UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

TEACHING FOR CITIZENSHIP WITHIN ELEMENTARY CLASSROOMS

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

MASTER OF EDUCATION

By

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Norman, Oklahoma
2016

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TEACHING FOR CITIZENSHIP WITHIN ELEMENTARY CLASSROOMS

A THESIS APPROVED FOR THE
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

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Abstract

The purpose of this study was to learn more about elementary social studies instruction and its role within citizenship education. In particular, this study focused on gaining insight into the nature of social studies instruction, whether implicit or explicit. Data were collected through the use of interviews, classroom observations, and documents found within a second grade classroom. Social studies existed in different forms within this classroom including promoting aspects of community, socialization with an emphasis on behavior, and foundational social studies content. I discuss implications for myself, for elementary educators, and for future educators.

Chapter 1: Introduction

In an ever-interconnected society it is vital to understand who we are, how we came to be this way, and how we interact within society on an individual scale, as well as globally. Society as a whole has become increasingly global, and a myopic view will no longer suffice for building sustainable lifestyles and relationships. Already, we have seen a decline in the civic participation and basic general knowledge by our adolescents in the United States (Rochester, 2003). Continuing on the current trend could lead to a society in which deliberate engagement in society is non-existent.

Going back to the 1960s the school stands out as the "central, salient, and dominant force in the political socialization of the young child" (Hess, 1965, p. 74). Education has been seen as a "process organized by society for the purpose of fitting every child and youth for efficient and useful membership in the social organism" (Schroeder, 1911, p. 11). Schooling is largely viewed as getting the youth ready to be productive and active members in society. Through their studies, students are supposedly gaining the necessary knowledge and preparation in order to be active citizens for the future.

Social studies in particular has been at the forefront for providing the bulk of instruction related to citizenship education. According to the National Council for the Social Studies (2010), "the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (p. 9).

This is no easy task. Teachers have to consider a multitude of factors related not only to content but teaching in such a way that students can begin to think outside of the

box. Teachers can be met with many challenges from various stakeholders if they are not sharing information in a way that is seen as conducive to all views, or perhaps more so, the majority view. Therefore, teachers themselves have to be well versed and prepared in order to teach in ways that give social studies purpose beyond facts and dates.

Social studies is often deemed important because it offers students the groundwork for developing their critical thinking skills (Anderson, 1997). Without social studies education, students could lack the reasoning skills needed to be a contributing part of the world around them. As Susan Engle (2003) put it, "students are not likely to learn to reach better decisions, that is, grounded and reasoned decisions, except as they receive guided and critically oriented exercise in the decision-making process" (p. 8).

Social studies is a vehicle for allowing students to question their surroundings and be able to think deeply about an issue. Barth (1984) states that social studies "asks the important questions: Who am I? Who are you? How are we related? How did we get this way? What was the past? What is the future? Shall we live for the present?" (p. 9). Barth suggests going through the process of gaining knowledge, processing information, valuing, and eventually moving into participation in order to fully develop the skills of active citizenship.

Broader definitions of social studies have also been reported. VanFossen (2005) found in his study of K-5 teachers in Indiana that the three most prevalent rationale statements for teaching social studies related to social studies as life skill/character education; social studies as appreciation for community, diversity, etc.; and social

studies as associated with particular content. Houser (1995) found in his study of social studies in Delaware that the majority of teachers indicated that social studies was about socializing the child into the larger community.

When beginning this study, I found myself thinking back to my time as a secondary social studies teacher. For a majority of my students, the social studies were viewed as a monotonous stream of dates and events that held little relevance to their existence. The field was viewed as unimportant, and I regularly perceived sentiments such as, "Why does this even matter?"

These sentiments concerned me greatly. To me, social studies is a gateway and foundation for school and life in general. Understanding who we are and how we fit together is paramount to understanding how things came to be this way and where we could head in the future. It allows students to broaden their horizons to new trains of thought and life. Most importantly, it helps to set a foundation for future engagement in society.

Largely, I have come to see social studies as a field for citizenship education. I view citizenship as being an active member in society. It encompasses being critical and caring, possessing an awareness of ones surroundings, and exhibiting a willingness to contribute to the environment. Citizenship can take many different forms and not every single one of us is going to participate on the same level, but I believe that social studies as a field can allow students the opportunity to build the necessary skills required to be active and free thinking members of society.

Citizenship is nominally and secularly known as a status. When most people think of being a citizen they think in terms of earning something or as a descriptor of

who they are; you have earned citizenship because you inhabit a certain area. Only rarely is citizenship referred to as a verb, something to actively partake in. That being said, the school system, as an integral piece of society, is encouraged to produce an active citizenry. Applied citizenship is a key quality that society asks of the constituents of the United States, yet courses that are supposed to shape and define citizenship awareness and skills are quickly becoming marginalized and, in some cases, non-existent.

One of the large issues that arise is that classroom instruction has increasingly been a breeding ground for standardized test instruction and focus (Burroughs, 2005). While reading and mathematics have been placed at the forefront of our current education system, the social studies have seen a dramatic decline in the amount of instruction time allocated per school week (VanFossen, 2005). Lacking sound social studies instruction could potentially lead to a nation lacking citizenship awareness. A lack of citizenship awareness could potentially lead to a society that fails to encourage active members in the growth and development of their county.

This reminds me of Parker's (2010) description of the "Matthew Effect." The basic idea is that prior knowledge has an impact and is a powerful predictor of future learning. I often saw this in my own teaching. Those students that came to me having had a teacher who emphasized social studies in elementary school had a propensity for being more successful in my middle and high school classrooms. Those that had barely any social studies exposure tended to not be as successful or viewed social studies as boring or meaningless from the onset.

Barth (1984) argues that social studies should be taught as part of a spiral

curriculum. In a spiral curriculum, a subject is taught from early on and as students go through their schooling, each year builds upon the last so that students and teachers continually build upon and expand prior understandings. Within the social studies, a spiral curriculum would provide opportunities for students and teachers to continually develop their skills as citizens. Through this continual step up the ladder, students would have the opportunity to access their prior knowledge in order to have a greater understanding of the issues at hand.

Unfortunately, social studies as a field has been continually marginalized and put "on the back burner" as various demands have taken away from a rich and diverse social studies curriculum (Houser, 1995). While I believe, similar to Barth (1984), that social studies should be taught throughout the entirety of a child's elementary and secondary schooling, research suggests that elementary instruction time spent on social studies is quickly going by the wayside (Heafner and Fitchett, 2012; Houser, 1995; VanFossen, 2005). Heafner and Fitchett (2012) conducted a study that looked at the mean amount of social studies instructional time spent in grades three through five spanning from 1993/94 to 2007/08. Within this fifteen-year period, social studies instruction decreased by fifty-six minutes per week while English language arts and mathematics instruction both rose, fifty-two minutes and thirty minutes per week respectively.

In recent years, researchers have explored the nature of elementary social studies curriculum and instruction in quality educational environments. Brophy and Alleman (2010) looked at the development of early elementary social studies over a period of fifteen years. With research pointing to a lack of designated time given to social studies,

the researchers wanted to gain a better understanding of developments in the field specific to early elementary social studies.

Largely, Brophy and Alleman (2010) found that early elementary social studies was characterized by "fundamental social aspects of the human condition related to satisfaction of culturally universal needs and wants" (p. 36). This means that while the curriculum was supposed to be emphasizing expanding communities, it was not happening. Therefore, Brophy and Alleman (2010) suggest that curriculum shift towards a traditional approach in order to "introduce students to the social aspects of the human condition (in general, and in their country and locale, in particular)" (p. 36). In doing this, social studies at the elementary level would now focus on the value it shares for the basic human condition.

Citizenship education as a whole has had to adapt and change as society has changed over time. For example, there has been a paradigm shift in whose stories are told and included. A binary telling of history from the vantage point of solely winners and losers is being opened up to the voices of the margins. Varying points of view are being included in the curriculum, changing the face of what being a citizen looks like.

Elementary citizenship education has also had to adapt. An important factor to realize is that "civic efficacy" can in fact start at an early age. Elementary social studies can incorporate and foster a sense of civic ability that builds upon itself year after year so that when students reach early adulthood and beyond, they already have the necessary tools to be successful and contributory within society.

Within elementary education in particular, there are recent instances where civic efficacy has been a part of the curriculum. For example, in the case of the "Salad Girls"

(Serriere, 2014), the teacher, Mrs. C, fostered civic efficacy through the use of four themes: Building Curriculum from Life, Asking Questions, Working in a Diverse Group, and Practicing Skills of Civic Activism. Through these four approaches, Mrs. C's students developed confidence to engage in civic discourse within the school in order to enact changes in their lunch process. These skills built on themselves to a point where, when reflecting on the situation, one student stated, "I know that I can change stuff now, and if I try hard enough that I can" (Serriere, 2014, p. 51).

Amidst the growing demands facing elementary educators today, many teachers have incorporated social studies instruction in an effective manner that allows students to broaden their horizons. Hutton and Burstein (2008) pointed out, "In most cases, this marginalization of history-social science does not seem to be deliberate but more of an unintentional consequence of time constraints and the emphasis on standardized testing" (p. 104). Through the use of surveys and interviews, Holloway and Chiodo (2009) found that teachers are incorporating social studies at the elementary level through teaching the broad concepts within social studies throughout the school day.

In another example, McCall (2006) observed and interviewed four fourth grade teachers in Wisconsin that were representative of stellar social studies in spite of the high demands of accountability and an emphasis on classroom control. Influences on exemplary teaching were varied, including teachers' beliefs about their values, lived experiences, the nature of history, teaching, learning, and prior learning experiences (p. 165). Of identifiers that contributed to the inclusion of a solid social studies curriculum, personal motivation and experience were the most often recorded. However, not every

teacher will have a profound lived experience prior to teaching that increases his or her inclusion of social studies.

Brewer (2013) studied the approaches that secondary teachers use in implementing a curriculum that reflects critical multicultural citizenship within the accountability culture. She found that teachers create spaces within their classroom in order to create opportunities for the inclusion of diversity and the opportunity to use a critical lens. This approach requires a certain awareness, courage, and resistance to succeed (p. 7). By expanding the narrative and incorporating multiple perspectives, the experiences that students have in the classroom can encourage them to be critically reflective.

Teachers and schools teach much more than just a prescribed and delineated curriculum. Eisner (1985) highlighted three different types of curriculum seen throughout schools; explicit, implicit, and null. The explicit curriculum includes those goals of the public or within a particular content that are overtly expected to be completed. The implicit curriculum involves informal, unintended and often unconscious lessons that help to socialize children to values that are a part of the structure of the place as well as to what is, or is not, important. The null curriculum involves the impact of that which is not taught. The null curriculum is an important aspect to consider due to the fact that the "absence of a set of considerations or perspectives or the inability to use certain processes for appraising a context biases the evidence one is able to take into account" (Eisner, 1985, p. 97).

It is imperative to understand the depths that social studies affects curriculum in order to set a standard for solid instruction across the board, not just in select pockets.

Social studies is much broader than just a single subject matter. Rather, it is holistic and interconnected. It can create instances for students to question the status quo and look for solutions they can be a part of. There are many aspects of social studies that can help set the foundation for future learning.

Explicit social studies is not the only activity of experience wherein citizenship can be taught or learned. Citizenship education is prevalent throughout the curriculum, and it can occur in all subjects. Citizenship skills and sensibilities can be taught or learned or developed on the playground, at recess, or when reading a novel in English. In fact, "adding content drawn from another subject can enrich the content of social studies" (Libresco, Alleman, and Field, 2014, p. 158). By thinking through the goals of social studies/citizenship education, all education can potentially set the stage for building civic efficacy for students.

That being said, an in-depth look into an elementary classroom could offer insight into the power and need for identifiable and strong social studies curricula. In order to look at social studies holistically, this study investigated the following questions:

1. To what extent does social studies actually exist in an elementary classroom? What is its nature?
2. How explicit is the teaching of social studies curriculum in this classroom?
3. Where are instances in the elementary classroom curriculum that can be identified as social studies but are not named as such?

In order to investigate these questions, I chose to conduct a qualitative case study (Merriam, 2009). The questions were investigated using in-depth interviews,

observations, and document collection from a single second grade classroom that represented an instance of elementary instruction.

Chapter 2: Interpretive Lens

As a classroom teacher, I often considered the impact that the curricula had on student learning. If one of the major aims of social studies is to prepare citizens for active membership within society, it became important to me that I understand what kinds of citizens could be promoted through both the curriculum as well as my teaching of it. I wanted to help foster individuals who felt confident in their abilities to enact change and have a safe environment in which to build those attributes.

There are several theoretical lenses that relate to citizenship education; however, this research was informed by the theories of intellectual autonomy, multicultural citizenship education, and critical, problem-posing education. These lenses offer insight into how the aims of education can influence the enacted curriculum and also help us to understand what types of citizens are supported in the process.

Intellectual Autonomy

Within a diverse, democratic society it is important to prepare students to be autonomous because such students learn to govern themselves and be governed less by other people (Kamii, 1984). Autonomous people make more informed and un-coerced decisions. This is vital because throughout life important and sometimes life changing decisions must be made. By developing intellectual autonomy throughout school, students can begin to formulate their stances on important issues and develop the wherewithal to be critical and caring within their decision-making.

An important point to realize is that autonomy is not free from restriction. By being autonomous, one can weigh multiple outcomes and determine the best course of action for all (Kamii, 1984). Creating opportunities for children to develop their own

autonomy within school can set the course for them to be able to make decisions for their own livelihoods in the future. Such individuals will be able to think logically and not unquestioningly accept that which is given them.

Unfortunately, as proposed by Kamii (1984), autonomy is not always the goal within education (see Figure 1). A large number of educators encourage students to provide the "correct" answers as opposed to constructing their own knowledge (Kamii, 1984, p. 413). Most students who succeed in school have done so through memorization of facts and by being obedient. If students are not constructing their own knowledge, they could forever be stuck in a cycle of looking to appease those around them as opposed to thinking for themselves. By promoting a citizenry that merely seeks to obey, society will remain stagnant and unchanged.

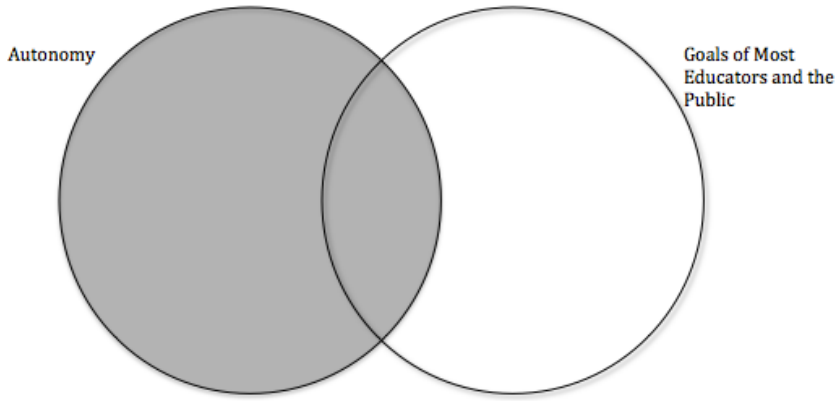


Figure 1. Based on "Relationship between autonomy and the goals of most educators and the public" (Kamii, 1984).

Instead of autonomy, heteronomy (action influenced by forces outside the individual) has largely been encouraged through systematically teaching other people's rules and standards (Kamii, 1984). Through this system of memorization and obedience,

most adults do not reach the ideal development for autonomy (Figure 2). By not reaching the ideal development for autonomy, society remains unchanged as the populace becomes unquestioning and blindly accepting of the status quo.

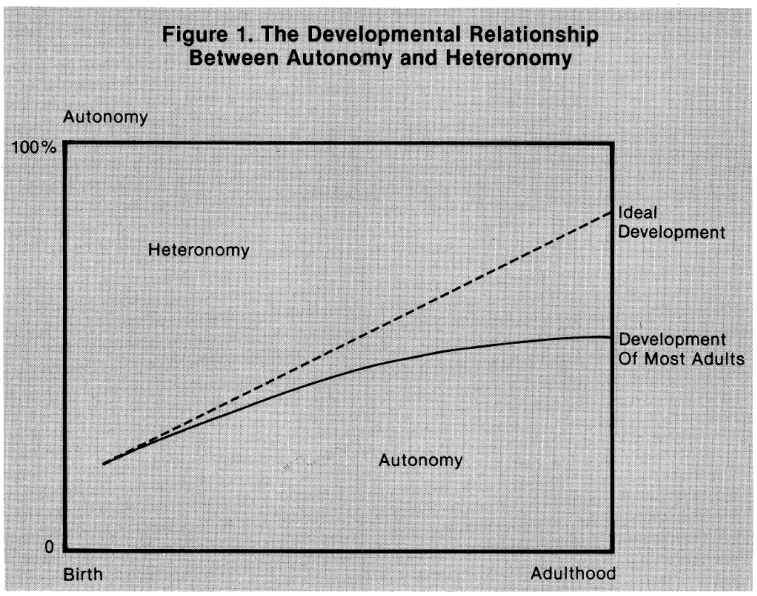


Figure 2. The Developmental Relationship between Autonomy and Heteronomy (Kamii, 1984).

External rewards and punishments are often used as ways to entice students to adhere to set rules and expectations. However, punishments tend to lead students towards three possible solutions: calculation of risks, blind conformity, or revolt. Rewards can encourage children to behave in order to not be punished.

Kamii (1984) suggests that we must "refrain from using rewards and punishments and encourage children to construct moral values for themselves" (p. 411). By instructing students in ways that are guided by rewards and punishments, they lack the ability to judge right and wrong for themselves.

If autonomy is the goal, learners should be given the opportunity to have conversations in which their opinions are shared and they are able to listen to others as well. In this way, young citizens can be prepared to function within a diverse society in order to listen to multiple perspectives and weigh decisions for themselves as opposed to developing blind conformity to the status quo.

Multicultural Citizenship Education

Most K12 curriculum standards across the nation, including those of Oklahoma, require and prescribe specific literacy components. However, literacy is much more than the ability to read and write. Additionally, civic literacy also needs to exist in our current world (Banks, 2004). Banks (2004) noted the importance of creating literate citizens. Especially in a nation that increases on the diversity scale daily, our students need to be familiar with varying backgrounds and perspectives.

Banks (1989/2008) outlines a method that can help educators integrate multicultural content in more meaningful ways. Figure 3 showcases Bank's proposed levels of integration. The four levels include what he calls contributions, additive, transformation, and social action approaches. By moving up the ladder of approaches the narrative becomes more truthful and inclusive.

The contributions approach simply recognizes discrete elements members of the ethnic group may have "contributed" to society, including foods, games, words, etc. This approach does little to challenge the ethnocentric thinking of European-Americans or to fully integrate particular ethnic groups past outward experience. By contrast to the contributions approach, the additive approach focuses on the thoughts and perspectives

of ethnically diverse groups. This can be an important step; however, in spite of the acceptance of multiple perspectives, this approach does little to alter the curriculum.

Unlike the prior two approaches, the transformation approach actually changes the structure of the curriculum so that students are able to analyze and incorporate multiple perspectives from varying groups in order to form their own opinions about their effects. This approach can be like a lens that informs teachers' thoughts and curriculum decisions throughout the week and year, thereby moving beyond isolated contributions and additions. Finally, the social action approach takes the transformation approach one step further. Not only are students able to form their own opinions based on access to multiple cultural perspectives and experiences, they then take the opportunity to act on those opinions.

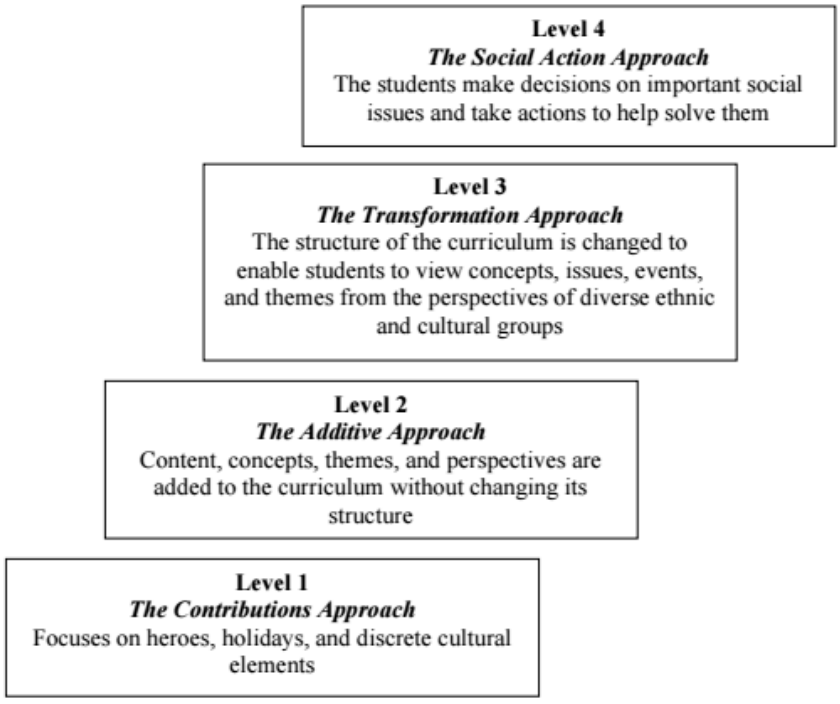


Figure 3. Banks' (2008) Approaches to multicultural curriculum reform.

The contributions approach is unfortunately where most of our educators begin and end in their efforts to teach multicultural literacy. If teachers fail to move higher up the scale, knowledge and acceptance of not only oneself but of others true identities will fail to develop. "The world's greatest problems do not result from people being unable to read and write. They result from people in the world…being unable to get along and to work together" (Banks, 2004, p. 301). Teachers often stop here because they themselves have not received instruction beyond this point and their overly burdened prescriptive curricula leaves little time for more enriching endeavors.

Through incorporating multiple perspectives and widening the traditional narrative, the status quo is ultimately challenged. When one challenges the status quo and begins to incorporate new thoughts and questions, it is important to be prepared for resistance. Baldwin (1988) refers to this as the paradox inherent in education: "as one begins to become conscious one begins to examine the society in which he is being educated" (p. 21). If the aim of education is reproduction of the systems and narratives as they currently are, an intelligent and questioning society is not truly the aim.

Baldwin (1988) tells us that the foundation of education is to civilize, as man is a "social animal." Society says it wants a highly functioning and critical citizenry that can think for themselves and ask questions, yet the same society that says it wants this is often one that would fail if that type of citizen were actually produced. Such a society continues to reproduce in its current image.

To be a responsible citizen means to acknowledge our faults and continue to press forward, amidst the possible challenges, in order to change society and make it better. This includes challenging the "identity" that has been thrust upon us, through the

teachings of incomplete or incorrect narratives, and becoming who we know ourselves to be.

Critical, Problem-Posing Education

I believe the goal of education is to teach children in ways that help them reach critical consciousness wherein they can perceive social, political, and economic oppression and act upon those elements (Freire, 1993). This is one of the ultimate goals- to develop learners who are able to engage in education on a dialectical level wherein they are not just receptacles waiting to be filled with information. Such students are able to actively engage in their own learning, and the teachers and students interact on a level that is equal. Here emancipatory learning is taking place so that true autonomy is being reached.

Freire argues that societal systems are set up in such a way that power structures remain unchanged. This system in education is referred to as "banking" education. In this system, education is a series of "deposits" into the empty vessels or "containers" of the student (Freire, 1993, p. 72). Students are only allowed to "receive" information as opposed to being allowed to think through and judge what they have received. This keeps students passive, continually consolidating power in the hands of those higher in the hierarchy.

As an alternative to banking education, Freire suggests "problem-posing education" (1993, p. 79). In problem-posing education both student and teacher engage on a dialectical level in order that both may reach a level of individual consciousness. "The students no longer docile listeners are now critical co-investigators in dialogue

with the teacher" (Freire, 1993, p. 81). Problem-posing education encourages the "emergence of consciousness" and "critical intervention" in reality (Freire, 1993, p. 81).

Problem posing education enables learners to become more autonomous and to take action on pressing social issues. Students are able to see where change is needed and are able to act on it of their own accord. Problem-posing education, unlike the banking model, creates critical thinkers who are reflective (Freire, 1993, p. 83-84). Students are able to find their own voices and to become active members in society.

Intellectual autonomy, multicultural citizenship education, and Freire's critical, problem-posing theories informed my research question as well as my analysis of the data. These theories are interrelated in such a way that as teachers embrace problem-posing education, intellectual autonomy of their students (and themselves) becomes available.

Chapter 3: Methodology

Design

A qualitative case study approach was the method of research used to investigate the research questions. In qualitative research, the main goal is to seek understanding of the phenomenon "from the participants' perspectives, not the researcher's" (Merriam, 2009, p. 14). Within qualitative research there are a variety of pathways to choose. In order to get a full understanding of the phenomena being studied, I chose a case study approach. As Yin states, "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (Yin, 2003, p. 1).

In trying to understand how teachers are incorporating social studies instruction, potentially even unaware of doing so, I needed to be in the real world environment watching a veteran teacher navigate the waters of the everyday classroom. A case study is an "in-depth description and analysis of a bounded system" (Merriam, 2009, p. 40). The system of study for this particular research was my participant's classroom. By conducting an in-depth look into the ins and outs of the goings on within that system, I was able to provide a richly descriptive account. By limiting my participant pool to only one teacher, I was able to focus solely on the aspects related to her classroom in a finite time and space in order to more fully understand the case at hand.

Participant Selection

The second grade classroom which I studied, along with the school and its' components, represented a case because the environment was "an instance of some

process, issue, or concern" (Merriam, 2009, p. 41). In choosing my participant, I used a criterion-based purposeful sampling approach (Merriam, 2009). In order to answer my research question, I had a list of attributes that had to be met in order to fully understand the phenomena being studied. That meant that my sample pool was substantially lowered due to the fact that not everyone in the general population met that criterion. The list of criteria was as follows: the participant had to teach in a non-departmentalized elementary school, to teach second grade, and ideally to have taught for more than three years.

I decided that I wanted to research a non-departmentalized second grade classroom for a few reasons. First, second grade in Oklahoma is not a state tested grade level. While the standards that second grade teachers follow set the foundation for skills tested in later grades, there is no end of the year instruction test as in third grade and above. This potentially allows more professional freedoms by the teacher. I wanted to investigate a non-departmentalized classroom so that I could see how social studies might be implemented across the curriculum. If I only sat in a math or English classroom, I might not be able to encounter all of the instances in which social studies processes were being added throughout the day. Finally, I wanted someone who had more than one year of teaching experience due to the fact that they might be more comfortable in their role as "gate-keeper" (Thornton, 2005). "Gatekeeping" is the process in which teachers, consciously or unconsciously, choose the how and why of what is being taught in the classroom. It is how a teacher's strengths, aims, and desires influence their pedagogy.

One participant was selected based on the criteria above. Ms. McGuire is a white female in her early thirties. She is currently in her ninth year of teaching at the elementary level, eight of which have been at the second grade level. She holds a bachelor's degree in Elementary Education and a Master's Degree in Reading Education. Most notably in Ms. McGuire's career is that she was recently named as her building's *Teacher of the Year* and came in as one of four finalists at the district level. She believes that the aim of education is "to provide a safe place for kids…to build relationships and teach them social skills [like] sharing, respect and structure, organization…those foundational skills that they build on every year."

It is also important to note the broader social context in which Ms. McGuire worked. The state is one of the most economically disadvantaged within the nation. Public schools have undergone significant budget cuts for several consecutive years. The state is also socially quite conservative, with many citizens expressing significant anti-teacher sentiments and strong criticism of public education, particularly the use of schools and teachers to address critical social issues. Additionally, as in other states, considerable emphasis has been placed since the passing of *No Child Left Behind,* (2001) on raising test scores in reading and mathematics.

Since one of the purposes of social studies is to prepare citizens to address critical social issues, and since teachers have experienced accelerating pressures to raise scores in mathematics and literacy, it can be very difficult for individual teachers to include meaningful social studies instruction even if they wish to do so. In many ways the context is reminiscent of Hartoonian's (1991) article entitled *Good Education is Bad*

Politics, which emphasized a drift toward severely reduced and sanitized social studies instruction in public education.

Data Collection and Analysis

Since I sought to understand how teachers embedded social studies curriculum throughout the day, I used observations, interviews, and document collection to provide a wealth of information. I met with Ms. McGuire prior to beginning classroom observations in order to establish a foundation for her beliefs on curriculum and instruction. This initial interview used a semi-structured approach and took place in Ms. McGuire's classroom. While I had an interview protocol (Appendix A, adapted from Brugar, 2012), the interview was semi-structured in order to allow for follow-up questions for better understanding and a more conversational nature.

In the initial interview, I asked Ms. McGuire about all aspects of her curriculum, not just social studies. I wanted to establish an understanding of all curricular aspects and not highlight only social studies because I did not want to encourage Ms. McGuire to add social studies lessons while I was there, for the sole fact that she felt that it was what I was looking for. I wanted any additional aspects of social studies that occurred in the classroom to be natural. This initial interview was audio recorded and then transcribed.

The main source of data collection was through observations. In order to gain insight into the "typical" classroom, I spent an entire week observing Ms. McGuire's class. However, identifying a week as "typical" within a school year is nearly impossible as each week varies due to the nature of the school environment. I wanted to be able to observe Ms. McGuire's class on every day of the week in order to account for

any changes based on the way the day might be scheduled generally. This way, I hoped I could walk away with a firm understanding of established protocols within the classroom, at least insofar as they unfolded during one week of the year.

When deciding which week to complete my observations, I tried to get as close to the beginning of the new semester as I could. By scheduling observations at the start of a new semester, I felt I could examine how routines and expectations were potentially re-established and gain insight into how Ms. McGuire might have gone about setting up her classroom.

An observation protocol (Appendix B) helped to guide my observations. After each day of observations, a post-interview protocol (Appendix C) was developed in order to help clarify any observations made. This protocol also helped to establish trustworthiness in my observations, providing assurance that what I saw and understood was as intended by the participant.

Throughout the course of my research, I also collected multiple documents in order to further investigate any instances of hidden curriculum that might be present. Some of these documents included a curriculum map developed by the second grade team of teachers, communications to parents, and artifacts related to lessons done in class. These documents further clarified and highlighted instances that helped to answer the research questions.

The data collected from my classroom observations were in the role of observer as participant (Merriam, 2009). By being in this role, I was able to be integrated into the classroom structure but was not fully engaged in the everyday happenstances. My role as observer was primary, and "the level of information revealed [was] controlled by the

group members being investigated" (Merriam, 2009, p. 124). The students were aware that I was in the room, as was Ms. McGuire, but I did not disrupt the flow of the classroom environment by being present.

After each set of data was collected, I used open coding to begin the process of looking for initial answers to my research question (Merriam, 2009). Next, axial coding was used in order to further categorize major themes (Merriam, 2009). All sources of data from observations, documents, and interviews were brought together in order to organize codes topically.

Trustworthiness

In qualitative research, the end goal is to seek understanding of a situation, but not necessarily to provide an all-encompassing answer. Within that search, there is a need for the researcher to be forthright and cognizant of their influence and bias in order to help create reliability of the findings. Several procedures can help ensure reliability: triangulation of information/using multiple sources of evidence, creating a case study database, maintaining a chain of evidence, and member checking (Creswell, 1998; Yin, 2003). In order to triangulate the data, I used more than one source of information. By looking at data gathered from observations, interviews, and documents, I was able to triangulate the data to get a deeper understanding of the situation at hand.

All of the data were gathered and collected and kept together in a case study database. Coding helped to establish a frame of reference that aided in finding similarities and trends among the data in order to sort effectively. Member checking was used to confirm my findings and ensure that I interpreted situations correctly.

Finally, I had to recognize my own experience and bias. An important aspect of ensuring the integrity of qualitative research is the strategy of "researcher reflexivity". Reflexivity is "the process of reflecting critically on the self as researcher, the 'human as instrument'" (Merriam, 2009, p. 219). This process allows for the acknowledgement of my perspectives towards interpretation of the data in order to be forthright and conscious of how I assess the situation.

I am a 29-year-old white female. With a background as a secondary social studies teacher, I have a very strong opinion as to the value of a solid and varied social studies curriculum. As a secondary social studies teacher, "solid" and "varied" social studies means that students are hearing multiple perspectives throughout the course of their studies. Students are getting opportunities to build their identities in order to be confident contributors within their environments.

My secondary social studies teaching expectations and experiences can differ from those of elementary teachers in that my day was spent solely teaching social studies content. While I had to balance incorporating my beliefs about social studies curriculum within the standards given to me, I did not have to account for teaching multiple subjects during a single day. I had the opportunity to focus my attention on aspects of social studies.

With current research suggesting that elementary social studies is falling by the wayside (Bolick, 2010; Burroughs, 2005; Fitchett, 2012; Houser, 1995; VanFossen, 2005), I wanted to understand how teachers were including moments of a solid citizenship education curriculum. The purpose of this study was to bring to light the

impact that citizenship education is affecting curricular decisions as a means of bringing support to the field of social studies education.

Chapter 4: Findings

Students ran with glee, dragging their parents along with them, in a rush to get to the gym and the weekly morning assembly on time. Entering the attendance office, I saw smiling faces awaiting the start of the day. “Hi Charlie, how are you today? You feeling better? It’s good to see you again!” stated a teacher. Immediately I was impressed. Not one student went unnoticed, not one child was greeted with a nameless hello. After introducing myself I was pointed in the direction of Ms. McGuire’s second grade class, and I was on my way.

Walking down the hall, I noticed the brightly decorated walls with student artwork hanging from each available space showing what had recently been accomplished. Taped on the floor of each intersection of hallways were stop signs, indicating that those navigating the hallways should be mindful of others and their own surroundings as they ventured to and fro.

Entering Ms. McGuire’s classroom, I felt right at home. The room was well lit, cozy, and I was told to make myself comfortable in her “teacher desk,” as she said she never sat there anyway. Promptly, Ms. McGuire left to go and collect her class from the gym where students were to wait until the beginning of the school day.

As students entered the classroom, it was clear that strong expectations were set forth from the beginning. While there was chatter, there seemed to be a sense of knowing what needed to be accomplished. Bags were put away in lockers, desks were organized, and planners were immediately pulled out as students began writing the daily objectives.

Where in the exchange of ideas, where in the lessons of the day, was social studies being implemented? *Was* it being implemented? If so, what was its nature? This chapter seeks to describe and analyze the data to gain insights into social studies instruction in elementary classrooms. I will address these questions, in part, by providing a look into one week within this second grade classroom.

Collectively, my findings indicate that social studies does exist at the elementary level. The evidence suggests that the social studies curriculum in this classroom was both implicit and explicit. Actual time spent on traditional social studies content was limited; however, there were many instances within the curriculum that could be identified as "social studies" but were not named as such. There were several lessons that promoted social studies themes and content yet were not considered to be social studies related. For example, traditional social studies lessons were complemented by ongoing efforts to develop a sense of community and to encourage class participants to assume personal and social responsibility. These findings will be elaborated through the course of this chapter.

First, I will examine the essence of community present in the classroom and its connection to civic and global education. Secondly, I will share aspects of responsibility, behavior and accountability that were present and how they relate to Kamii's discussion of implicit versus explicit motivations. I will then examine the implicit social studies instruction sustained throughout the curriculum and discuss how this might build a solid foundation for future learning in social studies. Finally, I will describe those aspects within the week that were explicitly identified as social studies in order to provide insight into the nature of social studies as a specified content area.

Foundations of Social Studies

Community is at the heart of social studies instruction and instruction in general (Brodhagen, 1995; Dewey, 1916). When looking into how groups of people have formed and acted upon a particular cause oftentimes grass roots social activities start within the heart of the community. Coming to understand the importance of working together as one and understanding the strengths that each of us brings to the table can be vital to future engagement in society.

Walking into Ms. McGuire's classroom, one of the first things I noticed was the arrangement of the desks. They were organized into three separate pods, indicating to me that there was opportunity for group work and interaction among classmates. Unlike traditional classrooms with rows of desks all facing the front of the room, this setup allowed opportunities for students to be engaged with one another as opposed to only getting their information from a single source, the teacher.

When asked about her desire for the formation of the classroom, Ms. McGuire identified that she uses various instructional strategies that encourage communication among the students. Some strategies she mentioned were: think, pair, share; turn and talk to your neighbor; and ask three, then me. All of these strategies allow students opportunities to engage in discourse with those around them as opposed to only relying on the teacher as the sole source of information.

Encouragement of discourse and discussion can help breed a sense of community in the classroom because students get the opportunity to learn from each other and about one another in the process. Students are allowed opportunities to garner new perspectives as they engage in dialogue with those around them. They are opening

doors for understanding not only themselves and their own strengths, but the strengths of those around them as well.

The arrangement of the classroom and encouragement of student discourse reminded me of the differences between banking and problem-posing education (Freire, 1993). By encouraging thought and discourse among her students, Ms. McGuire was breaking away from the traditional "sage on the stage" environment wherein the teacher holds and possesses all necessary information. She was instead allowing learning and processing to take place without her input. She was allowing students to construct knowledge with each other as opposed to "depositing" knowledge in their minds as one might make a deposit in a bank. Ms. McGuire's constructivist approach furthered the idea that each one of her students was a vital part of the classroom with important knowledge to share.

A community environment was expanded by the incorporation of the morning meeting. The morning meeting took place every day after class had been settled and general procedures were taken care of (i.e., after agendas were filled in with the daily objective and attendance was taken). After these procedures were accomplished, students were instructed to gather in a circle on a rug at the front of the classroom. During the morning meeting, three students had the opportunity to do show and tell, where they had the option of bringing an item to show or speaking about events that happened recently in their lives. Students went in a rotation based on their student numbers so that, over the course of a couple of weeks, each student had the opportunity to be the one presenting.

One of the integral procedures within the show and tell time was completed after a student finished sharing. At this point, three other students had the opportunity to respond. These students could either ask a question or share similar situations/thoughts related to what was shared. After each student finished sharing they would say, “Thank you for listening,” to which the class responded, “Thank you for sharing.” I found that this exchange was important for validating each student’s time and input during the conversation.

When I asked Ms. McGuire as to the reasoning for incorporating the morning meeting, she said that it helps students find connections among themselves, helps her learn about her students, and builds the overall community of the classroom. The procedure of sharing similarities and thoughts was important because students were able to begin seeing how they were interrelated. The exchange of dialogue through the morning meeting was transformative in the sense that it helped students begin to see each other as they were. It set a foundation for identity to be formed within community, as each student was important and on the same level during their sharing time.

Throughout the exchange of dialogue between the students during the morning meeting they were engaged in the practice of praxis, which involves continual reflection and action for social change (Freire, 1993, p. 87). Not only did they speak, but they also had time to reflect and see how their own existence is similar to or different from that of another classmate. The morning meeting was taking a step towards praxis because students were able to not only come together as a group, but to come together in a way that moved all forward to a deeper understanding of each other.

Freire (1993) suggests that dialogue is an integral component of student learning and transformation. In order for dialogue to be considered authentic and transformative, students must have the ability to engage in a dialogue that is free from judgment. Students in Ms. McGuire's class were willing to share very personal aspects of who they were in order to learn about each other. These students came from varying backgrounds and yet were still able to be their true selves when sharing.

Reflecting on the morning meeting, I was reminded of Hyemeyohsts Storm's (1972) writing in *Seven Arrows* in which he outlines how each one of us has qualities that are our strengths. It is through our interactions with one another that we are able to bring our strengths to the table and in turn learn from others in order to become our whole selves. All of the students brought to the circle, or morning meeting, individual perspectives on what they found interesting. Through dialogue the students were able to expand their horizons and perspectives. This process helped set the foundation for students' abilities to engage with people from varying backgrounds within their future lives. Coming to understand who we are can be the first step not only in identity formation, which is a foundational piece of social studies instruction.

Another aspect of classroom community was that students were assigned jobs each week that helped the classroom run smoothly. The various jobs included distributers of home folders, door holders, lunch carriers, floor/chair checkers, librarians, couch cleaners, Lysol wipers, disk jockeys, pencil sharpeners, and paper passers. Each job was rotated every week to ensure that everyone had a chance to participate in the classroom as a leader and contributor to the flow of the classroom.

On Monday morning, when the jobs were assigned, the students paid close attention to see what roles they were given and immediately took to making sure that their jobs were done well. If students did not fulfill their job responsibilities or were not exemplifying the expectations of the classroom, their jobs could be lost for the week to someone else. Each role was covered at the beginning of the school year and practiced so that students knew what was expected of them within those roles.

At the morning meeting, the helper was given the role of creating a greeting for the day. For example they could choose a peace sign, handshake, or high-five to be passed around the circle. The helper on one of the days I observed decided to use a salute. He started the train with a "Good Morning, Abigail" and a salute, which was passed around the circle so that everyone was greeted that morning. By this act of greeting, aspects of community were bridged even further between the jobs assigned and their purpose within the flow of the room.

During the week in which I observed, each job was completed as needed and students seemed to take pride in the role they were given. There were a few moments later in the week when a couple of students had to be reminded about their jobs, but largely they were reminded by classmates as opposed to Ms. McGuire. Students were beginning to internalize the roles within the classroom and were aiding in maintaining class expectations.

While these jobs are critical to helping students develop a stake in the classroom and see it as "theirs," they also lay a foundation of thought that encourages students to be active in the environment in which they live. Similar to the idea of ecological transaction, wherein our environment defines us as we define the environment (Houser,

2009), students were starting to understand their self-definitions or identities as well. By coming to understand that they play an integral role in how things work, they are building the idea that they should be participatory.

If a goal of education is to socialize children into particular ways of being, acts of building community provide learning experiences that will potentially influence later behavior. If students see how their actions in having a role or a job impacts their surroundings in a classroom, they could begin to see how other jobs and roles within the larger community affect the bigger world in which they live.

Socialization

Shortly after morning meeting and quiet reading, the students lined up to leave for their physical education class. Prior to students leaving the room for any reason, the following song was sung. The goal of the song was for students to become focused and mindful of other classes as they walked the hallways to their destination.

> Ms. M [singing]: My mouth is quiet
>
> Whole class [singing]: My hands are still, I'm standing straight and tall. My eyes are straight ahead of me; I'm ready for the hall
>
> Ms. M: Quieter
>
> Class [in hushed tones]: I'm ready for the hall
>
> Ms. M: I have someone I'm watching

Throughout my time in the classroom, I noticed several instances that were guided towards shaping behavior and informing students how they should act in various situations. The song above is a prime example of how students were instructed multiple times throughout the day.

In working within the school structure, Ms. McGuire provided routine and support to her students through the use of behavior controls in order for the students to function and learn throughout the course of her class. Ms. McGuire worked within various systems (school, community, regional, national) that encouraged certain behaviors for students.

Even though rules and procedures were in place in Ms. McGuire's classroom, there was an added layer of structure to the classroom that provided an awareness of behavior. This structure was called Dojo. After students returned from their electives and had begun working, a soft ding went off in the room. Ms. McGuire addressed the room saying, "Not all of you are on task." Almost immediately a hush fell over the room, and those that were off task quickly resumed working on their assignments. The ding came from the computer speakers and was in reference to Dojo points. Dojo is a points system based on the behavior of the class. Points are awarded on an individual, group, or class scale.

The motto for the school is that students R.O.C.K. This means they are Responsible, Organized, Cooperative, and Kind. Ms. McGuire used Dojo as a means of encouraging each of these attributes in her students. Students could both earn and lose points throughout the day depending on whether or not they were exemplifying the traits that were expected of them while in the building. Those that were visibly on task and not talking out of turn were generally awarded points. Those that were up and moving or chatting throughout the class period generally lost points. After assigning a student positive points with dojo, Ms. McGuire said, "Hopefully this will encourage more to do what they're supposed to."

Student behavior, therefore, was largely guided through extrinsic reward. As opposed to talking about the how and why of behavior, students generally reacted based on a point system that might enable them to be considered the "Rock Star" of the week and get to visit the classroom treasure chest as a reward.

There can be both benefits and liabilities of such behavioristic approaches. On the one hand, the desired behaviors might come to fruition. Within this, however, children can develop "blind conformity" wherein all they have to do is obey and no longer make personal decisions related to their actions (Kamii, 1984).

Extrinsic motivation can reinforce children's heteronomy (Kamii, 1984). The immediate goal of having children behave and act in a certain way might be accomplished, but children could lose the ability to develop and construct moral values for themselves. Students might have had conversations about what each of the attributes means and looks like and why the school considers it desirable. For example, students viewed a video upon returning from the break about what a ROCK star student looks like which could have been discussed. However, in many cases it appeared that the children were only following directions put forth by others in charge and were not able to really discuss why those actions might be proper versus not.

Hey! That's Social Studies!

Ms. M: We have mail today! Come join me so we can see who sent us a letter!

Class [enthusiastically]: Yes!

Ms. M opens the letter and out pops a Flat Stanley

Various voices: Where did he go? Whose Flat Stanley is it?

Anna [proudly]: It's mine! He visited my Nonna and Pop!

Ms. M: This letter comes to us from Millbrook, Alabama. She begins to read the letter aloud…

The Flat Stanley Project (2011) is an opportunity for students to connect with other children, classrooms and places and is similar to a pen-pal activity. Prior to beginning this project, Ms. McGuire sent home a letter to parents explaining the project (see Appendix D). In the letter, she suggested opportunities of who to send Flat Stanley to as well as a brief overview. The project allows students to learn from family members and friends about where they live and important factors about their surroundings. Included in the materials provided by Ms. McGuire was a sample letter (Appendix E) in order to guide those that received Flat Stanley in how to respond to the class.

After describing getting to know Nonna and Pop, Flat Stanley began to describe his trip to Alabama where he was able to visit the capital, Montgomery. Ms. McGuire stopped reading from the letter and asked the class, "If we were to look at a map, how would we know what the capital of a state was? Abigail?" Abigail responded, "A star!" Ms. M replied, "Excellent! At the capital, Flat Stanley was able to visit the capital building. He knew is it was the capital because of the dome on top of the building. He even sent a picture! Montgomery, Alabama is almost 800 miles away from where we live. While he was there, Flat Stanley was able to visit a lot of places, including the Rosa Parks Monument and Museum and learned a lot about Martin Luther King Jr."

This project was in addition to the curriculum that was structured at the beginning of the year by the second grade team members. Ms. McGuire said that it provided an opportunity for students to be in touch with others who meant something to

them and for them to broaden their horizons beyond the borders of their own surroundings.

The incorporation of Flat Stanley was a prime example of how social studies was incorporated into the curriculum without being a defined part of "social studies". From this one activity, students were able to talk about distance, important figures, historical events that shaped a town or area, and different ways of life. After each student had the opportunity to share his or her Flat Stanley with the class, Ms. McGuire utilized a bulletin board out in the hallway that was in the shape of the United States. A pin on the map represented every location that Flat Stanley visited, and string was connected from where the students were located to the place that Flat Stanley travelled. This enabled the students to get an idea of distance.

When thinking about how Barth (1984) defines social studies largely as a study of who we are and how we are related, this activity provided instances for students to think through the various levels of social studies. Not only were they learning various aspects related to geography and the study of the world, they were able to make connections among themselves as individuals within a larger context. Through this activity, they learned more about social studies on a wider scale than they did solely through the curriculum that was deemed as social studies.

Designated Social Studies Time

Social studies instruction throughout the course of a week was given minimal attention. The curriculum provided by the district was very prescriptive, and the general timeframe allotted per week for social studies was approximately a thirty to forty-five minute block every other week, alternating with science instruction. Fortunately for this

study, the week I spent within the class was a "social studies week," so I was able to see how social studies was explicitly taught throughout the curriculum.

When it came time for the social studies block of time and Ms. McGuire asked students to retrieve their social studies workbooks, there was an immediate groan suggesting feelings of disillusionment with the subject. Already, at ages eight and nine, students had developed an aversion towards the subject matter. The objective of the day for social studies was to be able to identify service workers within the community and the role they play. Ms. McGuire put the pages up on the Smart Board and read aloud while students followed along. The entirety of the lesson was between ten and fifteen minutes. The passage was read, the questions at the end of the section were answered, and the lesson was completed.

While modest connections were made for some students recognizing service workers in the community (acknowledging what a police officer does, and a firefighter, and seeing teachers as service workers), no opportunities were provided within this lesson for further discussion of the importance or impact of social workers on society. I had the sense that social studies was not seen as important. It appeared to be fit in to the curriculum as a necessity for fulfilling required duties, but it did not appear to be perceived as a necessity for a strong societal or civic development.

In an article entitled *What Elementary Students and Teachers Say about Social Studies* (Zhao & Hoge, 2005), elementary students did not know much about social studies. In particular, they did not know why social studies is important. Based on the reaction of the students in Ms. McGuire's class when it was announced that it was time for social studies, they too did not see the subject as important or interesting.

When looking at the curriculum map that Ms. McGuire and her team developed for the quarter (Appendix F & G), there was a lot of emphasis on reading and math and not much on the development of a solid social studies foundation. One of the things that struck me when I began this study was that Ms. McGuire expressed that she was slightly nervous about being my participant. When asked why, she explained that she knew I was a social studies teacher and she did not want me to think that she did not value social studies. Her teacher preparation classes had encouraged solid social studies instruction, yet she felt as though her emphasis, especially at her grade level, is to build foundational skills in reading and math.

McCall (2006) blames a lot of the de-emphasis of sophisticated interpretations and complex thinking related to social studies instruction largely on standardized testing. She says, "…teachers often work in a school culture that emphasizes coverage of the curriculum and maintenance of classroom control" (McCall, 2006, p. 161). A lot of what was "taught" in Ms. McGuire's class was a sense of how one should act in certain situations based on societal norms. These norms were often taught explicitly or didactically, rather than providing opportunities for students to learn for themselves through exploration, examination, etc. Marker (2006) raised the question as to whether or not social studies is stuck in the year 1916. At the beginning of the twentieth century, many considered socialization through schooling "essential because it adapted citizens to the developments and enticements of the budding urban industrial order" (Marker, 2006, p. 79).

By skimming the surface of content and not providing opportunities for students to make connections between that which is taught and the world in which they live, are

we doing much more than reproducing the status quo? A major goal of education in the early twentieth century was to socialize students to become a citizenry literate and active, albeit non-challenging and non-questioning members of society. How much further have we come if social studies instruction is relegated to a surface level, non-critical look at the world as it currently is?

Chapter 5: Implications

In this study I sought to gain insight into the nature of elementary social studies instruction. As a social studies teacher myself, I have been concerned about the marginalization of social studies in the early grades and the impact it may have on the future of citizenship education. I value social studies which the literature suggests, although important, is not always practiced (Bolick, 2010; Burroughs, 2005; Fitchett, 2012; Houser, 1995; VanFossen, 2005). What I found when examining this classroom is that social studies does in fact exist, both explicitly and implicitly.

While social studies was indeed fairly marginalized, it was still there. Perhaps more importantly were the informal aspects of social studies. The problem is that these aspects were not recognized as being part of the social studies. This suggests that maybe these aspects of social studies ought to be made explicit.

Invariably social studies as a field is bigger than myself, yet, based on the findings from my study there are conclusions that can be made about how to improve and grow social studies as a field to further enhance the types of citizens that are active and purposeful in their democratic lives. Can elementary teachers incorporate social studies into the curriculum that is more than just a rote memorization of facts and dates and more about growing a critical, caring, and connected youth? If so, how?

My analysis suggests that there are avenues for students to grow in their sense of individuality within community in order to build a foundation for future engagement within society. While there are numerous ways to encourage growth of social studies, I will specifically look into the implications of this study for my own practice, for elementary teachers, and for pre-service educators.

Implications for Self

I initially began this study because time and again I have seen social studies deemed unimportant, whether that was by the unintentional actions of my colleagues that pulled students out of my classroom for "more pressing" subjects or from current pressures from accountability measures that unequivocally place social studies in last place. I continually found myself on the defensive when arguing for the field in which I find my passion. From this study I have been given a renewed sense to the purpose and necessity of social studies integration within the classroom, especially from a young age.

After spending time with Ms. McGuire's second grade class, it became even more evident to me that social studies is interdisciplinary in nature and is much bigger than a series of unconnected and irrelevant themes. Because it is interdisciplinary, other subject matters should be considered and incorporated into its study. Social studies is the study of society and therefore lends itself to being integrated in ways that allow students to broaden their horizons of what society is and, most importantly, what it *can* be.

What is a classroom if it is not a society in of itself? It is a place for learning to occur so that students can begin to be informed about the world around them. The thing to realize is that education is never neutral, it either promotes conformity to the present system or becomes a means by which we can learn to participate in transforming our world (Freire, 1993). As educators, we need to be mindful of the messages that we are sending our students through our teaching. Are we encouraging students to be free

thinkers and to engage in ways that allow them to broaden their horizons or are we simply recreating society as it is through a curriculum that is short sighted and shallow?

This study helped me to acknowledge that there needs to be more of a realization of what social studies can be; however, making social studies more prescriptive takes away from the possibilities that social studies can produce for transformative learning. If by naming social studies we take away from the ability to grow and develop the field, are we truly engaging in learning that allows students to think freely? There needs to be a realization that social studies education can be more than just reading through a textbook and answering the questions at the end of the section.

Society has developed and grown and instruction should adapt as well. "The history-centered social studies curriculum, created in 1916 for a factory model of teaching and learning, is no longer adequate to address the challenges of our twenty-first century society" (Marker, 2006, p.80). We need to encourage a social studies curriculum that is vast and seeks to help students understand themselves in order to be a critical, dynamic and engaged citizen for the future.

Implications for Elementary Teachers

Elementary teachers play an important role in the development of a child's love and interest in learning. They help set a foundation for future understanding and development towards a healthy and well-rounded future. I can think of many of my own elementary teachers who influenced me and helped shape the path I currently traverse. There is something within each teacher that protrudes from inside that allows them to be

able to make the impact that they do. Therefore for me to issue a blanket statement of how all people should teach social studies would be in poor taste.

As Parker Palmer (2007) says, "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p.10). Teachers need to be able to bring their own experiences and professionalism into the classroom in order for them to be able to tap into the critical consciousness of their students. If they are unable to be true to themselves, then how can we expect their students to do the same?

Teachers need to be given the freedom to focus on how children develop and to allow and encourage students to construct their own ideas (Kamii, 1984). The findings show a large emphasis on expectations tied to socialization of certain behavior. Instead of working within a system that implicitly taught behavior, students should have more of a stake in constructing meaning for themselves. "Students respect the rules that *they* make for themselves" (Kamii, 1984, p. 415). By increasing their voice, students can begin to grow in their intellectual autonomy.

These findings suggest that there is social studies content and foundational work happening in elementary schools. The problem is that this work was not viewed as being part of a social studies curriculum. Flat Stanley for example was not viewed as part of the social studies curriculum yet was rife with its content. If the social studies are about creating citizens of the world who are active and engaged, then community-building activities that support the classroom should be included at every avenue.

While teachers had ample time within the day to "plan," this time was most oftentimes prescriptive in a way that the focus of dialogue was on students reaching

certain benchmarks related to various standards and/or testing requirements. For example, what strategies were members of the team using in order to get students to the required reading comprehension levels for their grade? If teachers themselves are lacking the ability to be intellectually autonomous in their discussions of curriculum development, how then can we expect their students to be autonomous as well?

Teachers across the board should be able to engage in dialogue amongst one another in order to encounter best practices for opening up their spaces in ways that allow students to be free thinking and engage with one another in order to truly understand who they are amongst the sea of diversity. There should be an encouragement of professional discourse in a way that enables teachers such as Ms. McGuire to share her experiences with building community in her classroom outside of the four walls of her classroom.

Implications for Pre-Service Teacher Education

By allowing conversation and critique within an environment that respects one another, we are all able to build upon our previous knowledge to reinforce, adapt, or change our current belief structures. We are able to take a critical lens to the world around us in order to improve and relate to what is in front of us. Pre-service teachers should have the opportunity to engage in dialogue that encourages them to reflect upon who they are as individuals so that they can then bring that passion to life when they enter their classroom.

Teachers need to be free to begin with the reconciliation of the teacher-student contradiction so that both are simultaneously teachers and students (Freire, 1993). Within their pre-service courses, these soon to be teachers need to be exposed to social

studies in a way that is broader than what they might have known in the past. We need to begin the conversation with asking the basic questions and aims we each have for education. What kind of society do we want to live in? In what sense of democracy do we want this to be a democratic society? We need to be able to relate these answers to our own lived experiences and our professional practice as educators (Ross, 2004).

Secondly, pre-service educators need to be cognizant of the differences between teaching and learning. Learning, in a constructivist train of thought, encourages that which is contextual, active and social (Brown, 2005). Constructivism is the idea that learning is an active process, you are constantly building upon your own experience and understanding in order to formulate new thought. Through this understanding, teachers can begin to navigate the waters of pedagogy that encourages individual and critical thought.

In a diverse and interconnected society, students are going to come to classrooms with a variety of perspectives and experiences that influence their learning. Teachers need to be willing to accept and interject their student's positionalities within the context of their learning. "Unity without diversity results in cultural repression and hegemony" (Banks, 2004, p.300). If we are encouraging students to be active citizens, we should allow them to experience that diversity in a context that allows them to learn about themselves and others in a space that is comfortable so that when they enter upon the "real world" they have experienced diversity in a way that is meaningful and appropriate. In this way, they can learn from one another and engage in a civic discourse that encourages forward progress.

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Appendix A: Interview Protocol

Purpose: The purpose of this interview is to better understand the teacher's point of view on curriculum and instruction.

Thank you for agreeing to participate in this interview about elementary classroom curriculum and instruction.

What is your name?

Describe your educational background (content area of expertise).

How long have you taught? What grades?

I am going to ask you about your perspectives on curriculum.

1. What is your process for deciding what will be taught on a given day? Please be specific.
2. In your opinion, what are the most important topics/concepts for elementary students to be exposed to?
3. How strictly do you abide by your lesson plans? If you choose to change something, what instances cause you to make those changes? How do you document those changes?
4. If you were to define your role as an elementary school teacher in regards to the aim of education, how would you define it?
5. How often do you incorporate interdisciplinary lessons into your schedule?
6. Do you teach **math** in your classroom?

IF YES: How much time is devoted to math per day or week?

IF NO: move on to #7.

7. Is the study of math important for elementary students? Why (not)?
8. Do you teach **science** in your classroom?

IF YES: How much time is devoted to science per day or week?

IF NO: move on to #9.

9. Is the study of science important for elementary students? Why (not)?
10. Do you teach **social studies** in your classroom?

IF YES: How much time is devoted to social studies per day or week?

IF NO: move on to #12.

11. What is the social studies you study in the elementary classroom?
12. Is the study of social studies important for elementary students? Why (not)?
13. What is social studies?
14. Do you teach literacy/language arts in your classroom?

IF YES: How much time is devoted to literacy/language arts per day or week?

IF NO: move on to #15

15. Are you responsible for other subject matter as part of your teaching? If so, what subject matter?

IF YES: How much time is devoted to that [subject matter] per day or week?

IF NO: Thank you!

Thank you again for agreeing to participate. Is there anything you would like to add based on our conversation? Is there anything you would like to ask me?

"adapted from": Brugar, K. (2012). What difference does curricular integration make?: An inquiry of fifth graders' learning of history through the use of literacy and visual arts skills. Doctoral Dissertation, Michigan State University, East Lansing, MI.

Appendix B: Observation Protocol

Date:_____ Time:_____ Length of activity: _____minutes Site:_____ Participants:_____	
What is the objective of the lesson being observed (gather from lesson plan or written objective on the board)?	
Descriptive Notes (what are the students doing? What is the work that is involved in the lesson? What questions is the teacher asking? What resources are being used throughout the lesson? What types of conversation are taking place? Describe the physical space.)	Reflective Notes (questions to self, observations of nonverbal behavior, my interpretations)

Appendix C: Post-Interview Protocol

Thank you for allowing me to observe today! I want to ask you a few questions about things I observed.

1. Identify the experience to be discussed (e.g., during the literacy block, you were reading to the children when X happened). Do you recall this?
   IF NO, describe the instance further.

   IF YES, move on to #2.

2. Was this experience an intentional part of your lesson plan? Why/Why not?
3. **IF the experience was not intentional ask:** Who do you think initiated that experience? (student(s), teacher) Describe.
4. Why was it important for your students to have this experience?

Repeat for no more than five instances of social studies integration during an observation day.

Appendix D: Letter to Parents: Flat Stanley

Dear Parents,

We are starting an exciting new project called the "Flat Stanley" project. For this project your child will need, a **stamped envelope addressed to a family member or friend (preferably out of town).**

If you do not have a family member or friend that you can mail Stanley to, you can simply take Stanley around [redacted] and take pictures at your favorite places and write about your adventures with Stanley, yourself!

The "Flat Stanley" project, with pictures and journal letter, is due ***Friday, December 11th***. This way he can join families for Thanksgiving too! I hope you are as excited about helping with this project as your child is! If you would like to know more about the "Flat Stanley" project, here is the website: http://www.flatstanley.com/

Thank You,
[redacted]



Appendix E: Sample Letter: Flat Stanley

Family and Friends,

Thank you for participating in our classroom Flat Stanley project! Please take Flat Stanley to some of your favorite places around town and take pictures with him. Also, please fill out this letter and return with Flat Stanley. Make sure to color him in the appropriate dress for the climate where you live! I hope you enjoy your visit with our new friend!

If you would like to learn more about the Flat Stanley project please visit: http://www.flatstanleybooks.com/index.aspx

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Dear _____,

Your FLAT STANLEY came all the way to my city, _____.
While he was here, these are some of the exciting things he saw and did:_____
_____
_____
_____
_____
_____
The distance between Norman, Oklahoma and my city, _____, is approximately _____ miles. If FLAT STANLEY comes back to visit he should wear _____ and_____ because the climate here is:
_____
Some other interesting facts about my city include:
_____
_____
_____
_____

Appendix F: Curriculum Map Part 1

2nd grade – 3rd 9 Weeks (2014 – 2015)

3rd 9 Weeks	*January 5- January 8 (4 day week)*	*January 11- January 15*	*January 19- January 22 (4 Day week)*	*January 25- January 29*	*February 1-5-*
Math	5.1: Playing Beat the Calculator 5.2: Using Coins to Buy Things 5.3: Counting Up with Money 5.4: Coin Calculations	5.5: Exploring Arrays, Time, and Shapes 5.6: Mentally Adding and Sub. 10 &100 5.7: Open Number Lines 5.8: Change to More Number Stories	5.9: Parts and Total Number Stories 5.10: Change Number Stories 5.11: (day 1) Adding Multidigit Numbers 5.11: (day 2) reengagement	Review Unit 5 Assessment Unit 5 Open Response	6.1: Representing Data: Pockets 6.2: Comparison Number Stories 6.3: Interpreting Number Stories 6.4: Animal Number Stories
Story	*15) Unit 3, Week 5:* Click, Clack, Moo: Cows That Type	*16) Unit 4, Week 1:* Splish, Splash, Animal Baths	*17) Unit 4, Week 2:* Goose's Story	*18) Unit 4, Week 3:* Time for Kids: A Way to Help Planet Earth	*19) Unit 4, Week 4:* Super Storms
Comprehension Strategy	Visualize	Generate Questions	Generate Questions	Generate Questions	Reread
Comprehension Skill (Chart)	Cause and Effect	Compare and Contrast	Identify Cause and Effect	Text Structure Description	Make and Confirm Predictions
Grammar/ Writing	Sentence Combining; Punctuation; Word and; Persuasive Letter	Linking Verbs; Proper Nouns; Summary	Helping Verbs; Quotation Marks; News Story	Irregular Verbs; Friendly Letter; Non-Fiction Article	Irregular Verbs; Book Titles; Compare/Contrast Paragraphs
Phonics/ Spelling Rule	Consonant Blends: scr, spr, str	R-controlled vowels; Blend with r-controlled vowels	More r-controlled vowels; er, ir, ur	Variant vowel: /oo/, /ou/	Variant vowel: /oo/, /ui/, /ew/
	Science *Magnets*	Social Studies *Celebrating Our Traditions*	Science *Magnets*	Social Studies *Celebrating Our Traditions*	Science *Magnets*
Science/ Social Studies	4.1: The floating paperclip, what does a magnet attract, and can force go through it? 4.2: How strong is the force, use nail polish instead of dots	4.1: Culture Is Our Way of Life 4.2: Cultures in Our Country 4.3: What We Celebrate	4.3: Magnetic fields 4.4: Investigating magnetic poles (not the ones at Suger's)	4.4: American Stories 4.5: Two Cultures Graph Skills *MARTIN LUTHER KING Jr. Day *Rosa Parks	4.5: A giant magnet 4.6: Making a compass/making a magnet
Second Step	Lesson 15 (U3): Managing Anger	Lesson 16 (U3): Finishing Tasks	Lesson 17 (U4): Solving Problems, Part 1	Lesson 18 (U4): Solving Problems, Part 2	Lesson 19 (U4): Taking Responsibility
Other Info	Zermeno- Computer Safety		MLK Day: 1/20 (NO SCHOOL)	Zermeno- Get Ready/Get Set Awards Assembly	CogAT 29-31 Class Pictures: 1/28 100th Day Bingo Night 1/31 TK Responsible 1/30

Appendix G: Curriculum Map Part 2

February 8- February 12	*February 16- February 19 (4 day week)*	*February 22- February 26*	*February 29- March 4*	*March 7-10 (4 day week) Conferences*	
6.5: Two-Step Number Stories 6.6: Recording Addition Stories 6.7:Partial Sums Addition (part 1) 6.8:Partial Sums Addition (part 2)	6.9: (day 1) Subtracting with Base 10 Blocks 6.9: (day 2) reengagement 6.10: Exploring Arrays, Length, and Shapes Review	Unit 6 Assessment Unit 6 Cumulative Assessment	7.1: Playing Hit the Target 7.2: (day 1) Four or More Addends 7.2: (day 2) reengagement 7.3: Playing Basketball Addition	7.4: Measuring with Yards 7.5:Measuring with Meters 7.6: Generating Data: Standing Jumps and Arm Spans 7.7:Representing Data: Standing Jumps	7.8: Representing Data: Arm Spans 7.9: Exploring Shape Attributes, Graphs, and Measurements Unit 7 Assessment Unit 7 Open Response
20) Unit 4, Week 5: Nutik, the Wolf Pup		*21) Unit 5, Week 1:* Dig, Wait, Listen: A Desert Toad's Tale	*22) Unit 5, Week 2:* Pushing Up the Sky	*23) Unit 5, Week 3:* Time for Kids: Columbus Explores New Lands	*24) Unit 5, Week 4:* The Ugly Vegetables
Adjust Reading Rate		Summarize	Visualize	Summarize	Summarize
Make Inferences		Author's Purpose	Problem and Solution	Main Idea and Details	Sequence of Events
Contractions; Apostrophes; Book Report	REVIEW WEEK	Pronouns; Plural Nouns; Quotation Marks; Fictional Dialogue	*I, me, we, us* Plays	Possessive Nouns; Proper Nouns; Report	Pronoun-Verb Agreement; Book Titles; Realistic Story
Variant vowel: /au/, /aw/	Review List	Diphthong: /ow/, /ou/	Diphthong: /oi/, /oy/	Schwa	Silent consonants: gn, kn, wr, mb
Social Studies *People to Know*	Science *Magnets*	Social Studies *Our Nation Past and Present*	Science *Soils*	Social Studies *Our Nation Past and Present*	Science *Soils*
* Harriett Tubman *Jackie Robinson (Dan Gutman book) BLACK HISTORY MONTH	4.7: A different kind of magnet, and making an electromagnet 4.8: Magnets in space *Presidents' Day *Lincoln 2/12& Washington 2/17	5.1: Life About the Past 5.2: Learning About the Past 5.3: The First Americans	5.1: Soil components, gather data 5.2: Interpreting results and predicting how plants will grow in different soils.	5.4: American's Early Settlers 5.5: A Growing Nation *Eleanor Roosevelt (SM) *Abigail Adams (SM) Women's History Month	5.3: Planting Seeds in different soils 5.4: Observing and gathering data
Lesson 20 *(U4)*: Responding to Playground Exclusion	Lesson 21 *(U4)*: Playing Fairly on the Playground		Lesson 22 *(U4)*: Reviewing Second Step Skills	Review Lessons 1 and 2	Review Lessons 3 and 4
	Musical 2/11 @ 7 Family Day 2/11 Valentine's Parties 2/14	President's Day: 2/16 (NO SCHOOL) Country/Western Dance 2/21	TK Inclusive 2/27	Dr Seuss' Bday 3/2	Art Walk 2/11 PTA 2/11 End of 3rd 9 weeks 3/13 Conferences