed that in this classroom, historical knowledge was acquired and demonstrated rather than historical understanding as described in the literature on historical understanding.

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