

EFFECTS OF USING CHILDREN'S BOOKS AND A
TRADITIONAL TEXTBOOK ON STUDENT
ACHIEVEMENT AND HIGHER LEVEL
THINKING SKILLS

By

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CHAPTER I

INTRODUCTION

Social studies, according to research, is one of the least favorite subjects of school children (Schug, Todd, & Beery, 1984). Many educators have sensed this and have attempted to find alternate methods for presenting social studies content. One of the most widely offered suggestions for improving the teaching of social studies has been the use of children's books (Apostol, 1982; Beck & McKeown, 1991; Cianciolo, 1981; Common, 1986; Davis & Palmer, 1992; Finn & Ravitch, 1988; Freeman & Levstik, 1988; Garcia, Hadaway, & Beal, 1988; James & Zarrillo, 1989; Lynch-Brown & Tomlinson, 1993; McGowan & Guzzetti, 1991; Savage & Savage 1993; Sutherland & Arbuthnot, 1991; Tyson-Bernstein & Woodward, 1986; and Vanderhaeghe, 1987). Yet teachers still depend heavily on textbooks as their main teaching tool for social studies (Davis & Palmer, 1992; Larkins, Hawkins, & Gilmore, 1987; Shaver, Davis, & Helburn, 1979; Woodward, Elliot, & Nagel, 1986).

When Schug, Todd, and Beery (1984) asked students why social studies was their least favorite subject the students cited many of the same reasons that educators had already discovered. One reason students did not like social studies was because they found it boring. Students also stated that too much time was spent on trivial details and learning facts. They also believed that learning social studies had little meaning for their future lives (Schug, Todd, & Beery, 1984). It is hard to believe a fascinating subject like social studies which deals with people from the past, the present and prepares students for the future

would be thought to be boring. Many believe the fault lies with textbooks that trivialize the human experience with too many facts and details. Larkins,

Hawkins and Gilmore (1987) state:

Text information is sketchy, abstract, bland, and boring. There is very little genuine story telling. In most cases, content is devoid of feelings. And authors hop from topic to topic, flashing only the bare bones of an idea before children's eyes.

Furthermore, on those infrequent occasions when authors decide to present detailed narrative, the topic chosen is often trivial. Of course those cases are more than balanced by instances when important topics are dismissed with a handful of colorless words (p. 306).

Other authors (Beck & McKeown, 1988; 1991; Hall, 1985; Woodward, Elliot, & Nagel, 1986) agree with these findings.

How do teachers get these ineffective textbooks? Tyson-Bernstein and Woodward (1986) explain how textbook use became so wide spread in the United States. States enacted laws requiring schools to adopt textbooks, from approved lists in order to make uniform education. States then set up committees to choose textbooks that would fit their state curriculums. In order to meet the guidelines set by these committees, textbook publishers attempted to be "all things to all people"; as a result, they have failed to meet the most basic needs of education. Publishers who attempt to deviate from the norm and offer textbooks (or programs) that are more coherent and focused have discovered no one will buy them. The time might be right for educators to look for alternative materials. "The social studies could be the ideal testing ground for a move away from textbook dependency, since its component subjects lend themselves to the use of documents, original source materials and trade books that focus in depth on interesting subtopics" (Tyson-Bernstein & Woodward, 1986, p. 44).

As teachers become more and more aware of their students' dislike for social studies, they find little assistance from textbooks. In fact some teachers would prefer not to teach social studies at all if their only resource is a textbook (Larkins, Hawkins, & Gilmore, 1987). One wonders how much social studies is actually being taught in elementary classrooms.

In an attempt to discover what students liked about their favorite subjects, Schug, Todd and Beery (1984) learned that students preferred subjects which involved opportunities for active learning. Again authors suggested children's books (historical fiction) as a way to develop active learners (Cianciolo, 1981; Davis & Palmer, 1992; Freeman & Levstik, 1988). These authors believe that through historical fiction, children can relive the past, and use their imaginations to interpret actions that have taken place before they were born. Children can identify with the characters and therefore identify with the historical past. Freeman and Levstik (1988) state that, "historical fiction is part of an ongoing process of interpretation in which children can participate" (p. 331). Davis and Palmer (1992) also suggest that children's literature can be used to provide activities, student participation, and experiences.

Many authors see children's books as a way to teach about our multicultural world (Apostol, 1982; Beck & McKeown, 1991; Cianciolo, 1981; Garcia, Hadaway, & Beal, 1988; James & Zarrillo, 1989; and Savage & Savage, 1993). "It (children's literature) is one of many powerful tools social studies teachers employ to help young people learn about themselves and others and become effective problem solvers in a culturally diverse world" (Garcia et al., 1988, p. 255).

Children's literature, be it historical fiction or informational books, seems to be a plausible option to the dilemma of social studies instruction. Many authors see social studies (and history) as a story, and believe that it should be

told in story form (Apostol, 1982; Beck & McKeown, 1988; Bennett, 1986; Cianciolo, 1981; Common, 1986; Finn & Ravitch, 1988; and Lynch-Brown & Tomlinson, 1993). Many teachers use this literature-based approach to teach social studies. Are their students learning more? Do their students enjoy social studies? These are questions that still need answers. The purpose of this study will be to examine the achievement of students who are taught with children's literature (fiction and nonfiction) and those that are instructed with only a textbook and the materials provided by the textbook.

Higher level thinking skills

Many authors believe that textbooks do not emphasize higher level (critical) thinking skills; instead textbooks have a tendency to emphasize factual, recall knowledge, which is the lowest level of cognitive learning (Beck & McKeown, 1988; 1991; Bliss, 1990; Hall, 1985; James & Zarrillo, 1989; Naylor & Diem, 1987; Risner, Skeel, & Nicholson, 1992; Schug, Todd, & Beery, 1984; Woodward, Elliot, & Nagel, 1986). Some see children's literature as an opportunity to address these higher level thinking skills (Davis & Palmer, 1992; Lynch-Brown & Tomlinson, 1993; Norton, 1991; Sutherland & Arbuthnot, 1991). Davis and Palmer believe that students have a better opportunity to develop critical thinking and reading skills when they can select from a wide variety of books written at their reading level.

Using children's books to teach social studies is related to the whole language theory. According to Zemelman, Daniels, and Hyde (1993) the fundamental theoretical orientation is psycholinguistic: that is, whole language teachers want to make the classroom a scaffolded language-learning environment that parallels the natural, efficient learning of home and community. Goodman (1986) suggests appropriate reading material is

anything the children need or want to read or write. He recommends lots of recreational books, fiction and non-fiction, with a wide range of difficulty and interest, and resource materials of all kinds.

According to Goodman (1986) language is learned best and easiest when it is whole and in natural context, integration is a key principle for language development learning through language. Through the use of children's literature, students are able to learn about whole events rather than many different parts that must be brought together as a whole.

Statement of the Problem

With so many educators advocating the use of children's books in conjunction with or exclusive of the textbook (Zemelman, Daniels, & Hyde, 1993), it is surprising to discover that very little research has been conducted on this subject. Most of the research that has been conducted in this area has been an attempt to discover if there has been a change in attitude toward the subject being covered or toward social studies as a subject (Brandhorst, 1973; Fisher, 1965; Gates, 1993; Guzzetti, Kowalinski, & McGowan, 1992; Kimmel, 1973; Kovalcik, 1979; McKinney & Jones, 1992; Schug, Todd, & Beery, 1984). Only a few studies have attempted to discover whether children learn more about the subject when children's books are used instead of only a textbook (Gates, 1993; Guzzetti, Kowalinski, & McGowan, 1992; Kingdon, 1957; McKinney & Jones, 1992; Swift, 1993 Walling, 1994), while a few studies have examined the incorporation of children's books with a textbook (Howe, 1990; McKinney & Jones, 1992). The researcher was unable to find any studies that examined the effects of children's literature on higher level thinking skills in the area of social studies instruction.

The questions addressed in this study are

1. Will fifth grade students who are taught a social studies unit about the American Revolution with children's books evidence a higher score on a teacher-made test that measures recall of information, than fifth grade students who are taught a social studies unit about the American Revolution with only a textbook?
2. Will fifth grade students who are taught a social studies unit about the American Revolution with children's books evidence a higher score on a teacher-made test that measures higher level thinking, than fifth grade students taught a social studies unit about the American Revolution by using only a textbook?

Hypotheses

Based on the wealth of opinion literature which claims that the use of children's books to teach social studies will enhance social studies knowledge; and the opinion literature which describes problems with social studies textbooks, the researcher will test the following hypotheses:

H1: Achievement scores of fifth grade students who are taught a unit on the American Revolution by using children's historical fiction and nonfiction books will be significantly higher than scores for students who are taught from the textbook on a test which measures recall of information common to both the children's historical fiction books and the textbook.

H2: Fifth grade students who are taught a unit on the American Revolution using children's books (fiction and nonfiction) will score significantly higher on a test which measures higher level thinking than students who are taught from the textbook only.

Definition of Terms

Achievement is defined in this study as scores on a 30-item teacher-made test which contains recall items and higher level thinking items.

Children's literature refers to any non textbook which includes fiction, nonfiction, and biographies written for children.

Fiction refers to literature invented by the imagination.

Higher level thinking refers to the classification of cognitive educational objectives as defined in Bloom's Taxonomy. This includes the levels of comprehension, analysis, application, synthesis, and evaluation.

Nonfiction refers to literature based on facts, including biographies.

Opinion literature refers to articles and books which express the author's opinion rather than research findings.

Recall refers to the classification of cognitive educational objectives as defined in Bloom's Taxonomy. Recall is the lowest level of intellect. It refers to the simple recall of information.

Textbooks are books developed by an author or a group of authors to teach a skill or a series of skills in a particular field of knowledge.

Trade books refer to books written and published for children and are available through libraries and book stores. They may be fiction or nonfiction

Delimitations

1. Findings from this study are limited to the two fifth grade classrooms who will participate in this study.
2. The sample was limited to those students whose parents had given permission for them to participate in the study.

Overview of the Study

The statement of the problem, hypotheses, and definitions are discussed in Chapter I. A review of relevant literature will be discussed in Chapter II. The methodology used will be discussed in Chapter III. Findings are presented in Chapter IV. A summary, conclusions, and recommendations for further study are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

More and more educators are calling for a change in the methods of teaching social studies. Textbooks have been the dominant approach to the teaching of social studies for the last 20 years (Davis & Palmer, 1992; Naylor & Diem, 1987). Yet in the late 1960s and 1970s textbooks offered a variety of innovative curricula and alternative programs; but in the 1980s textbooks had retreated from innovation, reduced alternatives, and homogenized the social studies curriculum (Naylor & Diem, 1987). While teachers continue to use textbooks, social studies educators continue to point out the need for reform. Vanderhaeghe (1987) states that textbooks reduced, abstracted, condensed, and generalized history; which in turn leaves students with little appreciation of the reality of the past. Wheeler and Kelly (1977) agree, "Too often history has been taught as a bland mixture of unrelated facts about people, places and events" (p. 3). Others see a lack of depth due to the wide breath of material being covered (Woodward, Elliot, & Nagel, 1986). The most dominant complaint about textbooks centers on the vast amount of factual knowledge covered with little emphasis placed on critical thinking skills (Beck & McKeown, 1988; 1991; Greeley, 1989; Naylor & Diem, 1987; Woodward, Elliot, & Nagel, 1986). Others note that textbooks lack structure and clear, long-range goals (Larkins, Hawkins, & Gilmore, 1987; Woodward, Elliot, & Nagel, 1986). Naylor and Diem (1987) point out that reading the textbook, listening to the teacher,

and completing worksheets give students little opportunity for active involvement and learning. The fact that textbooks are too concept laden has led Beck and McKeown (1991) to reject them as worthwhile for social studies instruction; while others point to the cost of textbooks and their materials as too expensive (Jachym, Allington, & Broikou, 1989; Larkins, Hawkins, & Gilmore, 1987). If we also include the observation that students do not like social studies (Schug, Todd, & Beery, 1984), we realize the need for reform is valid. As Woodward, Elliot, and Nagel (1986) state:

In sum, social studies textbooks are of poor instructional quality because of a combination of factors: preoccupation with superficial yet broad content coverage; lack of care in content choice and presentation, absence of "point of view" and the use of readability formulas that result in "inconsiderate" content presentation involving short sentences, simple vocabulary and the exclusion of connectors and referents that help make text easier for youngsters to comprehend (p. 52).

As a result of the inadequacies and problems found in social studies textbooks, many have advocated the use of children's books to teach social studies (James & Zarrillo, 1989; Savage & Savage, 1993; Sutherland & Arbuthnot, 1991; Vanderhaeghe, 1987). The most frequently given reason for using children's books in social studies instruction is the belief that these books make history "come alive" for students (Beck & McKeown, 1991; Davis & Palmer, 1992; Freeman & Levstik, 1988; Lynch-Brown & Tomlinson, 1993; McGowan & Guzzetti, 1991; Naylor & Diem, 1987). "It is a long-standing recommendation that literature be used in conjunction with social studies because it can serve to set the scene for periods in history or bring to life other cultures and other time periods" (Beck & McKeown, 1991, p. 487). Another popular reason for using children's books is the opportunity for active learning (Davis & Palmer, 1992; Finn & Ravitch, 1988; Freeman & Levstik, 1988; James

& Zarrillo, 1989). Davis and Palmer (1992) suggest extending the social studies curriculum with related children's literature to provide activities, student participation, and experiences (p. 125). Others believe that children's books help students understand content (Beck & McKeown, 1988; 1991; Cianciolo, 1981; Freeman & Levstik, 1988). As Freeman and Levstik (1988) state, "historical fiction connects students with the human implications of historical events, providing young readers with the seeds for later, more mature historical understanding" (p. 332). Some believe that since textbooks cannot provide for different reading abilities, this problem can be solved with children's books (Freeman & Levstik, 1988; McGowan & Guzzetti, 1991). Once the different reading level of students have been met, it becomes easier to individualize instruction for students (Davis & Palmer, 1992). Another popular reason given by educators is the fact that everyone likes stories, and history is filled with stories (Apostol, 1982; Bennett, 1986; Common, 1986). Common (1986) states, "Throughout the centuries, stories have been the primary means for the oral transmission of a peoples' history and for communicating the nature of their institutional structures, cultural practices, and spirituality. History and story were one" (p. 246).

Given all these excellent reasons for using children's books to teach social studies, many classroom teachers continue to limit social studies instruction to the use of the textbook only (Beck & McKeown, 1991; Davis & Palmer, 1992; Hall, 1985; Larkins, Hawkins, & Gilmore, 1987; Naylor & Diem, 1987; Shaver, Davis, & Helburn, 1979; Woodward, Elliot, & Nagel, 1986). The most obvious reason for the rejection of children's books in place of the social studies textbook lies in the small amount of research done in this area (Beck & McKeown, 1988; Jones & McKinney, 1993).

The purpose of this chapter is to provide the reader with the following:

1. A review of opinion literature concerning the use of textbooks in the teaching of social studies to children.
2. A selected review of representative opinion literature which examined the use of children's literature books in the teaching of social studies.
3. A selected review of representative opinion literature which examines the use of nonfiction children's literature to teach exposition.
4. A review of research studies which have investigated the effects of using children's literature upon achievement.
5. A review of research studies which have investigated the effects of using nonfiction children's literature in the social studies curriculum.

Opinion Literature

Textbooks

Even though textbook use has been heralded by many as ineffective, teachers still use textbooks as their primary source for teaching social studies. Barbara Hall (1985) asked the question, "Have teachers become over-dependent on what the institute (EPIE) deems generally uninspired materials, and are texts in fact even necessary for successful social studies teaching?" (p. 205). Yet teachers continue to use the textbook and the related materials that accompany the text. Naylor and Diem (1987) stated, "For many students, social studies consists of listening to the teacher, reading the textbook, completing the worksheets, and answering questions based on these data sources" (p. 448). Using textbooks to teach social studies has become the dominant method in most schools. As Woodward, Elliot, and Nagel (1986) note, "... the development of textbook programs by commercial publishers and the selection

and implementation of textbooks by teachers appears to have all but replaced other forms of curriculum development in the elementary school" (p. 50). They (Woodward, Elliot, & Nagel) also point out that ". . . as much as 90 percent of classroom instructional time is structured by instructional materials, especially textbooks" (p.51). With so many textbooks in use it is startling to discover that textbooks have always lagged behind the best knowledge in the fields they represent (Goodman, 1986). Tradition and textbooks are, according to Naylor and Diem (1987) the two major factors largely responsible for the existence of a de facto national curriculum.

How did textbooks become the dominant method of instruction? States have the legal control over education; they have selected textbook committees to review and adopt textbooks that fit the criteria that they believe are important. As a result, publishers have attempted to meet the criteria set by these state committees (Tyson-Berstein & Woodward, 1986). Many of these state committees have been pressured by minority groups to ensure that the textbooks they choose are not culturally biased (Thompson, 1985). As the publishers compete with one another to produce a textbook that will satisfy as many as possible and still meet state criteria, they leave little room for alternative models (Naylor & Diem, 1987). Since many states guarantee money for the purchase of state approved textbooks, teachers have been offered little choice except for these textbooks. Yet the cost of these textbooks and accompanying materials continues to climb. Larkins, Hawkins, and Gilmore (1987) complain, "School districts are paying through the nose for photograph books. In place of texts, teachers should be supplied with excellent lesson manuals and a large supply of relevant story books and biographies to read to children" (p. 310). Another hidden cost of textbooks is the amount of paper used to reproduce worksheets common to textbooks. Jachym, Allington, and

Broikou (1989) discovered that the amount of money spent by school districts to reproduce worksheets from textbooks could easily pay for a number of children's books for each child.

Another problem associated with textbooks is the readability level (Apostol, 1982; Goodman, 1986; Nichols & Ochoa, 1977; Patton, 1980; Tyson-Berstein & Woodward, 1986; Woodward, Elliot, & Nagel, 1986). Apostol (1982) notes, "Many reading specialists complain that reading in history textbooks is much more difficult than reading narrative material to which the elementary student is accustomed" (p. 113). Readability formulas were developed as an informal, approximate method to analyze reading levels in conjunction with other types of analysis. It was not originally designed for textbook analysis; but many state textbook committees began to demand that textbooks meet readability formulas in order to be considered for adoption. Making sure that textbooks are at the appropriate reading level for the grade level of the student sounds like a good idea; unfortunately not all students are reading at their grade level. Many students read below their grade level, while some read above. Naylor and Diem (1987) offer this example:

A typical fifth-grade teacher could find seven (reading) grade levels - from grade two to grade eight. At each successive grade level, the range in student reading ability becomes greater. Although some classrooms will have a more restricted range, this rough approximation makes clear the dilemma facing the social studies teacher who has a single textbook to use for a class of twenty-five to thirty-five students (p.313).

In order to meet readability formulas, textbooks contain short sentences, simple vocabulary, and exclude connectors and referents that help make textbooks easier to comprehend (Woodward, Elliot, & Nagel, 1986). As Goodman (1986) points out, ". . . tinkering with texts to produce acceptable readability levels may turn them into texts which are harder to read" (p. 360).

Another problem associated with social studies textbooks is the fact that students cannot relate to the content found in them (Beck & McKeown, 1988; 1991; Larkins, Hawkins, & Gilmore, 1987; Schug, Todd, & Beery, 1984; Thompson, 1985; Woodward, Elliot, & Nagel 1986). This could quite possibly be the most serious criticism of textbooks. As Schug, Todd, and Beery (1984) noted, “. . . many students find social studies content to be uninteresting because the information is too far removed from their own experiences, too detailed for clear understanding, or repeats information learned earlier” (p.386). As a result of this, they draw the conclusion that students do not consider social studies to be important because it has little meaning for their future lives. Beck and McKeown (1991) found that social studies textbooks lacked coherence, and did not provide sufficient depth of content to allow young students to develop understanding of events and phenomena, or explanations adequate to promote drawing connections among sequences of ideas. As they state, “One of the most roundly criticized aspects of social studies textbooks is their single ‘objective’ perspective and the general lack of acknowledgment that there even exists more than one lens through which to examine social and political events and phenomena” (p. 488). Beck and McKeown (1988) observed earlier that the text presentation did not attend to helping young learners make sense of history. If students cannot relate to the content found in social studies textbooks it is unlikely that they will be able to make use of the information found in textbooks.

Higher level thinking. One of the most commonly named problems with social studies textbooks is the emphasis placed on factual, recall knowledge rather than critical thinking and higher order thinking skills (Beck & McKeown, 1988; Greeley, 1989; Hall, 1985; James & Zarrillo, 1989; Naylor & Diem, 1987;

Schug, Todd, & Beery, 1984; Woodward, Elliot, & Nagel, 1986). Woodward, Elliot, and Nagel (1986) made this comment concerning previous research related to textbooks, "Although some higher level thinking-skill exercises appeared in chapter-end and unit-end exercises, they (authors) were overwhelmed by the majority of factual recall questions" (p. 51). Naylor and Diem (1987) state in *Elementary and Middle School Social Studies* :

For many students, social studies consists of learning names, dates, places, events, and terms. The recall of factual information tends to receive high priority and is frequently stressed in textbooks and on teacher-made, district-prepared, and commercially developed tests. Concepts and generalizations tend to be given short shrift and are frequently reduced to the level of rote learning (p. 447).

Even though these facts may be important, they are not as important as the lack of the development of critical thinking and higher order thinking skills (Beck & McKeown, 1988; Bliss, 1990; James & Zarrillo, 1989). "Educators have long realized that teaching about the known world through the memorization of selected facts and static knowledge has severe limitations (James & Zarrillo, 1989, p. 154). Students need to be able to "look beyond" the facts and use the information gained to understand the world and people around them. Greeley (1989) points out that only when facts are viewed in the context of daily life can the importance of events be understood; since dates and facts are isolated from people and personalities. Beck and McKeown (1988) believe ". . . for effective learning to occur, instruction should help students develop a model of the situation that is the target of instruction. It is not enough to give students the facts; discourse should promote the building of ideas" (p. 38). They further state, "The texts lack the kind of plan for what students are to learn that underlies a carefully shaped presentation of some topic - one that offers more than the sum of the separate ideas and facts it includes" (p. 38). Coupled with

the fact that one of the main reasons students do not like social studies is the time spent on learning trivial details and memorizing facts, educators should take heed to spend less time on the facts and details and more time on the development of critical thinking and higher order thinking skills (Schug, Todd, & Beery, 1984). Hall (1985) writes that most textbooks series prescribed rote treatment of subjects and issues rather than encouraging imaginative teaching approaches and higher order thinking skills; while quantitative, measurable skills such as map and globe reading, took precedence over qualitative judgment exercises. Beck and McKeown (1991) do not believe current elementary textbooks provide enough content about which to think critically. Previously, Beck and McKeown (1988) had found textbooks merely gave information rather than engineering it to bring about understanding, and made little attempt to establish the sophisticated and abstract concepts needed as background to understanding main points of the content. Teachers need to examine what students need to learn rather than concentrating on the facts that are the main substance of textbooks. Naylor and Diem (1987) write, "When you view reading and writing as thinking processes, as opposed to discrete skills to be mastered, and when you deal with them in a functional context, they become integral to sound social studies instruction " (p. 342). Schubert (1986) also encourages teacher to integrate higher-level thinking into their lessons. While Davis and Palmer (1992) believe that the greatest opportunity for developing critical-thinking and reading skills is when students can select books to read from a wide range of books written at their reading level.

Summary. It is obvious from the articles written that textbooks do not meet the needs of the social studies learner. Even though textbooks may be the dominant approach, they are far from being the perfect method of instruction.

The problems related to political influence, readability, cost, factual rather than critical thinking, and inability to relate content to students are serious. One method offered is the use of children's books (trade books) to teach social studies. There is an abundance of literature to support this method of instruction.

Trade Books

The use of children's books to teach social studies is not new. In the early-nineteenth century Johann Herbart encouraged teachers to teach history with literature (McGowan & Guzzetti, 1991). Later, in 1925, Henry Johnson advocated the use of literature to enable children to have a greater understanding of the past (McGowan & Guzzetti, 1991). Authors continued to encourage the use of literature, and in 1960s and 1970s there was a variety of innovative curricula and alternative textbooks programs, many of which advocated the use of children's books (Naylor & Diem, 1987). Schubert (1986) noted, "Elaborate work in the late 1960s and 1970s was done to write behavioral objectives at higher levels with each taxonomical area, thereby attempting to provide greater breadth and depth to curricula that too often focus on the lower levels of recall, receiving, and observing " (p. 192).

One of the reasons given by most authors for using children's books to teach social studies is that it makes history and social studies relevant (Cianciolo, 1981; Davis & Palmer, 1992; Finn & Ravitch, 1988; Freeman & Levstik, 1988; Lynch-Brown & Tomlinson, 1993; McGowan & Guzzetti, 1991; Naylor & Diem, 1987; Savage & Savage, 1993; Sutherland & Arbutnot, 1991; Vanderhaeghe, 1987). Cianciolo (1981) writes, "As readers identify with the characters, react to historical reality as the characters do, their imagination is stimulated and the historical past in which the action of the novel occurs

becomes a vivid picture, the historical content becomes significant and relevant” (p.454). McGowan and Guzzetti (1991) contend that one of the five reasons for using literature to promote social studies learning is relevance. They also comment that, “Trade books can assist students with this process by providing typical, real-world examples of concepts that students find familiar and can link to their own situations” (p. 17). Through literature children can experience events and people of the past. The students can live vicariously in the past through the characters in books. “Most important, these books take students beyond the endless facts offered in many current social studies textbooks and bring these facts into a more meaningful perspective” (Savage & Savage, 1993, p. 36). Davis and Palmer (1992) believe, “The dramatic events and colorful details that children love to read and hear about are the trademarks of children’s books, which add real and personal components to the social studies program “ (p. 126). Reading about the feelings and thoughts of children of long ago enable children of today to relate to people of the past on a more personal level (Lynch-Brown & Tomlinson, 1993). Through historical fiction readers can see how their lives have been affected by people of the past, and realize how their lives will affect those that come after them; students understand that history was made by people like themselves (Finn & Ravitch, 1988; Lynch-Brown & Tomlinson, 1993; Vanderhaeghe, 1987).

Another benefit of using children’s books to teach social studies is to aid in the understanding of social studies content (Beck & McKeown, 1988; 1991; Cianciolo, 1981; Finn & Ravitch, 1988; Greeley, 1989; Lynch-Brown & Tomlinson, 1993; Naylor & Diem, 1987). Beck and McKeown (1991) state, “Information presented in trade books can help students make the connections required for the development of understanding a topic” (p. 487). Naylor and Diem (1987) offer a more comprehensive explanation for using children’s books

to aid in understanding:

Children's literature is a fertile field for social studies teachers. There are many excellent children's books that can be used in social studies as a way of helping students understand, appreciate, and identify more closely with the human condition. Historical fiction, autobiographies, and biographies are of great interest to children and are useful tools for enhancing cognitive and affective growth (p.172).

Children's books can help students understand the cause and effects of events in history. "To the extent that history is narrative, a key to understanding lies in the learner's appreciation of causal chain of events" (Beck & McKeown, 1988). Children's books can give history and social studies a reality through story form. As Cianciolo notes, "The reader realizes from each story the significance of historical rituals and life styles with which each of the characters was familiar and why each reacted to them as he or she did" (p. 454).

Students gain understanding and relevance of social studies and history through good stories (Apostol, 1982; Bennett, 1986; Cianciolo, 1981; Common, 1986; Lynch-Brown & Tomlinson, 1993). Stories have always been a method of transmitting history and knowledge (Apostol, 1982; Common, 1986). "It can be argued that history made its appearance as a narrative in our past ages" (Common, 1986, p. 246). Stories are capable of engaging student's interest. As Apostol (1982) states, "Most human beings have an intense love of good stories, a part of their culture that is acquired in early childhood. Above all, stories invite interest. They are easy to remember and to pass on" (p. 114). Lynch-Brown and Tomlinson (1993) see the value of historical fiction in its ability to give readers a sense of time and a sense that history is stories of what took place in the past. Cianciolo (1981) also believes that well written stories permit students to enter a historical world that is quite complete in itself. "Great

stories help children understand the world, past and present, and reach beyond the confines of their own immediate experience" (Bennett, 1986, p. 29). Again, the impression that children enjoy stories and tend to remember good stories is another promising aspect of children's literature.

Many authors recommend that the textbook be supplemented with children's books (Davis & Palmer, 1992; Freeman & Levstik, 1988; James & Zarrillo, 1989; Vanderhaeghe, 1987). Freeman and Levstik (1988) contend that, ". . . historical fiction can be used as a source of historical data, as supplementary reading, as reference material for additional study, and as an introduction to a unit or lesson" (p. 332). Social studies should be interdisciplinary (James and Zarrillo, 1989). Vanderhaeghe (1987) gives a more aesthetic description of the value of literature in social studies:

Literature, in an immediate and sensual way, provides some notion of the texture of life in the past. A novel can convey graphically to a student how men and women of a previous time worshiped, fought, dined, traded, married, and died. This makes literature a marvelous supplement to the typical textbook. It puts flesh on the historical skeleton, supplies missing pieces to the bewildering historical puzzle (p. 125).

Davis and Palmer (1992) also suggest that the teacher supplement the text with additional materials, specifically children's literature.

Another positive aspect of using children's books to teach social studies is the ability to serve different ability groups (Beck & McKeown, 1988; Davis & Palmer, 1992; McGowan and Guzzetti, 1991). "A literature-based program in social studies adds enough flexibility to the social studies curriculum so that different ability levels of students can be served" (Davis & Palmer, 1992, p. 126). Readability levels are also a problem with textbooks; while children's books enable students to tackle social studies material on their own reading levels and abilities (McGowan & Guzzetti, 1991).

Even textbook publishers have begun to realize the importance of children's literature. Davis and Palmer (1992) note that, "Many contemporary social studies textbook publishers have incorporated literature of various types into editions of their social studies series" (p. 125). They also expect a greater retention of social concepts and generalizations from programs that incorporate literature. "Children tend to know more about what they like, leading to their greater attention span and the transfer of knowledge" (Davis & Palmer, 1992). Cianciolo (1981) agrees with Davis and Palmer when she states, "Once the imagination is engaged the reader gathers a wide range of knowledge and acquires a framework for remembering it. That knowledge may be facts, opinions, or relationships about events, people, and eras" (p. 454).

Many authors suggest using children's books to teach ethnic and national heritage (Apostol, 1982; Garcia, Hadaway, & Beal, 1988; Lynch-Brown & Tomlinson, 1993; Savage & Savage, 1993). "Through historical fiction, realistic fiction, biographies, and traditional literature, students can share others experiences about people and places" (Savage & Savage, 1993, p. 36). Among the values of historical fiction listed by Lynch-Brown and Tomlinson (1993) are that students learn about their own ethnic or national heritage, and that students develop an appreciation of the universality of human needs across history. Apostol (1982) also points out that stories have always been the means for the oral transmission of history which was the method for passing on the religious, cultural, and political beliefs of the people. Garcia, Hadaway, and Beal (1988) sum it up best with these statements, "Multicultural materials (children's books) enrich social studies by helping students develop a historical and cultural perspective on human events, a sense of intercultural competence, and an understanding of the limitations of stereotypes, ethnic prejudice, and discrimination" (p. 252).

It would appear that through children's books students can gain greater understanding, relevance, and knowledge of social studies. Finn and Ravitch (1988) believe:

History and literature contain the keys to understanding ourselves and others. Studying these subjects helps young people realize how the world they know evolved and how people like them coped with challenges, sometimes successfully, sometimes not. These subjects introduce students to models of achievement and courage, but they also provide cautionary tales of human evil and cruelty (p. 564).

Children's books also enable students to discover the human side of history. Through good stories students can experience what life was like for the people of a particular period. "Historical fiction brings history to life by placing appealing child characters in accurately described historical settings. By telling the stories of these characters' everyday lives as well as presenting their triumphs and failures, authors of historical fiction provide youngsters with the human side of history, making it more real and more memorable" (Lynch-Brown & Tomlinson, 1993, p. 137).

Several authors recommend teaching social studies and literature together (Davis & Palmer, 1992; Finn & Ravitch, 1988; James & Zarrillo, 1989; Savage & Savage, 1993). Finn and Ravitch (1988) believe that historical studies should be correlated with geography, literature, and social sciences, at every grade level. They also state that, "States and school systems should reorganize their curricula in social studies and language arts around a core of history and literature" (p. 562). James and Zarrillo (1989) discuss how teachers have been encouraged to expand the role of children's literature, and at the same time there has been an increased emphasis on bringing history to the center of the elementary social studies curriculum. They recommend that both goals may be accomplished if teachers construct interdisciplinary units of study

that teach history through children's literature. Savage and Savage (1993) give four components that exemplify areas of the social studies program that can be enhanced by integrating children's literature. Those four components are:

1. Cultural studies that teach students about our multicultural world.
2. Geographic studies that emphasize both physical and cultural regions.
3. History that develops students' concepts of "then" and "now" as well as change and continuity. Well-chosen books help students understand that there can be alternate perspectives in interpreting historical and contemporary events.
4. Economic concepts that help students learn that all people not only have needs and wants but also face the problem of scarcity. The variety of coping mechanisms people use to deal with the problem of scarcity is often realistically and vividly portrayed in children's literature (p. 32).

Several authors encourage the use of historical fiction to aid in the understanding of the past; to learn facts; and to establish relevance (Apostol, 1982; Freeman & Levstik, 1988; Lynch-Brown & Tomlinson, 1993; Sutherland and Arbuthnot, 1991; Thompson, 1985). Taking students back to the past through historical fiction can promote understanding by making children feel as if they were there. Thompson (1985) states, "The difference between survey history and historical fiction is like the difference between a map and a journey. The map of the survey textbook can tell where you have been and where you are going. The historical fiction novel, as journey, provides a way of knowing what it is like to be there" (p. 134). Sutherland and Arbuthnot (1991) made this observation, "Children learn facts in social studies and history; it is the interpretation of the facts in historical fiction that makes them feel 'we were there'" (p. 415). Freeman and Levstik (1988) believe historical fiction is part of an on-going process of interpretation in which children can participate. When

students understand the past it makes it easier for them to learn and remember the facts, and see the relevance of history and social studies. Apostol (1982) sums this up quite well:

The argument is that the effort to understand the past, or even to just make sense of and remember facts, may become easier through the use of historical fiction. Stories have great advantages as vehicles for information; they can convey a range of different knowledge (events, names, relationships, chronological sequence, material background, beliefs and opinions, and so on) and a framework for storing it, so they are likely to be understood and remembered (p. 112).

Historical fiction may help students learn and remember facts by “living through” the characters in the story. “Historical fiction can enliven the dry facts of history by presenting those facts through the everyday lives of children living long ago” (Lynch-Brown & Tomlinson, 1993, p. 138). Freeman & Levstik (1988) state, “Children can see themselves as an extension of a living past - part of the continuity of human existence. They also have an opportunity to study and evaluate human behavior in a context that is developmentally appropriate” (p. 330). Apostol (1982) believes historical fiction can stimulate the imagination and function as a framework for storing knowledge such as facts, events, names, relationships, chronology, beliefs, and values. “Historical fiction focuses on the human consequences of historical events” (Freeman & Levstik, 1988, p. 331). Sutherland and Arbuthnot (1991) see the importance of historical fiction in transmitting understanding of the past, relevance, and acquiring facts with these statements:

The past is people and how people managed to live and love and find joy in accomplishment what ever the times. the historical novel clothes the bare historical facts with trappings of a thousand tiny details, bringing emotion and insight to scholarship (p. 415).

Some see children's books as a way to meet social studies goals (Apostol, 1982; Beck & McKeown, 1991; Cianciolo, 1981; Common, 1986; Davis & Palmer, 1992; McGowan & Guzzetti, 1991; Savage & Savage, 1993). Beck and McKeown (1991) believe that existing materials (textbooks) in social studies are not enough, they believe more richer and varied materials (children's books) must be used for understanding to occur. Other authors see understanding and knowledge gain taking place when the imagination is engaged through children's books. Cianciolo (1981) writes, "Once the imagination is engaged the reader gathers a wide range of knowledge and acquires a framework for remembering it. That knowledge may be facts, opinions, or relationships about events, people, and eras" (p. 454). A year later Apostol (1982) also wrote about the use of imagination to aid in understanding and remembering, "The historical novel may be a vehicle that can transform analytical, arid and tedious history. It renders easy the remembering of the tale and thus it can be retold, entering into the social relations of the classroom. The effort to understand the past becomes much easier once the imagination is engaged" (p.114).

Common (1986) believes children's books are a way to encourage intellectual and moral exchanges, as well as values. She states, "Stories can be springboards from which the central action of educating another can commence, the action being the intellectual and moral exchange within the free collaboration of individuals" (p. 247). Common sees values being fostered through the literary experience rather than through the study of dates, graphs, charts, and maps which are now the main part of social studies content.

Children's books are also an excellent resource for teaching about the students own culture and the culture of others. Savage and Savage (1993) state, ". . . teachers can begin to create cultural units, using children's literature,

that introduce students to our multicultural world and help them become productive participants” (p. 33). While McGowan and Guzzetti (1991) give five reasons for using children’s literature to promote social studies learning; they are: variety, interest, comprehensibility, relevance, and citizenship.

Zemelman, Daniels, and Hyde (1993) in their book *Best Practice* found many common features among national organizations’ listings of recommendations for teaching. Two of the common recommendations from the National Council of Teachers of Mathematics, the Center for the Study of Reading, the National Writing Project, the National Council for the Social Studies, the American Association for the Advancement of Science, the National Council for the Teachers of English, the National Association for the Education of Young Children, and the International Reading Association suggest students spend less time reading textbooks and more reading whole, original, real books and nonfiction materials.

Higher level thinking. While many believe that textbooks fail to encourage higher level thinking skills, and concentrate on the lowest level of cognitive learning (Beck & McKeown, 1988, 1991; Bliss, 1990; Hall, 1985; James & Zarrillo, 1989; Naylor & Diem, 1987; Risner, Skeel, & Nicholson, 1992; Schug, Todd, & Beery, 1984; Woodward, Elliot, & Nagel, 1986); some believe that children’s literature offers the opportunity to develop higher level thinking skills (Davis & Palmer, 1992; Lynch-Brown & Tomlinson, 1993; Norton, 1991; Sutherland & Arbuthnot, 1991). Davis and Palmer (1992) believe there is a greater opportunity to develop these higher level (critical-thinking) skills if students have a wide variety and range of books to choose from at their reading level. Norton (1991) states, “Informational books can encourage children to develop critical reading and thinking skills” (p. 626).

Nonfiction as Exposition

Historical fiction can meet many of the goals associated with understanding, relevance and motivation; but “real books” have overshadowed the need to teach exposition in many classrooms. Many authors report that “real books” are a part of our daily lives, and children need to read different books for different reasons (Beck & McKeown, 1991; Bennett, 1986; James & Zarrillo, 1989; Larkins, Hawkins, & Gilmore, 1987; Naylor & Diem, 1987; Savage & Savage, 1993; Woolsey & Burton, 1986). Since children can learn how to read different texts in different ways for different purposes (Woolsey & Burton, 1986, p. 273); it is important that teachers expose students to nonfiction as well as fiction. Textbooks are written in an expository form, and students are familiar with this form of writing. Beck and McKeown (1991) believe, “two influences on comprehension take on increased importance when readers interact with expository text. One is the familiarity of the content or topic. The other is the extent to which the content of a specific text is organized in a logical way” (p. 483). Savage and Savage (1993) note, “Biographies make a valuable contribution to the study of history and therefore should be a vital part of every social studies program” (p. 35). Biographies can be written in story form, yet the information in biographies is true rather than made up by the author; although many authors of biographies admit to taking a few liberties when filling in details not available to them. Through nonfiction books students can be assured that what they are reading is true and actually happened. Students should read for information as well as pleasure. “Historical literacy grows from the study and discussion of myths, legends, fairy tales, Bible stories, and the biographies of outstanding men and women” (Bennett, 1986, p. 30). It is important to give students opportunities to use fiction as well as nonfiction to increase their learning and understanding.

Research Related to Achievement

Historical Fiction

Although many advocate the use of children's literature to teach social studies, very little evidence has surfaced to substantiate this method of social studies instruction. Beck and McKeown (1988) observed, "Specific suggestions and demonstrations of more effective ways of presenting social studies content must follow on the basis of empirical research" (p. 39). Few studies have been done concerning the use of children's literature to teach social studies. A search for relevant historical fiction research that examined the effects of using children's literature to improve knowledge acquisition yielded seven studies, three done prior to 1990. The results of these studies were often contradictory.

Kingdon conducted one of the first studies which examined the use of children's literature to teach social studies. In his study Kingdon (1957) asked fourth grade students to read factual and story forms of social studies material and then tested the students over the material. He found that students who expressed no preference in the type of form of reading material made scores that were about the same (p. 66). He concluded, ". . . the final results indicated that fifty-eight per cent of pupils did not care which form of reading they use (p. 66). He found that one form of presentation was not more advantageous for the learning of facts than the other.

The next study was conducted in 1973. It involved high school students. Brandhorst (1973) attempted to discover the effects of reading historical fiction on attitudes of high school students toward selected concepts. He found no evidence that reading the novels produced a selective bias in the retention of subsequent new information relevant to the historical period (p. 91).

The last of the early studies was conducted in 1979 by Kovalcik. With two groups of fifth graders, Kovalcik (1979) attempted to determine if children's literature changed students' attitudes toward social studies or information gain after a unit on the American Revolution. The experimental group was taught with the textbook and children's literature was used to supplement instruction. The control group was taught in the usual manner employed by the teacher (a regular social studies textbook). He reported that the students in the control group who used a regular textbook scored significantly higher on an achievement test. He (1979) also concluded that, "The inclusion of an identified collection of 14 trade books into a traditional method of social studies instruction did not influence students' information gain during a particular unit of study" (p. 69).

The results of these three studies did not confirm the belief that teaching social studies with children's books was a more effective method than teaching with the regular social studies textbook. These three studies led teachers to the conclusion that a traditional textbook approach was just as effective as a social studies curriculum which utilized a variety of materials. Fortunately, more recent studies have been done which contradict these earlier findings.

In 1990, Kathleen Howe examined children's literature and its effects on cognitive and noncognitive behaviors in elementary social studies. Children were read selections in historical fiction to supplement the textbook. Howe (1990) found that the group that had selections of historical fiction read aloud did significantly better than the control group. She discovered that students with below average reading ability were at a disadvantage in social studies classrooms because of the difficulty of the textbooks. Howe (1990) believes the textbooks should be supplemented with a variety of children's books written at a wide range of reading levels, to help lower ability students' understanding of

social studies content. "This study demonstrated that the reading aloud of selections in historical fiction that directly related to the topics in American history studied in the classroom can provide a welcome change from the classroom routine of reading the structured expository text presentations of the textbook" (p.211). Howe (1990) concluded that children's literature is an easy, available, inexpensive, and valuable source for teaching social studies concepts to fifth graders.

Another study done by Guzzetti, Kowalinski, and McGowan in 1992 used literature to teach social studies to sixth grade students. Of the two groups of sixth graders, one was taught a unit on China with children's literature, while the other group was taught with the traditional textbook. "Findings showed significant differences in concept acquisition, but no differential gains in attitudes toward reading and social studies" (p. 120). Guzzetti, Kowalinski, and McGowan believe that students can acquire more concepts and a greater understanding of those concepts through literature and literature-based instruction than through a traditional textbook approach.

The following year Swift, McKinney, Reynolds, and Walling (1994) examined oral and silent reading of historical fiction by fourth grade students to determine the acquisition of knowledge and attitudes toward social studies. Group 1 served as a control group and received all their instruction from the social studies textbook. Group 2 received instruction from the textbook and were read a work of historical fiction by their teacher. Group 3 received instruction from the textbook and read self-selected works of historical fiction. "Results of the statistical analysis indicated that the groups did not differ statistically in achievement or in attitude toward social studies" (p. 11). The study did find that students taught with historical fiction seemed to prefer reading children's books.

The last study of this nature was conducted by Brenda Walling (1994). This study examined the effects of using children's historical fiction and nonfiction on student achievement and attitudes toward American Indians and social studies. Three groups of fifth grade students took part in this two week study. The first group was taught with nonfiction materials only. The second group was taught with both fiction and nonfiction materials; while the third group was taught only with fiction. She found that all three groups improved in knowledge acquisition. "One treatment was not significantly more effective than the other two, it was established that all forms of children's literature can be used to teach social studies content. Using children's literature then satisfies cognitive and affective goals of social studies through expository as well as narrative writing" (p. 74-75). Walling (1994) also discovered that the use of historical fiction literature is as effective as nonfiction in teaching critical thinking skills. She concluded, "This supports the notion that a combination of children's literature, both fiction and nonfiction, may be utilized effectively in the social studies classroom to teach not only facts but also concepts" (p. 75).

Two of these last four studies showed that children's books did have a positive effect on knowledge acquisition (Howe, 1990; Guzzetti, Kowalinski, & McGowan, 1992). The other two (Swift, McKinney, Reynolds, & Walling, 1994; Walling 1994) showed that the use of children's literature was just as effective (if not slightly more effective) as a traditional textbook on knowledge acquisition in social studies content.

Nonfiction

There is very little research dealing specifically with the use of nonfiction children's literature in the social studies classroom. Four studies were found.

McKinney and Jones (1992) examined the effects of a children's book and a traditional textbook on fifth-grade students' achievement and attitudes toward social studies. Three groups of fifth-graders participated in this study. One group was instructed from a children's trade book (nonfiction); the other group was taught with only the social studies textbook; while the third group was instructed with the textbook and encouraged to read the children's trade book. The authors concluded, "Findings from this study provide evidence that children's books may be used effectively as a replacement for traditional textbooks. Also, children's books can be used to effectively supplement the regular textbook as out of class reading" (p. 61).

Another study conducted by Jones and McKinney (1993) compared three approaches using children's trade books to teach a social studies unit on Thanksgiving. Jones and McKinney looked at the effects of a themed literature approach, a directed reading approach, and a silent reading approach on student achievement. The teacher-directed approach had the most significant gains in achievement even though all three groups showed an increase. "The fact that the students who were taught by the other two procedures did show some gain and also the fact that few studies have investigated these alternatives might make them worthy of consideration for future research" (p. 13). The researchers reported, "the study provided evidence that children can learn from children's books when no formal instruction is used or when other than traditional methods are used" (p.13).

Gates (1993) compared two methods implementing children's books and textbooks on sixth grade students' knowledge acquisition and attitudes toward social studies. The study utilized four groups of sixth grade students. The first group read silently from one of three children's books and then answered questions aloud. The second group read from one children's book, then

answered questions aloud. The third group read from a 1945 textbook and then discussed questions aloud. The fourth group read and discussed from their regular textbook. "All groups performed significantly better on the achievement test than the group taught with the regular textbook" (p.33). Gates also discovered that students in the first three groups preferred reading their book(s) more often than the students taught with the regular textbook.

Swift (1993) examined the effects of a children's book and a traditional textbook on third grade students' achievement and attitudes toward social studies. Of the two groups of third grade students, one group was taught with the teacher reading aloud *Why Can't You Make Them Behave, King George?* by Jean Fritz, and related activities. The other group was taught with the traditional textbook. She found that the achievement scores of students taught with the children's book was not significantly higher than the scores of students taught with the traditional textbook.

Summary

There are many educators and authors who continue to promote the use of children's literature to teach social studies (Apostol, 1982; Beck & McKeown, 1991; Cianciolo, 1981; Common, 1986; Davis & Palmer, 1992; Finn & Ravitch, 1988; Freeman & Levstik, 1988; Garcia, Hadaway, & Beal, 1988; James & Zarrillo, 1989; Lynch-Brown & Tomlinson, 1993; McGowan & Guzzetti, 1991; Savage & Savage, 1993; Sutherland & Arbuthnot, 1991; Tyson-Berstein & Woodward, 1986; and Vanderhaeghe, 1987). Even though they continue to encourage the use of children's books, there has been very little research to confirm their opinions. The research that has been conducted has not substantiated these claims. Early studies found no evidence of achievement gain through the use of children's literature, while later research found

significant gains (Howe, 1990; Guzzetti, Kowalinski, McGowan, 1992; Gates, 1993). Teachers need more evidence of the effectiveness of children's literature to teach social studies before they will feel confident enough to try this method.

CHAPTER III

METHODOLOGY

The use of social studies textbooks is the traditional and most widely used approach to teaching social studies in the elementary school (Davis & Palmer 1992; Larkins, Hawkins, & Gilmore, 1987; Shaver, Davis, & Helburn, 1979; Woodward, Elliot, & Nagel, 1986). Naylor and Diem (1987) in their book *Elementary and Middle School Social Studies* commented, "Contemporary elementary and middle school social studies programs are typically textbook based, topic centered, and fact mastery oriented" (p. 78). Although there are many who advocate the use of children's books to teach social studies in elementary school, very little research has been conducted. The research that has been conducted has not provided conclusive evidence that the use of children's books is better than the use of a commercially prepared textbook.

This chapter will consist of a description of the sample, the treatments, and teacher involved in the study. The experimental design, instrumentation, and analysis of the data are also discussed.

Subjects

The subjects were 38 fifth grade students who were enrolled in one of two fifth grade classes assigned to one of the two treatments. Only students who returned parental consent forms were allowed to participate in the study (see Appendices A and D). It was determined prior to data collection to remove

the data of ten students who attended remedial reading or had moderate learning disabilities. All the students attended self-contained classrooms. There were 10 boys and 8 girls in the experimental group; and 9 boys and 11 girls in the control group. Native Americans made up 11% of the total sample, with 17% in the children's books group (three boys) and 5% in the textbook only group (one girl). Five percent of the fifth grade was African-American (two girls in the textbook only group).

School

These students attended one of six elementary schools in a small southwestern city of approximately 40,000. There are over 400 students who attended grades kindergarten through grade five. The school serves predominantly children of college students attending a state university in the city and children of professionals who are involved in university or community employment. A majority of the students come from middle or lower middle class backgrounds.

Teacher

The teacher who taught the lessons for the two groups was employed at the nearby university. He is a certified middle school teacher with five years of social studies teaching experience. He has taught at the university level for 15 years where he teaches social studies methods classes and children's literature classes.

Treatment

The unit designed for this study consisted of fifteen one hour class periods. There were two groups in the study, each learning about the American

Revolution. Group 1 was taught using children's books, while Group 2 was taught with the regular classroom textbook (*United States and its Neighbors* published by Macmillan).

Treatment 1 - Children's books

The students in Group 1 learned about the American Revolution through a variety of fiction and nonfiction (informational) books and materials. These books were made available to the students in the classroom. The students were asked to select one of the three books to read and discuss. The nonfiction and informational materials consisted of books and biographies. See Appendix B for a list of all books read.

The students chose one of three books to read and write about in their journals the Friday prior to the beginning of the unit. The books were: *Mr. Revere and I* by Robert Lawson, *Day of Glory* by Philip Spencer, and *War Comes to Willy Freeman* by James and Christopher Collier. These books were chosen because of their content, readability, interest, and good reputation among teachers and librarians. The children read one to two chapters of their books each day, wrote about them in their journals and discussed them in a group with other students who had read the same books. Each group gave an oral report to the rest of the class on the chapters read in their books each day.

All students were given a copy of the nonfiction book *The American Revolution* by Bruce Blivens Jr. They were assigned selected passages to read from this book throughout the fifteen day study.

The students each "drew" a name for the activity "Who Am I?" the Friday prior to the beginning of the study. Throughout the next three weeks they researched the name of the person they had drawn. At the end of the study, the

students gave clues on the person they had selected and researched, until the name was guessed by a member of class.

Week 1: During the first week of the study the reasons why the Revolution occurred were discussed. Each student read and discussed the book *Why Don't You Make Them Behave, King George* by Jean Fritz.

Day 1: After the students had given group reports on the first chapters of their historical fiction books, the teacher encouraged and led a discussion of each book. The teacher then discussed the growth of the colonies, colonial government and elected assemblies. The students were assigned to read pages three through six of *The American Revolution* for the next day's discussion.

Day 2: Students gave oral reports (as a group) about chapters read in their historical fiction books. The teacher led the discussion of what students had read. The teacher discussed the French and Indian War, Fort Duquesne, Fort Necessity, and Pontiac's Rebellion. The students were assigned pages 7 through 11, and 21 through 24 of *The American Revolution* for the next day's discussion.

Day 3: The students gave oral reports about chapters read in their historical fiction books, and the teacher led discussion of what the students had read. The teacher then talked about the Stamp Act, the Townshend Acts, and the Boston Massacre. The students were assigned to read pages 25 through 33 of *The American Revolution* for the next day's discussion.

Day 4: The students gave oral reports on their historical fiction books followed by a teacher led discussion. The teacher then discussed the Committees of Correspondence and the Boston Tea Party. The students were assigned to read pages 31 through 41 of *The American Revolution* for the next day's discussion.

Day 5: Students gave oral reports on their historical fiction book and the teacher assisted in this discussion. The teacher then talked about the First Continental Congress, Lexington and Concord, and Patriots and Loyalists. One group of students were then assigned to read pages 50 through 62, 91 through 102, and 116 through 129 of the book *They Made a Revolution 1776* by Jules Archer to be read by Monday. Another group was assigned to read one of the biographies by Jean Fritz.

Week 2: The second week of the study was spent learning about famous people in the American Revolution. The students were asked to read a variety of biographies. The biographies that were read were: *Where Was Patrick Henry on the 29th of May?*, *Why Don't You Get a Horse, Sam Adams?*, *What's the Big Idea, Ben Franklin?*, *Will You Sign Here, John Hancock?* and *And Then What Happened, Paul Revere?* All of the students read at least four of these five books during this week.

Day 6: The teacher reviewed material presented the previous week. The students gave group reports on their historical fiction books. The teacher led a discussion on the chapters read by each group. The teacher then discussed Patrick Henry, George Washington, Ben Franklin, and King George III. The students were assigned to read pages 4 through 35, 77 through 90, and 130 through 135 of the book *The Made a Revolution 1776* to be read for the next day.

Day 7: The students reported on the chapters read in their groups, the teacher led a discussion of each book. The teacher then began a discussion of Thomas Paine, John Adams, Sam Adams, and Thomas Jefferson. The students were assigned to read pages 118 through 122 of the book *The American Revolution*.

Day 8: The students gave oral reports on the chapters read, while the teacher led a discussion of each of the three historical fiction books. The teacher also led a discussion of Paul Revere, John Hancock, Benedict Arnold, and Ethan Allen.

Day 9: The students gave oral reports on their books; the teacher led discussion of the three historical fiction books. The teacher then discussed Nathan Hale, Marquis de Lafayette, George Rogers Clark, and John Paul Jones. The students were assigned to read pages 131 through 135 of *The American Revolution* for the next day's discussion.

Day 10: The students gave oral reports on their historical fiction books. The teacher discussed John Burgoyne, Francis Marion, and Nathanael Greene. Throughout this week, students gave oral reports on the Jean Fritz biographies and the other biographies that they had read this week. The teacher reviewed the people from the American Revolution that they had studied this week. The students were asked to read pages 42 through 53, and 63 through 77 of the *The American Revolution* for next week.

Week 3. During week 3 the students studied some of the battles of the American Revolution. They continued reading *The American Revolution* and began reading *They Made a Revolution 1776*.

Day 11: The students gave group, oral reports on the historical fiction book they had chosen. The teacher led a discussion of the books read. The teacher then discussed Fort Ticonderoga, the Battle of Bunker Hill, and the Battle of Trenton. They were assigned to read pages 86 through 104 in *The American Revolution* for the next day.

Day 12: The students gave oral reports on the book each group had read. The teacher led a discussion of each book. The teacher then led a discussion on the Battle of Saratoga, Valley Forge, and Fort Vincennes. The

students were asked to read pages 54 through 62, and 111 through 117 in the book *The American Revolution* and pages 140 through 161 in the book *They Made a Revolution 1776* for the next day.

Day 13: Each group gave an oral report on the portion of the book they had read. The teacher led a discussion of each book. The teacher then discussed the Battle of Yorktown, the Declaration of Independence, and the Second Continental Congress.

Day 14: There was an eleven day break between Day 13 and Day 14 due to a snow storm which caused the school to be closed for two days. The following week was Spring Break. The students gave group, oral reports on the final chapters of the historical fiction books they had been reading; the teacher led the discussion of each book. The teacher then reviewed previous material learned during the 13 days. The teacher also covered the skill lessons, including how to determine the accuracy of a statement and primary and secondary sources.

Day 15: The teacher reviewed the students over the material taught on the American Revolution. The teacher gave the unit post test.

Treatment 2 - Textbook only

The students in Group 2 read daily from their fifth grade textbook: *United States and its Neighbors*, published by Macmillan Publishing Company. Each day the reading of the text was followed by a discussion led by the teacher and an activity.

Day 1: Students read and discussed pages 260-267. They discussed the first vocabulary word on page 264 and did workbook page 73. The workbook assignment was discussed in class. Each workbook assignment was discussed in class.

Day 2: Students read and discussed pages 268-271. They discussed the next vocabulary word on page 268 and did workbook page 74.

Day 3: Students read and discussed pages 272-273. The students did workbook page 75.

Day 4: Students read and discussed pages 274-278. The students discussed the next seven vocabulary words on page 274 and did workbook pages 76.

Day 5: The students read and discussed pages 279-283. The students discussed the next six vocabulary words on page 279 and did workbook page 77.

Day 6: The students discussed the Chapter Review on pages 284 and 285. The students then answered the Chapter Review on paper and did workbook page 78 and 79, which was then discussed in class.

Day 7: Students read and discussed pages 286-291. The students discussed the five vocabulary words on page 286 and did workbook page 80.

Day 8: Students read and discussed pages 292-295. The students discussed the two vocabulary words on page 286 and workbook page 81.

Day 9: Students read and discussed pages 298-302. The students did workbook page 82.

Day 10: Students read and discussed pages 303-306. The students discussed the two vocabulary words on page 303 and did workbook page 83.

Day 11: Students read and discussed pages 296-297 and 307.

Day 12: Students discussed the Chapter Review on pages 308 and 309. The students then answered the Chapter Review on paper.

Day 13: Students read and discussed the Unit Review on pages 310 and 311. They then answered the Unit Review on paper.

Day 14: There was an eleven day break between Day 13 and Day 14 due to snow followed by Spring Break. Students reviewed for the test with the instructor.

Day 15: The teacher briefly reviewed the material taught in the last three weeks. The students then took the post test for the unit.

Instrumentation

Knowledge

A 30 item, teacher-made test was administered at the beginning and the end of the study (see Appendix C). Twenty-five of the items were recall type questions, while the remaining five were higher level thinking skill type questions that required higher-level thinking skills. Only questions about content that were common to both the textbook and children's books were included in these tests. The pretest was given the school day before the study began, and the posttest was given on the last day of the study. The pretest was later used as the covariate.

Research Design

A quasi-experimental pretest and posttest design was used. Two intact fifth grade classrooms were assigned to one of the two treatment groups. A 30-item teacher made test of knowledge and higher level thinking skills served as the pretest and posttest (see Appendix C).

Analysis of Data

Analysis of covariance was used to analyze achievement data. Pretest scores were used as the covariate. Student Newman-Keuls tests were used to

determine which means differed significantly. The .05 level was used to determine which differences were statistically significant.

CHAPTER IV

FINDINGS

This study attempted to determine if achievement scores on a teacher-made test by fifth grade students who were taught a unit on the American Revolution with children's books would be significantly higher than scores for students who were taught from the textbook on a test which measured both recall of information and higher level thinking skills. Two hypotheses were tested: (a) Achievement scores of fifth grade students who are taught a unit on the American Revolution by using children's fiction and nonfiction books will be significantly higher than scores for students who are taught from the textbook on a test which measures recall of information common to both the children's fiction books and the textbook; (b) Fifth grade students who are taught a unit on the American Revolution using children's books (fiction and nonfiction) will score significantly higher on a test which measures higher level thinking than students who are taught from the textbook only.

Two fifth grade classrooms were assigned to one of two treatment groups. The students in Treatment 1 received instruction on the American Revolution for three weeks with a variety of fiction and nonfiction books and materials. The students assigned to Treatment 2 received instruction on the American Revolution by reading daily from the textbook, *United States and its Neighbors*, published by Macmillan Publishing Company.

Prior to the unit the students were asked to complete a teacher-made pretest which measured knowledge and higher level thinking skills. At the end

of the unit the students completed a teacher-made posttest which measured both recall and higher level thinking skills. Following is a discussion of the results.

Achievement

Recall. Results of analysis of covariance indicated that the two groups did not differ significantly on the subtest that measured recall of information, $F(1, 35) = .006$, $p = .94$. The adjusted means for the group of students taught with the children's book and textbook were 14.42 and 14.52 (standard deviation = 4.076 and 4.502) respectively (see Tables I and II).

Higher Level Thinking. Results of analysis of covariance indicated that the two groups did not differ significantly on the subtest that measured higher level thinking skills, $F(1, 35) = .002$, $p = .968$. The adjusted mean for the group of students taught with the children's book was 3.27, and 3.25 for the textbook group (standard deviation = 1.447 and 1.372) respectively (see Tables III and IV).

Summary

This study found that the achievement scores of fifth grade students who were taught a unit on the American Revolution by using children's books were not significantly higher than scores for students who were taught with a textbook on a teacher-made test of content common to both the children's books and the traditional textbook. Furthermore, the means for the two groups were nearly identical on both subtests that measured recall of information and higher level thinking. Possible explanations for these findings and conclusions are discussed in Chapter V.

TABLE I

RESULTS OF ANALYSIS OF COVARIANCE FOR GROUPS
TAUGHT WITH A TEXTBOOK OR CHILDREN'S BOOKS ON
RECALL OF INFORMATION

Source	DF	Sum of Squares	Mean Square	F ratio	F prob
Covariate	1	108.314	108.314	6.781	.013
Treatment	1	.101	.101	.006	.937
Explained	2	108.416	54.208	3.394	.045
Residual	35	559.058	15.973		
Total	37	667.474	18.048		

TABLE II
MEANS, ADJUSTED MEANS, AND STANDARD DEVIATIONS BY
GROUPS TAUGHT WITH A TEXTBOOK OR CHILDREN'S BOOKS ON
RECALL OF INFORMATION

Group	N	Means	Adjusted Means	Standard Deviation
Literature	18	14.444	14.42	4.076
Textbook	20	14.500	14.52	4.502
Total	38	14.474		4.247

TABLE III
RESULTS OF ANALYSIS OF COVARIANCE FOR GROUPS
TAUGHT WITH A TEXTBOOK OR CHILDREN'S BOOKS ON
HIGHER LEVEL THINKING

Source	DF	Sum of Squares	Mean Square	F ratio	F prob
Covariate	1	4.553	4.553	2.385	.131
Treatment	1	.003	.003	.002	.968
Explained	2	4.556	2.278	1.193	.315
Residual	35	66.812	1.909		
Total	37	71.368	1.929		

TABLE IV
MEANS, ADJUSTED MEANS, AND STANDARD DEVIATIONS BY
GROUPS TAUGHT WITH A TEXTBOOK OR CHILDREN'S BOOKS
ON HIGHER LEVEL THINKING

Group	N	Means	Adjusted Means	Standard Deviation
Literature	18	3.278	3.27	1.447
Textbook	20	3.250	3.25	1.372
Total	38	3.263		1.388

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Due to the lack of research on the effects of using children's literature to improve achievement in social studies, this study attempted to compare the effects of using children's literature and the effects of using a textbook on achievement in social studies. For the last seven decades authors have advocated the use of children's literature as a more effective way of teaching social studies (Apostol, 1982; Beck & McKeown, 1991; Cianciolo, 1981; Common, 1986; Davis & Palmer, 1992; Finn & Ravitch, 1986; Freeman & Levstik, 1988; Garcia, Hadaway, & Beal, 1988; James & Zarrillo, 1989; Lynch-Brown & Tomlinson, 1993; McGowan & Guzzetti, 1991; Savage & Savage, 1993; Sutherland & Arbuthnot, 1991; Tyson-Bernstein & Woodward, 1986; and Vanderhaeghe, 1987). Yet the dominant teaching tool for most teachers continues to be the textbook (Davis & Palmer, 1992; Larkins, Hawkins, & Gilmore, 1987; Shaver, Davis, & Helburn, 1979; Woodward, Elliot, & Nagel, 1986). The purpose of this study was to examine the use of children's literature as an alternative method of instruction for teaching social studies instead of the traditional textbook approach.

This chapter will discuss the findings from the present study, and suggest recommendation for further research.

Summary

To determine the most effective use of children's literature two groups of fifth grade students were taught in fifteen one hour class periods per group. Group 1 learned about the American Revolution through a variety of historical fiction and nonfiction (informational) books and materials. While Group 2 received their information about the American Revolution from a traditional fifth grade textbook.

The students in Group 1 chose one of three historical fiction books to read and write about in their journals. They also were asked to read several nonfiction and information materials which consisted of books and biographies. At the beginning of each class period they discussed the chapters read in their fiction books and then discussed what had been read in the nonfiction books. After the content was covered an activity reinforced that content. Group 2 students read daily from their fifth grade textbook. Each day the reading of the text was followed by a discussion led by the teacher and a worksheet. A pretest was given prior to the beginning of the study and a posttest was given on the fifteenth day of the study.

Limitations

1. Findings from this study are limited to the two fifth grade classrooms who participated in the study.
2. The sample was limited to those students whose parents had given permission for them to participate.

Test of Hypotheses

Due to the large amount of opinion literature advocating the use of

children's books to teach social studies, the researcher was led to test the following hypotheses:

H1: Achievement scores of fifth grade students who are taught a unit on the American Revolution by using children's historical fiction and nonfiction books will be significantly higher than scores for students who are taught from the textbook on a test which measures recall of information common to both the children's books and the textbook.

The results of analysis of covariance indicated that the two groups did not differ significantly, $F(1, 35) = .006$ $p = .94$. The students taught with children's literature received an adjusted mean of 14.42 (standard deviation = 4.076), while the students taught with the textbook received an adjusted mean of 14.52 (standard deviation = 4.502). The unadjusted mean for the group using children's literature was 14.444, while the unadjusted mean for the group using the textbook was 14.500. The data failed to support this hypotheses.

H2: Fifth grade students who are taught a unit on the American Revolution using children's books (fiction and nonfiction) will score significantly higher on a test which measures higher level thinking than students who are taught from the textbook only.

Again the results did not confirm this hypotheses. Both groups scored an adjusted mean of 3.27 and 3.25 (standard deviation = 1.447 and 1.372) respectively. Because the data failed to support this hypotheses, Hypotheses 2 was rejected.

Discussion

Although the data failed to support the two hypothesis, there were some interesting results. Both groups improved in knowledge acquisition. On recall of information, students almost doubled their pretest scores on their posttest. Both

groups had an adjusted mean of 7.50 on the pretest, while the adjusted mean for the literature group was 14.44 on the posttest and 14.52 for the textbook group. For higher level thinking the pretest adjusted mean for the literature group was 2.55 and 2.10 for the textbook group, while the posttest adjusted mean was 3.27 and 3.25, respectively. Though one treatment was not more effective than the other, both treatments are equally valid for teaching a unit on the American Revolution. According to these findings whether teachers use children's literature or a textbook either method works as well to foster higher level thinking skills and recall of information.

There are several possible explanations why the achievement scores of the group taught with children's literature was not higher. (a) The posttest only measured content common to both the children's books and the textbook. The students in the literature group might have learned more than was tested. (b) Although acceptable, the reliability was moderate. An increase of the reliability of the teacher-made test might have had an effect. (c) The sample size was relatively small, perhaps with a larger sample there might have been a greater discrepancy between the two groups.

The researcher observed that the children's literature group had a much better attitude toward class each day, while the textbook group often complained about doing the workbook pages.

Conclusions

Since either method is equally effective in teaching a unit in social studies this may inspire more teachers to use children's books instead of the traditional textbook. Findings from this study may provide teachers with the confidence to try teaching social studies by using a variety of historical fiction and nonfiction books. These findings show that students are not harmed when

taught with children's literature but they do as well as those taught with a textbook.

Textbooks still have a place in social studies instruction. They may be used to develop an outline of material to be covered to enable the teacher to choose children's books that will meet the curriculum guidelines required by their state and district. They may also fill gaps in instruction when children's books are used.

Teachers should be encouraged to seek out the most interesting and accurate children's books for their students. Time spent reading and reviewing children's books instead of preparing textbook presentations will benefit and motivate students.

Recommendations for Further Study

Additional studies are recommended to answer some of the questions raised by this study. The following are some suggestions:

1. A larger sample involving more students might yield higher scores from the children's literature group. Since this was a very small sample (38 students), a larger sample of 200 to 300 students might reveal a larger discrepancy between groups of students.
2. The random assignment of students to each group, rather than classrooms might yield slightly different data. Random assignment allows inferences to be made to a larger population. If classrooms are to be used as the unit of analysis, then a large number of classrooms should be used.
3. All students in the literature group should read the same fiction book, rather than being allowed to choose between one of three. If students read the same book, a greater discussion among small groups and the group as a whole may result. The teacher will also be assured that all the students will be

introduced to the same material. Otherwise one third of the group will learn one aspect; another third will learn another aspect; while another third is introduced to slightly different material.

4. More discussion of the fiction (and nonfiction) books should take place in the classroom. The time spent discussing three historical fiction books could be used to discuss only one. The nonfiction books could also be discussed in greater depth to ensure students' understanding. Students might be given an opportunity to discuss the readings in these books in small groups before the whole class discussion takes place.

5. Questioning activities should accompany each assigned reading from the literature group to insure students are reading the assigned books. Also, more questioning activities might motivate the students to read the assigned books. Game type activities could encourage the students to be prepared for these discussions.

6. Expand the time of the study to beyond fifteen days. Perhaps, a study that took place over a longer period of time (two to three months) might produce a greater discrepancy in test scores. Students in the literature group would have an opportunity to read more of the books assigned and might gain a better understanding of the material. A greater understanding of the material might allow them to have greater retention and enable them to score significantly higher on questions involving higher level thinking and recall.

7. Another test over the same material should be given several months after the study is completed. This test, after the study, might yield a large difference in knowledge retention between the two groups. Teachers hope their students will remember what they have been taught. Perhaps, the students in the literature group might have greater retention than students in the textbook group.

Summary

Educators continue to search for more effective teaching methods. It is apparent from this study that using children's books (both fiction and nonfiction) is a viable method for teaching social studies. Teachers who have had reservations on the effectiveness of this method may now have the confidence to try using children's books. Teachers who are reluctant to give up their textbooks could use children's books in conjunction with textbooks until the teachers are confident to use children's books exclusively. It is recommended that teachers spend their time searching for the most effective children's books to use because some may be more beneficial than others and will best present the curriculum being studied. Teachers do not need their textbooks in order to teach, effective alternative methods of instruction are available. Children's books may be one of the most rewarding and comprehensive alternative methods.

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APPENDIXES

APPENDIX A
LETTER TO PARENTS

Dear Parents,

The fifth grade classes will be involved in a study concerning two different methods of teaching Social Studies. This three week study will compare two methods of presenting a unit on the American Revolution to fifth grade students. One method involves using only the textbook and its accompanying materials. The other method involves using only children's books (fiction, nonfiction, and informational) about the American Revolution. Dr. C. Warren McKinney will be the instructor for both classes. He is a professor at OSU and my advisor for this research.

The purpose of this study is to obtain data on which teaching method yields the greatest improvement in achievement. The students will undergo no risks or discomforts as part of this research, and each child's records will remain confidential. Your child's participation is voluntary and there will be no penalty for refusal to participate. You may withdraw your child from participation at any time. This study will not effect your child's grade in Social Studies.

If you have any questions concerning this study please feel free to contact me at school (743-6380) or home (743-1350), or Jennifer Moore at OSU, 744-5700. Thank you for your cooperation.

I will allow my child

to participate in the group study of the American Revolution.

Parental signature

Date _____

Sincerely,

Sherry Reynolds

Fifth grade teacher

APPENDIX B
LIST OF BOOKS READ

LIST OF BOOKS READ

Fiction

- Collier, J., & Collier, C., (1983). War Comes to Willy Freeman. Delacorte.
- Lawson, R., (1953). Mr. Revere and I. Boston: Little, Brown and Company.
- Spencer, P., (1955). Day of Glory. Scholastic.

Nonfiction

- Archer, J. (1973). They Made a Revolution. Scholastic.
- Blivens, B., (1958). The American Revolution. New York: Random House.

Biographies

- Fritz, J. (1973). And Then What Happened, Paul Revere? Scholastic.
- (1974). Why Don't You Get a Horse, Sam Adams? Scholastic.
- (1975). Where Was Patrick Henry on the 29th of May? Putnam.
- (1976). What's the Big Idea, Ben Franklin? Scholastic.
- (1976). Will You Sign Here, John Hancock? Scholastic.
- (1977). Can't You Make Them Behave King George? Putnam Publishing.

APPENDIX C
PRETEST AND POSTTEST

TEST

NAME _____ DATE _____

CIRCLE THE CORRECT ANSWER.

1. An army of volunteers who fight in emergencies is called a _____.
A. general B. troop C. militia D. rebellion
2. The act of refusing to buy goods is called a _____.
A. repeal B. tea party C. proclamation D. boycott
3. The governors of most colonies were chosen by the _____.
A. landowners B. merchants C. army D. king
4. The Proclamation of 1763 angered colonists who wanted to _____.
A. elect members of Parliament
B. settle west of the Appalachians
C. build new forts on the frontier
D. send the troops back to England
5. What effect might a French victory in the French and Indian War have had on North America?
A. England would take control of Canada
B. the Indians would have been angry and attacked the settlers
C. most of the land would be owned by France
D. People would not be allowed to speak any language but French
6. In response to colonial protests against the Stamp Act, Parliament _____.
A. repealed the act C. arrested many colonial leaders
B. closed Boston harbor D. dissolved the colonial assemblies

7. The Ohio River Valley was an area of land claimed by _____.
- A. Britain and Spain
 - B. Britain and Russia
 - C. France and Spain
 - D. France and Britain
8. The Townshend Acts of 1767 taxed _____.
- A. stamps and official documents
 - B. all land owned by colonists
 - C. goods brought into the colonies
 - D. members of colonial assemblies
9. The turning point in the French and Indian War came when Britain invaded _____.
- A. Canada
 - B. Florida
 - C. Ohio
 - D. Louisiana
10. What were the British expecting when they enforced the Intolerable Acts?
- A. The colonists would obey them.
 - B. The colonists would attack England.
 - C. The colonists would rebel.
 - D. The colonists would become friendly with France.
11. In response to the Intolerable Acts, colonial leaders formed the _____.
- A. House of Burgesses
 - B. Sons of Liberty
 - C. First Continental Congress
 - D. Committee of Correspondence
12. The first battle between colonial and British forces occurred at _____.
- A. Quebec
 - B. Lexington
 - C. Boston
 - D. Philadelphia

13. Why did the colonist object to being taxed by the British?
- A. They had no representation in the British Parliament.
 - B. They refused to recognize the authority of the king.
 - C. They were poor and could not afford to pay any taxes.
 - D. They did not consider themselves British citizens.
14. Colonists who supported the fight against Britain were called ____.
- A. lords
 - B. patriots
 - C. redcoats
 - D. loyalists
15. Why did the Boston Tea Party occur?
- A. The tea had gone bad.
 - B. The colonists liked coffee better.
 - C. Slaves had been used to grow the tea.
 - D. The governor refused to send the tea ships back to England.
16. A sudden, complete change in government is called _____.
- A. a revolution
 - B. an assembly
 - C. a petition
 - D. an invasion
17. The Declaration of Independence turned the American colonists' struggle to protect their rights into a fight for _____.
- A. life
 - B. justice
 - C. happiness
 - D. liberty
18. Washington's troops defeated a group of German mercenaries at _____.
- A. Valley Forge
 - B. Manhattan
 - C. Trenton
 - D. Long Island
19. In many northern states, slaves who joined the American army were _____.
- A. paid
 - B. sold
 - C. freed
 - D. punished

20. What effect did Great Britain's actions against Massachusetts have on the 13 colonies?
- A. made them mad at Massachusetts
 - B. made them stay away from Massachusetts
 - C. they closed their ports to Great Britain
 - D. brought them together as one
21. The British first realized that the American colonists could and would fight for their rights after the Battle of _____.
- A. Yorktown
 - B. Fort Vincennes
 - C. Saratoga
 - D. Bunker Hill
22. Why was the American victory at Fort Ticonderoga particularly important?
- A. The Americans captured needed cannons.
 - B. The British did not fire a shot.
 - C. The Americans lost only a few men.
 - D. The British had to retreat to Canada.
23. The Declaration of Independence was based in part on the idea that _____.
- A. taxes are unfair
 - B. all men are created equal
 - C. colonies should be self-governing
 - D. islands cannot rule continents
24. The last great battle of the American Revolution was fought at _____.
- A. Yorktown
 - B. West Point
 - C. Philadelphia
 - D. Saratoga

25. Why were France, Spain, and the Netherlands willing to help the new nation fight Britain?
- A. They believed in democracy.
 - B. They wanted to see Great Britain weakened.
 - C. They wanted the colonists to rule themselves.
 - D. They thought Great Britain had been unfair to the colonists.
26. The victory at Fort Vincennes gave the Americans control of the _____
- A. Chesapeake Bay
 - B. Charlestown Peninsula
 - C. Hudson River Valley
 - D. Northwest Territory
27. The signing of the Declaration of Independence led to the formation of the _____
- A. United States of America
 - B. Second Continental Congress
 - C. Continental Army
 - D. Thirteen Colonies
28. Which rebel fighter was known as the "Swamp Fox"?
- A. Oliver Cromwell
 - B. Nathanael Greene
 - C. George Rogers Clark
 - D. Francis Marion
29. Who led the American navy to success off the British coast?
- A. Benedict Arnold
 - B. John Paul Jones
 - C. Charles Cornwallis
 - D. Friedrich von Steuben
30. The American victory at Saratoga was a turning point in the war because it showed for the first time that the Americans _____
- A. were willing to fight for their rights
 - B. could defeat a large British force
 - C. had a large, well-trained army
 - D. deserved independence from Britain

APPENDIX D
HUMAN SUBJECTS APPROVAL - IRB

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-31-95

IRB#: ED-95-042

Proposal Title: EFFECTS OF USING CHILDREN'S BOOKS AND A TRADITIONAL
TEXTBOOK ON STUDENT ACHIEVEMENT AND HIGHER ORDER THINKING SKILLS

Principal Investigator(s): C. Warren McKinney, Sherry V. Reynolds

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

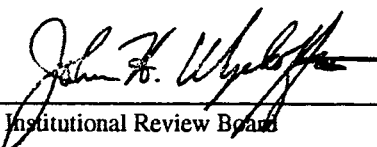
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION
OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as
follows:

Provisions received and approved.

Signature:



Chair of Institutional Review Board

Date: February 13, 1995

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VITA

Sherry V. Reynolds

Candidate for the Degree of

Doctor of Education

Thesis: EFFECTS OF USING CHILDREN'S BOOKS AND A
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