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Critical Thinking Through Primary Source Document Analysis in an
Advanced Placement United States History Class

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Submitted in partial fulfillment
of the requirements for the degree of
Master of Education
Moravian College
Bethlehem, Pennsylvania
2008

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ABSTRACT

This qualitative study focused on increasing critical thinking through primary source document analysis in an Advanced Placement United States history class. The study was conducted in a small suburban high school in eastern Pennsylvania. The six 12th grade students gained experience analyzing various forms of primary sources including many historical documents, political cartoons, photographs, charts, etc. Students began by analyzing simple documents. These assignments became more difficult as the study progressed. By the end of the study, the students were successfully completing a Document Based Question, which requires the student to analyze several documents and answer a question based on the information collected from the analysis, in addition to outside facts. Data was collected through a survey, interviews, student work, and observations. At the conclusion of the study, the students were successfully analyzing documents critically. However, there were situations where time constraints, student motivation and student frustration became obstacles to the success of the study.

ACKNOWLEDGEMENTS

There are many people I would like to thank for supporting me during this process. I will always be grateful for their love and support.

I would like to thank all of the professors at Moravian College who have led me in the pursuit of excellence in education. I could have taken an easier course of study, but I am so happy that I chose academic rigor over ease. I would like to especially thank Dr. Robert Mayer, Dr. Joseph Shosh, and Dr. Jack Dilendik. Dr. Mayer, you have made me a better history teacher by opening my eyes to true historical knowledge. This thesis study would not have existed without you. Dr. Dilendik, thank you for leading me through the final class. You made this semester make sense to me. I appreciate your time reading draft after draft of my paper. Finally, Dr. Shosh, you challenged me in every class I took. You made me examine my teaching practice and made me a better educator. I would like to thank you on both my behalf, but also on behalf of my students. They are receiving a better education because of you.

I would like to thank my friend and colleague, Jennifer DeBelli. Jen you have been my confidant, my gym partner, and my guiding light through this experience. You have shared all of your wisdom and friendship with me. I will always be happy you joined the faculty and came into my life. Life has been better since we became friends.

Angela, you have been there for me through many life-changing events and this program was one of those for me. Thank you for your support and your friendship. I truly cherish it.

I would also like to thank the participants from my AP U.S. History class. Boys, you inspired my study. I hope you are successful in all of your endeavors.

To my family, thank you for your belief in me. Grandma and Grandpa Medd thank you for instilling the drive to continue with my education and calling to check to see how things are going.

To Mom (Maggie), thank you for editing my thesis. I really appreciate all of the “track changes” you made. You made my life much easier!

To Robin, the love of my life, thank you for supporting me in everything I do. I don’t think I could have made it through the past few years without you. You are a wonderful chef, friend, and husband. I cherish the life we have made together and I look forward to 50 more years of bliss with you.

Mom and Dad, I have always wanted to make you proud. You always taught Ben and me to strive for excellence in our lives. I know that you are smiling down on me, proud of my accomplishments. I would like to dedicate this thesis to both of you. Neither of you are far from my thoughts. I love you both very much and miss you everyday. I couldn’t have asked for better parents. I hope someday I can pass all you taught to me to my own children.

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RESEARCHER STANCE

What do you think of when you remember your high school history class? Do you think of memorizing names and dates? Do you think of regurgitating information for a very basic test or listening to a teacher drone on and on about something that happened a long time ago to a person or people you couldn't relate to? Perhaps this is why some people do not enjoy history. I always loved history. I was good at it. I could memorize the names of all of the historic figures. I could recall the basic information with the ease. It may be one of the reasons I became a history teacher...I was good at remembering the stories. Of course, remembering names, dates, and a basic story is not what historians actually do for a living. I came to realize this fact upon taking a graduate level class called "Making History Live." It focused on using primary sources to think historically about events and people. This was a concept I had not learned about in 16 years of previous education, four of which were specialized in history education.

I believe history teachers often treat their students as if they can only function at a low level, asking them recall questions. Children are not being asked to think for themselves. They are not being truly challenged in many history classes. Recall is not the same as evaluation; just ask Benjamin Bloom (1956). With the right opportunities and encouragement, students can see past all of the foggy facts and boring lessons to discover a far more interesting and stimulating subject. All they need are a motivator and a willingness to explore.

I had been teaching at a small suburban high school for four years when I found out that I was going to be teaching Advanced Placement United States History for the first time. My previous experience had been three years of mainly college preparatory and basic level classes of early American and world history and, to a certain extent, I believe that I was teaching my students at a low level. I used some primary sources and tried to involve my students with projects, but I was not assessing at a consistently high level. I knew very little about the course requirements and the College Board expectations for Advanced Placement United States History. Since I wasn't adequately prepared, the whole year was basically a blur of names, dates, and a whole bunch of very bored, smart kids. I found that the course was incredibly demanding, and I felt as if I was always behind. The reality was that I *was* behind.

The evidence of my failures in planning was clearly demonstrated by my students' test scores. One section of the Advanced Placement United States History examination  requires that students be able to analyze primary sources and incorporate them into an essay. The other section of the test consists of multiple-choice questions that can be about anything from any period of American History. The test results were not stellar. On a scale of 1-5, none of my 11 students scored a 4 or 5. Six of my students scored a 3. Four of my students earned a 2 and one student got a 1. Needless to say, I was not satisfied with the results.

I believe that I made several mistakes with this group. First, I underestimated the time that I would need to devote to each topic in a jam-packed curriculum. I was used to spending an entire year teaching half of the content I would have to teach in nine months. The result of my poor planning was a huge crunch at the end of the year to finish on time. I only took about one week to examine World War II! I had done a terrible job of properly planning my lessons and underestimated the amount of time the students would need to understand the information.

The second problem that I ran into that year occurred at the beginning of the year. I overestimated the current ability level of the kids. I thought, incorrectly, that they would be able to complete any task I gave them without much effort. I don't know why I thought that way. I guess it was because I had never taught a collegiate level class. I looked back to my college experiences and taught my high school students like my professors had taught me. All of my previous experiences indicated that I needed to support my students more. Even though these particular students were at the top of their classes, they still needed my guidance. In order to fix my mistakes I had to come up with a new plan.

After completing research about the two areas I was interested in, critical thinking and primary source analysis, I decided to incorporate both concepts into my curriculum. But I had to combine my high stakes-testing goal with true, advanced historical inquiry. To do this, I decided to use different techniques to integrate critical thinking such as Socratic Circle

discussions. The Socratic Circle technique requires that students be prepared for class with prior knowledge of the content. The instructor asks questions to engage the students and facilitate discussion.

I also wanted to teach my students to analyze primary sources. I felt confident that, with some scaffolding, my students would be successful in both areas. These activities would help them with their AP examination, but also help to give them experiences as historians. I want my students to be successful on their test and earn the college level credits as a reward, which may not be the noblest educational reason, but it is a motivator for the students, who selected to take an AP history class in the first place.

My thesis is about so much more than having my students pass a test. I want my students to be able to not only pass a high stakes test, but also to be able to think at a higher level. I want them to become educated adults, who are capable of thinking for themselves. I want them to enjoy history and understand how historians create it. I want them to be able to analyze documents, and write confidently. But the most important lesson that I hope my students learn is that the critical thinking skills that they learn will aid them throughout their lives in many future situations. By the end of the study, I want my students to become historians in their own right...and maybe passing their Advanced Placement United States History exam wouldn't be too bad either.

LITERATURE REVIEW

Introduction

I chose to focus my action research study on two topics that are integral to any social studies classroom, critical thinking and primary source document analysis. I hope that through my research and the implementation of various instructional strategies, I can influence my students to become engaged historians.

“We need an approach to teaching history where the criteria for success have less to do with intoning loyalty oaths than with students’ ability to participate in the literate activities that our society demands. This means teaching students to be informed readers, writers, and thinkers about the past as well as the present – a goal all parties should be able to embrace. Our democracy’s vitality depends on it” (Wineburg and Martin, 2005, p. 4).

Critical Thinking

Definition

There are many definitions of critical thinking. Woolfolk (2008) defines critical thinking as “evaluating conclusions by logically and systematically examining the problem, the evidence, and the solution” (p. 392). Hynd (1999) believes that in order to think critically one must “view information with a critical eye,” which basically implies the inclusion of analysis and evaluation of information (p. 431). Other educational researchers explain critical thinking in more detail. Noddings (2004) states “[t]he study of formal and informal logic, reflection on past events, and stimulation of

conflicts all contribute to the development of critical thinking” (p. 489). Winn believes that children must be taught to question, form hypotheses, have a healthy skepticism, and consider another’s point of view in order to think critically (2004, p. 497).

There are many educators who examine critical thinking and use alternative names for it. John Dewey referred to critical thinking as “reflective thinking” and defined it as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which it tends” (Dixon, Cassady, Cross, & Williams, 2005, p. 180-181).

Critical thinking in the social sciences is often referred to as historical thinking. Wineburg states, “Historical thinking, in its deepest forms, is neither a natural process nor something that springs automatically from psychological development” (1999, 491). This kind of thinking is difficult to master and yet crucial to be successful as a historian. Wineburg (1999) argues that it is essential for each generation to look at the past and write their own meaning of their culture. In order to fulfill this task, students must learn the skill of humanizing their society. Nodding (2004) states,

But perhaps political leaders everywhere would prefer that the majority of our young people not engage in critical thinking and remain ignorant of these matters.

This preference is one that seems to have endured for centuries. Like the fanatical search for a great leader, it

seems never to end. But perhaps we can change that (p. 494-495).

Primary Source Documents

There are many types of primary sources that can be incorporated into a social studies classroom. Tally and Goldenberg suggest several variations of primary sources in their research study including photographs, political cartoons, maps, and a variety of historically significant written documents (2005). In their study, they found that students were more engaged when using primary sources in addition to the textbook. Tally and Goldenberg also found that students were able to do more independent and group assignments with the primary sources rather than with the traditional lecture based social studies classroom (2005).

Levy (2004) encourages teachers to expose their students to a wide variety of sources, such as documents, speeches, advertisements, etc. This will allow teachers to, “demonstrate the complexity of the past and the richness and joy of doing historical research” (p. 15).

Barton (2005) is wary of Tally and Goldenberg’s study. Barton states that primary sources can be positive to include in the classroom only if they are used in a proper way. An educator cannot merely include any primary sources with any content. Tally and Goldenberg’s analysis of what is considered a primary source and how to use it effectively contradicts Barton in several ways. Barton is very specific in the selection and examination of the

primary sources, where Goldenberg and Tally are not strict in their assessment and implementation of the primary sources.

Barton stresses that true historians use multiple primary and secondary sources to understand historical events (2005, p. 746). Even though Barton warns educators about the dangers of using primary and secondary sources improperly, it doesn't mean that educators should avoid using these historical documents. Using historical sources properly can encourage historical examination and grant insight into past experiences (Barton, 2005, p. 752).

Accessibility and Sources

Many textbook editors provide primary sources that correlate to the content of the text (Eamon, 2006, p. 300). However, there are alternative methods to access primary source documents. Singleton and Giese (2000) encourage social studies teacher to use the millions of primary sources available via the Library of Congress online site called "American Memory" (p.151). This site has various types of primary sources from a variety of time periods. Accessing primary sources online can be very efficient and exciting. Eamon (2006) states that the Internet has opened access to primary source documents to the masses (p. 298). Prior to databases supporting primary source research, archives were the only location to find these essential tools.

Eamon (2006) however, warns that search engines, such as Google, can make finding proper sources challenging (p. 298). To avoid the overwhelming amount of information accessible on the basic search engines, teachers can find excellent websites that contain both primary sources as well

as teacher lesson plans and classroom activities. The Library of Congress site, <http://memory.loc.gov/learn/lessons/primary.html> and the National Archives, <http://www.archives.gov/index.html> are excellent sites for social studies teachers looking to access a variety of primary sources.

The Library of Congress has multiple suggestions as to how a social studies teacher could use primary sources in the classroom. All of these examples, along with thousands of primary sources, can be found at <http://memory.loc.gov/learn/lessons/primary.html>. Please see Appendix A for a full list of Library of Congress suggestions to incorporate primary sources into a social studies classroom.

Critical Thinking and Primary Source Documents

Evidence

Tally and Goldenberg (2005) suggest, “If primary source documents are going to significantly enhance students' understanding of content, students need to be both cognitively active and emotionally engaged when working with them” (p. 1). The students in their study were able to make observations, make inferences about the topic, and pose questions about historical photographs (2005, p. 12-13). The students were also able to implement corroboration, which is comparing information, and cite evidence to support their argument (2005, p. 15-16). Tally and Goldberg also note that students are able to apply their “historical thinking” to primary sources without prior knowledge of the time period (2005, p. 16).

Singleton and Giese (2000) believe that, “by dealing directly with primary sources, students are more likely to engage in asking questions, thinking critically, making reasoned inferences, and developing reasoned explanations and interpretations of events and uses in the past and present” (p. 149). However, not all primary sources are appropriate to use in the classroom. Singleton and Giese (2000) suggest that teachers should select sources that challenge students’ thought processes or cause them to think empathetically (p. 149).

Wineburg and Martin conducted a case study that focused on Middle School social studies students (2005). These students were asked to determine the validity of historical information about the famous relationship between Pocahontas and John Smith. This was the first time these students were asked to truly evaluate primary sources. Wineburg and Martin found that many of the students were “outraged” when they compared the familiar Disney movie version to the original primary sources, because the story portrayed in the movie is so different from the information presented in the documents (2005, p. 3). These students were asked to read more than one account of John Smith’s experiences, including a positive account written by Smith as well as a contradictory account also written by Smith. These students were asked to determine reasons for the discrepancy in both primary source documents, which are examples of historical thinking and historical bias (Wineburg and Martin, 2005).

Wineburg, Mosborg, and Porat (2001) studied 11th grade students from three different high schools to discover the roles that families and the media play in a child's historical understanding. They theorized that the history taught in schools would be different from the history available to students through cultural avenues, such as movies (2001, p. 57). In this study, the students and their parents were required to analyze photographs from the Vietnam War and write free response essays about the images. The students and family members then discussed the personal stories of the parents compared to the history that the students learned in the classroom, or as the educators called it, the difference between "living memory and learned memory" (Wineburg, Mosborg, and Porat, 2001, p. 55). Wineburg et al. (2001) found that students are learning a great deal from their families and from various forms of media, especially Hollywood movies. They found that movies actually encouraged the families to have historical discussions and to think critically in a different way. This study asks teachers to understand the background knowledge of the students and their families to better recognize how to teach them (Wineburg, et al., 2001).

Wineburg and Martin (2005) stress an "old fashioned" method of teaching historical literacy and civic education in their study.

No celebration of multiple intelligences or learning styles that take the form of skits or illustrated knowledge posters equips us to answer those who would deceive us the moment we open our browsers. Skits and posters may be engaging, but leaving

students there - engaged but illiterate – amounts to an incomplete lesson that forfeits our claim as educators (p. 4).

These educators believe that students should learn how to find the truth and question evidence in a more digital world in social studies classes (2005).

Wineburg and Martin stress that teachers must not forget about the fundamentals of reading, writing and analysis in education. They stress that flashy projects are not a substitute for traditional learning.

Implementation in Social Studies Classrooms

There are many methods of teaching critical thinking within a social studies curriculum. Hynd suggests that using multiple historical texts is an excellent method of encouraging students to become active historians (1999). The multiple texts allow students to view historical information as separate interpretations of primary sources, not as a story, or list of chronological facts. Students need to learn to evaluate these data for themselves and derive their own educated conclusions.

Levy (2004) believes that social studies teachers using primary source analysis are similar to science teachers conducting laboratory experiments (p. 9). Levy states, “Primary sources compel students to interrogate the past and begin to form their own interpretations and narratives rather than memorizing facts and dates and/or digesting interpretations written by others” (2004, p. 9).

Shiveley and VanFossen (1999) suggest that teachers use various techniques for analyzing digital primary sources acquired from the Internet as well as websites. This method includes six types of questions students must

ask to complete the examination of the material, which concern, “authorship, objectivity, validity of content, bibliography, currency, and quality of writing”(1999, p. 43-45). Examining authorship requires the reader to evaluate the credentials of the author. Questioning objectivity forces the reader to realize that opinions are not free from bias. Students must be aware of opinions that create a foregone conclusion to controversial issues. They need to examine multiple perspectives. When a student looks at the validity of content, he or she is checking to make sure that the information is in fact true. Checking an author’s reference list can aid in determining the scholarship of the material. Examining the currency of information is not important to most primary sources, but it is vital to exploring websites. The quality of writing is crucial to determine the authority of the information. Many of these tools for web-based analysis, such as bias and validity, can also be used to analyze primary source documents.



Another method of teaching critical thinking and primary source analysis in a social studies classroom is to have classroom discussions about controversial issues. Students need to have the opportunity to explore multiple kinds of subject areas to be able to think critically. Ketch (2005) suggests that in order for students to learn to think critically, they must engage in thought provoking discussions and learn the art of reflection. Noddings (2004) suggests that controversial issues surrounding war, religion and gender should be explored in school. If students have the opportunity to engage in discussions about these challenging issues, they will have the opportunity to

learn to understand themselves and our society. One of the important strategies that Noddings discusses in her article is that students need to learn the art of “crap detecting”, which allows the person to discover lies, assumptions, etc. from any source of information (2004, p. 492). Noddings (2004) suggests that teachers have their students examine primary source propaganda and culturally different perspectives in order to critically think about history.

Dulberg found that students could learn cultural understanding when they experience critical thinking “prompts” in a social studies classroom (2002). Another factor in teaching empathy to students is the cultural and family background of the community (Dulberg, 2002). Dulberg believes that if a student can make a “personal connection” with an historical figure, then he or she will be more able to visualize others’ perspectives (2002, p. 9). Dulberg suggests that if students can make associations between their lives and history, they will be more appreciative of other people with different points of view.

Gustafson (1998) gives a specific method of primary source analysis, which he calls “content analysis”. He explores the methods of coding and analysis of various forms of primary sources, having his class determine clear categories of codes for analysis after they have a cursory knowledge of the subject. After the class explores the item, students can report their results in a written format or in a classroom discussion. If the class advances to more formal methods of analysis, Gustafson recommends that the class focus their

attention on the “reliability, validity, and units of analysis” in their content analysis (1998, p. 5). If teachers implement this type of scientific inquiry in a social studies curriculum, students will begin to see the importance of investigating information, which, in turn, will help to make them critical thinkers (Gustafson, 1998).

Foster and Padgett warn educators not to make “mini historians” out of their students (2000, p. 358). Students should not be rewriting historical events. They believe that the use of historical inquiry should give the students, “the tools to examine the human experience, to make sense of competing perspectives, to evaluate arguments based on available evidence, and to reach informed decisions” (2000, p. 358). In order to encourage the historical inquiry process, Foster and Padgett encourage educators to use primary sources and critical thinking throughout the academic year with the realization that his lengthy process cannot be used on a daily basis (2000, p. 362).

Conclusion

Both critical thinking and primary source analysis are essential to any social studies curriculum. Classroom discussions, controversial issues, and document analysis can facilitate critical thinking. When primary sources are analyzed, the reader must consider various aspects of the document including validity and perspective. There are many different techniques to incorporate primary source document analysis into a classroom. With proper guidance, students can successfully critically analyze historical documents.



METHODOLOGY

Introduction

In order to answer my research question, “What are the observed and reported experiences when students learn critical thinking through primary source analysis?” I expected my students to use critical thinking skills to analyze primary sources, research information, participate in classroom discussions, and complete projects.

Setting

I teach at a suburban high school in Northeastern Pennsylvania. There are approximately 800 students in grades 9-12 in the school. The majority of the students are Caucasian with a small percentage of Hispanic, African American, and Asian students also in attendance. The socio-economic background of the students varies greatly. There are students who live in an institutional setting, Easton’s Children’s Home, while some live in mansions. The majority of the students come from working, middle class families.

My classroom is bright and cheery with one wall of windows and many student projects displayed around the room. I also have a computer projector system, which allows me to incorporate technology into my lessons. There are five rows of traditional desks that accommodate 33 students. The students have their own table where each class keeps daily journals in six crates. There are two full-length chalkboards, which are perpendicular to one another. The teacher’s desk is in the front of the room with a computer desk attached to it. There are no student computers in the room; however the school

has a mobile cart of laptop computers that can be accessed. The students were required to read the following texts during the class:

Divine, R. A., Breen, T.H., Fredrickson, G. M., & Williams, R. H. (2003). *America: Past and Present AP Edition*. New York, NY: Pearson/Longman.

Hall, K. L., (ed.). (1992). *Major Problems in American Constitutional History*. Vols. 1 & 2. Lexington, MA: D.C. Heath and Co.

Madaras, L. & SoRelle, J. M. (2001). *Taking Sides: Clashing Views on Controversial Issues in American History*. Vols. 1 & 2. U.S.: McGraw-Hill/Dushkin.

Participants

There were six students registered for my Advanced Placement class for the 2007-2008 school year. Five of the students are male, one was female. The female student dropped out of school about half way through the study because of various family problems. All are seniors in high school with an interest in history. Many of these students are involved in extracurricular activities.

Curriculum Plan

The curriculum plan for this study was very detailed and demanding. I had high expectations for the amount of work my students could complete in a short period of time. Although well planned, I found that this original plan was not conducive to the ability levels of my students. I had to modify the curriculum to extract some of the activities in order to meet my content goals. Please refer to Appendix B to review the detailed weekly curriculum.

Data Sources

I collected information by utilizing multiple methods, such as observations, interviews, student surveys, and analysis of student work. I completed an observation most days, with further analysis after lessons that focused on critical thinking or primary source analysis.

Field Log

When observing, I wrote down notes about the discussion the students were having, the body language of the students, as well as my thoughts about the lesson, in a field log. I based my field log data collection plan on the findings of Ely, Vinz, Downing, and Anzul (1997). The field log was essential to collecting observational data about my students. I wrote at the end of the school day based on the notes I took in class. My notes were divided into two sections: what I observed and my thoughts (see Appendix C). When I was writing in my official field log, I wrote brackets around my thoughts to distinguish them from observations.

Student Surveys and Interviews

I had my students complete a pre-survey and a whole class interview to determine their current level of historical inquiry (see Appendix D). I also interviewed most of my students at the end of the first and second marking periods. I asked them several questions pertaining to the study (see Appendix E). I also conducted a whole class interview, when the students were struggling in the class, to determine why and what could be done to make them more successful.

Student Work

Major students' assignments, such as Document Based Questions, also known as DBQ's, and papers were analyzed to determine if critical thinking and primary source analysis were achieved. A DBQ requires the student to analyze several primary sources and answer a historical question with information extruded from the documents as well as information they have learned in class. It is a very difficult process. I had my students begin slowly with analyzing basic primary sources. Over time, these sources became more difficult. By the end of the study the students were able to analyze several primary sources, compare them to each other, and write an essay answering a question based on the content of the documents.

Journals

My students kept daily journals. Most days, the journal question was based on the previous day's homework, or lesson. There were days when I had the students comment on their progress in class or their feelings about the course. I asked the students these questions as a check on my teaching strategies and the students' opinions about their experiences.

I have included all of these methods of analysis, such as observations, student surveys and interviews, and student work to ensure that my data are as accurate as possible.

Trustworthiness Statement

While I completed my thesis research, I implemented an ethical and trustworthy study. I followed a very rigorous plan, in which I ensured all of my students were treated fairly and the data that I accumulated was protected. I created a data collection plan, which included daily field logs, student surveys, pupil work, and both class and individual interviews. I used these various methods of data collection to ensure that my information was as valid as possible. All of the ethical guidelines that I followed throughout my study were suggested by Holly, Arhar, and Kasten in “Action research for teachers: Traveling the yellow brick road” (2005).

Prior to beginning my study, I received the consent of my supervising professor, my building principal, and the Moravian College Human Subjects Internal Review Board (see Appendix F). I also received the approval of the students’ parents in my study through a signed consent form. Both parents and students were aware of the aspects of my study and were informed that students were able to withdraw at any point in time without penalty. The consent form also indicated that all of my students were expected to complete the same assignments, whether or not they were involved as participants in the study.

I maintained the anonymity of the students and created an atmosphere of trust in my classroom. The data that I collected has been locked in a safe location daily and will be destroyed upon the completion of my research. Pseudonyms were used in lieu of the students’ names. I ensured that the

atmosphere of trust continues throughout my study by having discussions with students, treating them with respect, and following through with my expectations.

I continued to meet with my teacher inquiry group on a weekly basis to aid in my study. Teacher inquiry groups are an alternative way to access information and suggest educational ideas to colleagues. The groups are created to collaborate with similar educators to help yourself as well as your students. My colleagues helped guide me through my study without compromising the ethical criteria that I have established.

One of the main methods of data collection was my classroom observations. I took all of the information I collected and wrote it in my field log, which was divided using two columns, one for the direct observation and the other for reflection. This method of data collection also created self-reflection on a regular basis. After I wrote the observations on my worksheet, I would take my field notes and type them into a more formal document. I would write both my observation, but also my feelings about the events.

I had to alter my research timeline to suit the needs of the students. My class was not able to complete all of the assignments I had originally planned in my weekly curriculum plan. The rigorous curriculum was difficult to complete with the additional assignments.

I held my students' needs above all other considerations. I did not under any circumstances expose them to risks or allow them to be hurt. I

believe that I accomplished this task because I followed my trustworthiness and data collection action plans.

THIS YEAR'S STORY

I Lost a Few

It was the first day of school. I had made the usual preparations for all of my classes. I worked on the syllabus, ensured my classroom was bright and cheery and wore a new outfit to school to boost my sense of confidence. I was nervous and excited to meet my students in my Advanced Placement U.S. History class. I had briefly met them the previous year to assign work for completion over the summer. The students were assigned three chapters of the textbook to read, a textbook generated worksheet to go along with the chapters, and a short research paper about a student-selected colonial area.

The bell rang and eleven 12th graders strolled into the room, 10 boys and 1 girl. Some of them seemed like they didn't want to make eye contact. They didn't seem to share the same enthusiasm as I did for the first day of school. I thought to myself, "Ummmm. That's a bit strange. Maybe they're just nervous".

I welcomed them into the room and began my usual greetings and started to review the classroom rules and expectations. However, I soon found out why some of the students didn't want to make eye contact. Almost half of the class did not complete their summer work and were planning on dropping the class. I was devastated! I took their intent to drop the class personally. I

was also worried that my principal would cancel my class because of the low enrollment number of 6. Thankfully, he did not cancel my class, which was a relief to both the six remaining students and me.

Let It Begin

After the first week of a few students dropping the class daily, I finally felt like I could introduce my study. I was anxious for the first day of the study because I didn't know how my students would react. I hoped that they would be interested and willing to participate in my project. I spent most of the class introducing what we were going to be working on in class, explaining the consent letter (see Appendix G) and what a Master's thesis program entails.

Ben was very eager to hear my explanations about graduate work. He seemed very dedicated to school and was curious to learn about other educational programs. He was especially interested in Doctoral programs because he found out that he could be a Dr. without a medical degree. I had known Ben for four years. I first met him as a freshman in my ninth grade American Cultures I honors class. He was a very bright, hardworking, charming young man. Ben was also a member of the student government organization at my school, which I advise. I was very excited to have him in my class.

After I explained the consent forms, Zach asked in a slightly devious voice, "What would happen if everyone didn't return the permission slips?" I had also taught Zach in a previous class. He was an extremely conscientious

student and liked being praised by his teachers. I secretly hoped to myself that everyone would hand in his or her permission slips. David, perhaps sensing my distress, told Zach that not returning the slips would be mean. Zach was a bit offended and said, "I'm going to return it; I just wanted to know what would happen." I explained what a single person case study was, but that I hoped each of them would return a signed consent form.

I had heard about David from other teachers, but had not taught him. I heard that he was a classic "class clown." He seemed very charming and always appeared to have a wide smile on his face. He liked to make people laugh and enjoyed a life full of fun. I was a bit surprised he elected to take such a rigorous course, but I was happy that he could bring some excitement and a happy attitude to class.

Ryan looked like he was thinking very hard about something when I explained that the students would have pseudonyms to retain anonymity. When I asked him what he was thinking about, he had a huge smile on his face. He announced to the whole class that he would return the permission slip only if I promised to call him "Chocolate Thunder" in my study. The class erupted in laughter. I laughed along, but was nervous that my students were holding my permission slips ransom. I told him that I would think of appropriate pseudonyms for each member of the class. Ryan was the only minority student in class and apparently wanted me to take notice with his comment. Ryan was a very laid back student. He always seemed to take his

time with everything he did, from walking to writing. Ryan always went slowly in life.

Throughout the entire class period, there were two students who remained quiet, Ian and Rebecca. Ian was a very quiet football player. The other boys in the class would make relatively innocent comments to him, without the worry of his retaliation. Ian seemed like the sweet, silent type. I later found that he was comfortable with mediocrity and wasn't concerned about organization or deadlines.

Rebecca was the only female student in class. She kept to herself except to share the misfortunes of her life. These stories became more frequent and worse over time until Rebecca began to miss school. Her story will continue later.

I assigned the students the homework of getting the permission slips signed by their parents or guardians. Little did I know that this task was going to take two months to complete. Most of the students handed in the slips within a week. I took Ian about two months a several weekly reminders to hand it in. I finally had all of the permission slips.

Student Surveys

My first order of business was to complete my student survey (see Appendix D). My students had to answer seven questions. The first was to describe a "typical" day in a history class. The students painted a very similar picture. Most classes include lecture with notes, class discussions, and a lot of listening. I was surprised when my students wrote about what they learn in

class versus what they want to learn in a history class. Both of the questions had similar answers. In fact, Rebecca wrote “facts and events” for both questions. Only David composed something different when he wrote that he wanted to learn, “more modern, and exciting topics”. I was surprised that my students didn’t want something different. I thought that they would hope to learn about new concepts or learn in a different manner than the typical class.

When I asked my students what projects they would like to complete in class, they were consistent once again. Ian requested, “Games, movies and acrostic puzzles,” all of which he has completed in previous classes. Two students, Ben and Rebecca, requested food projects. David stated that he just wanted the chance to be more creative.

My next question led me to some interesting discoveries. I asked my students to respond to the question, “What does a historian do?” Four out of six students said, “They study history.” Only two students gave me a more in depth answer. Zach wrote, “Research facts about history. Compiles them together then publishes his findings. They also credit something as authentic if it’s under review.” Why did so many of my students write such a short, basic answer? Do they not actually know what a historian does? Is this a question that they have never been asked before? I needed to find out the answers to these questions.

I was shocked by some of the answers to my next question, “How often do you analyze primary source documents? Do you think this would help in learning history?” I had a large discrepancy between the students when

they answered this question. Most have used primary sources at some point in the past and felt that they were somewhat important. However, many of my students said they only analyze primary sources periodically or rarely. Zach stated that primary sources were not particularly important because “they may stray the reader away from the main point.” I don’t think the class understands the importance of primary sources to historians and how they can change the perspective of an event. I felt like this was a major task for me to complete. I needed to get my students to start analyzing and writing with primary source documents.

My final survey question was, “Define critical thinking.” There were a variety of answers from my students. Ian and Rebecca had the same thought when they wrote, “analyzing stuff.” Some of the other students wrote a more detailed description. Zach stated, “Critical thinking is thinking indepthly [sic] about a certain topic. You may think about the effects something had on what led up to it. It is a deeper thought process than non-critical thinking.” Ryan’s answer did not make sense to me. He stated, “It is when the brain starts to think way past its point and the thing the person is writing must be interperet [sic] whats going on.”

After completing my initial student surveys, I realized that my students did not have a great deal of experience with primary source document analysis, or critical thinking in a social studies class. I felt like it was my duty to teach my students the importance of using primary sources to interpret historical events and to think critically in a history class. I also realized that

they were relatively comfortable with the level of expectations that they were used to. They did not have grand ideas about what a history class could be. To a certain extent they enjoyed lecture and note taking. However, some of the students, David in particular, wanted to be able to complete creative projects in class. I was excited to continue on my path to helping my six students become mini-historians.

Locke vs. Jefferson

I began my primary source document analysis with two classic historical writers, John Locke and Thomas Jefferson. I had my students read two separate documents: an excerpt from Locke's "Two Treatises of Government" and Jefferson's "Declaration of Independence." The class compared the documents with the information from the text pertaining to the American Revolution.

There were a number of excellent insights from the students when the class began a discussion about John Locke's vs. Thomas Jefferson's ideas. Some of the students were able to pick out "Life, Liberty and Pursuit of Happiness" from the Declaration of Independence as Locke's ideas about natural laws. I was very excited to see the students notice a link between the two political theorists. Zach called the Declaration of Independence "A major breakthrough in history."

I asked the students how many had previously read the Declaration of Independence. One student said it was his first time reading it, while three said they understood a lot more this time around. I asked why they understood

more. They said they now have a more broad view of history from completing previous history classes. They can apply that world history knowledge to other classes. All of the students said that they enjoyed reading the Declaration of Independence more than Locke. When I asked why, the class agreed that it was a more significant document to our history, which made it more interesting.

The students had to write a paper about the Declaration of Independence. Ryan's analysis of the document includes many references to the document and a basic knowledge of the historical significance (see Figure 1). I felt as if this was a good start to primary source analysis for Ryan as well as the rest of the class.

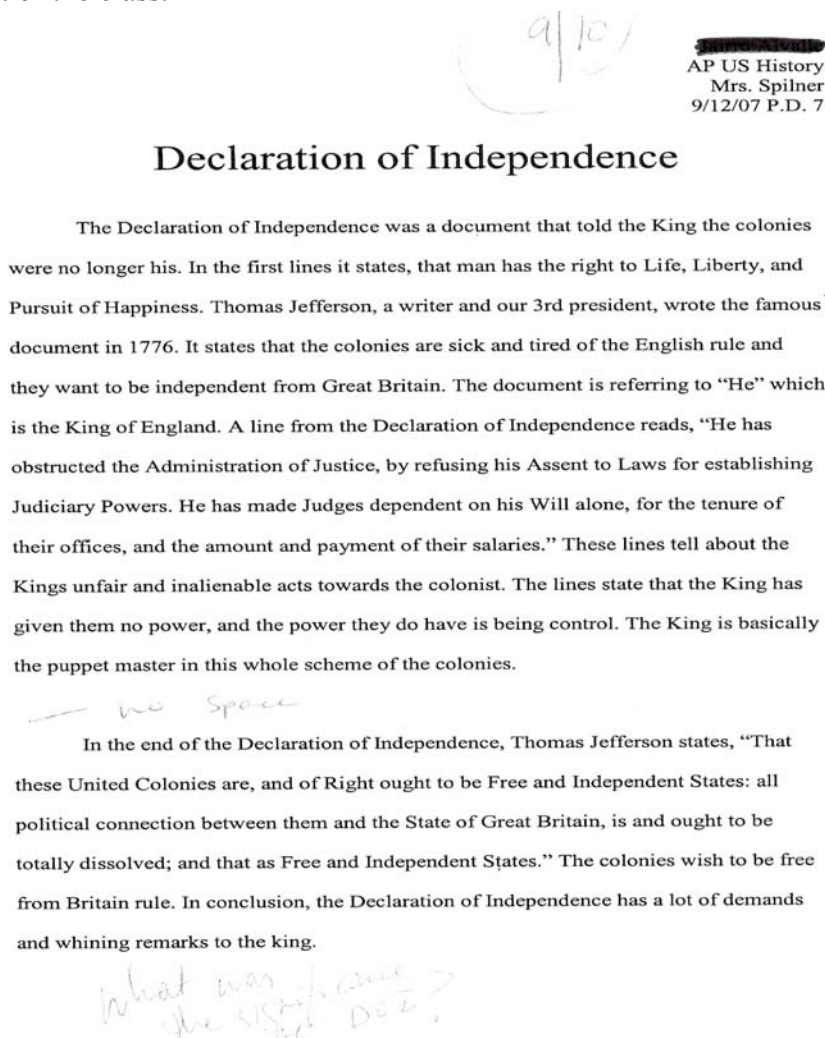



Figure 1. Ryan's Declaration of Independence Essay

Class Definition of Critical Thinking a.k.a. “Spacing Out”

After analyzing the student survey results, I felt that the students did not have a clear concept of what critical thinking was. I decided it was important that the class determine the definition of critical thinking and how that related to our history curriculum. I had my student write a preliminary definition in their warm-up journal. We discussed these entries in class. Zach volunteered first with a definition. He said, “It is a deeper way of thinking, where you have to analyze. They are not just yes or no questions.” Ben said, “You use critical thinking usually on the last question on a test, which is usually harder.” All of the students agreed that critical thinking is very  important.

I asked the class where they used critical thinking. Zach said you use it when driving. This answer surprised me. I expected someone to say on class assignments or because a teacher required it. Ryan stated that you use critical thinking when someone asks you to, when you are reading a document, or when something is not clear. David had an interesting idea when he said, “I use critical thinking when I “space out.” Ben stated that when you space out because of an assignment, it is because it is too restrictive. All of the students agreed that “space out” critical thinking occurs more often than critical thinking because of a teacher. David said that sometimes a particular assignment could cause you to space out. He said, “It has to be just right...not too hard and not too easy”. Vygotsky (1978) refers to this as the “zone of proximal development,” which is the knowledge level of the current student.

If the information or skill is outside of the student's ZPD, he or she will not be able to comprehend the content. My students were trying to explain that when an assignment is either too easy or too difficult, they have trouble completing it.

It was difficult to figure out which assignments were just right. I wondered to myself, "Is this why people thought the Declaration of Independence assignment was better than the Locke reading?" David went on to say, "The space-out factor also depends on the interests and experiences of the student." I decided that I was going to try to find documents that wouldn't cause my students to "space out," but truly think critically about historical documents.

Writing a DBQ

I wanted to link the critical thinking definition to a set of social studies skills, so the class began the arduous task of learning how to complete a Document Based Question, or DBQ. I asked the class to explain what a DBQ was. Ian and Ryan gave the class a literal translation of, "It is a document based question." Zach gave the best definition when he explained the process of how to complete a DBQ. He said, "You have to read several documents and answer a question using the information from the documents."

I handed out a textbook generated worksheet (see Appendix H) that had the students read and analyze an excerpt from Jefferson's inaugural address. Ben said that the address was very confusing because of the language. I asked the class, what could be done to make the analysis of a

difficult document easier to understand? The students brought up reading skills such as, underlining, highlighting or breaking down the document into smaller pieces.

The class read over the document and discussed how to write a thesis statement. The students were required to complete the remaining questions and write a thesis statement pertaining to the reading.

The class as a whole needed to work on their writing skills in relation to primary sources and critical thinking. We spent several classes working on how to write historically. I wanted to know how the students felt about their own writing, so I had them answer a journal question, “What are some strengths and weaknesses in your writing?” Three students said that grammar and mechanics give them difficulty. Zach stated that 60 points had recently been taken off of an AP English essay for mechanics alone! Two students have some problems with grammar. Ian states that he has difficulty staying on topic when writing. Ben made the comment that no matter how good you are at something, there is always room for improvement. Ryan stated that he is good at the structure of essays and David liked the flow of his writing.

The class moved on to discuss what a thesis statement is. This was review for everyone. Each of the students had learned various writing techniques as well as completed a research paper in their English classes in previous years. Zach stated that it is the topic of an essay. After that the class moved on to review the homework, which was to practice analyzing a document, list document facts, list outside facts, and write a preliminary thesis

statement. Some of the students struggled with the questions. Ian, who is usually quiet, was able to answer with two major outside facts...the Monroe Doctrine and the War of 1812. He seemed very proud of himself.

Ben was brave enough to read his thesis statement to the class. We discussed it briefly. I passed out the textbook examples of poor, adequate and excellent thesis statements (see Appendix I). We reviewed the poor statements together. I asked that the class review the rest for homework. It was clear that the students would need continued support and practice to be able to analyze a primary source successfully and write about it critically.

The Bill of Rights

The students were asked to read the first 10 Amendments to the Constitution, or the Bill of Rights (see Appendix J). They had to take the original document and interpret the text and write it in their own words. This was an easy task for them. They seemed to be very comfortable with the Bill of Rights because it is so prevalent in the news. The class had a discussion about the Bill of Rights. I asked if any of the Amendments should be altered. They said, "No. The Amendments work." David began a discussion about a college student who had been tasered at a John Kerry lecture. I was surprised when many of the students thought the student should have been tasered by the police. Zach said, "It wasn't wrong because he was creating a riot."

Ryan changed the flow of the discussion when he said that he did not agree with the eminent domain clause of the Fifth Amendment. He did not like the fact that his family's house could be taken away. I told the class about

a local situation of eminent domain, where a woman's will designating her farmland for preservation was negated and the land was being turned into baseball fields due to eminent domain. The discussion moved to the housing market decline. David joked, "I blame the communists!" Some of the students laughed. I said, "It is not the communists, it is inflation."

The class was successful in analyzing the Bill of Rights. They were able to interpret the primary source document and rewrite it into their own words. They were also successful in having an intelligent discussion, citing the connection between current events with the 10 Amendments.

Party Like a Colonist

The day I introduced the "Party Like a Colonist" Project, the class was so excited about it. They even selected this particular project over the "Constitutional Convention" Project. The students were broken up into three pairs. Each group of two would have to research a different part of the project (see Appendix K). Ben and David worked together researching Colonial entertainment and music. Ian and Zack worked together creating a guest list and researching colonial clothing. The last pair, Ryan and Rebecca, had to plan our meal and create a menu of common colonial culinary dishes. I gave the class a few days of research time during class. They were working diligently during this time. I was looking forward to seeing the final results.

There were a few changes to the project schedule because of scheduling conflicts. The students ended up having about an additional week after the due date until the presentation date, but still the class as a whole was

unprepared for their presentations. Zach actually rented a colonial costume to wear for his section of the project. He explained each article of clothing. Zach's partner, Ian, did not have a costume. He was unprepared for his presentation, especially in contrast with Zach, who had a PowerPoint presentation. Ian explained some colonial clothing, however he did not have any true visual aids, nor did he know all of the pronunciations of the pieces.

Rebecca had both the dishes to share with the class, as well as a menu. She did not have the best presentation, but did have her visual aid. Her partner, Ryan, did not have any of his dishes, nor his food from the menu.

Ben and David did little to improve the success of the project. Ben had a CD with a few colonial songs, but did not have the written component of the project. There was no research to support the songs on the CD. Zach had a few colonial games and dances that he could describe to the class. However, he did not have the class participate in any of these activities.

I was very frustrated with the outcome of this project. The students did not live up to my expectations. They were not successful at following the project rubric and completing all aspects of the assignment. The students were upset when they found that their grades reflected their poor performance. This project brought some of the students' grades lower, which was the opposite effect that I was hoping for. I was concerned that this kind of work ethic would be prevalent throughout the rest of the year.

Poor Grades Cause Mini-Conferences

Throughout the first marking period, the class as a whole had been struggling with grades. After the poor presentations of the "Party Like a Colonist" Project, the class also struggled with a test from Ch. 6-7 in the textbook. I decided it would be a good idea to have mini conferences with each student to see how they felt about their grades. I spoke with Ryan first. He was shocked when I told him that his marking period grade was a 57%. I was very surprised by his reaction because Ryan missed a great deal of homework assignments, as well as scored poorly on his tests and projects. Apparently there was a disconnect between the small assignment grades and Ryan's perception of his total marking period grade.

Zach was the next mini conference. He was not happy about his grade of 80%. I told him that his grade was the best of the whole class. He seemed a bit happier, but not satisfied. I was happy to see desire and drive from Zach. He is doing fine right now. I want him to excel the way I know he can.

I met with Ian next. He looked at me blankly when I told him about his "C" average. I think he was a bit upset about the phone message I left with his parents the previous day about his low grade. I asked if his sport was almost finished, which would give him more time. He nodded. I was a bit upset that I didn't get more of a reaction from him. I don't even think he said anything about it. Does he care? Was he so upset that he couldn't speak?

David was the next person that I talked to in a conference. He currently has a 66%, which is not great. However, considering that he didn't

complete any of the summer work, he is doing well. He seemed pretty happy about the steady increase in his grade. I told him that he should end up with a “C” for the first marking period. He asked if there was anyway he could get a “B”. I said probably not. He ended up earning a “D” for the marking period because of low test scores and poor homework completion.

Ben was my last conference. He was also unhappy about his grade. Particularly, the 57% on his last test. He got a 14/50 on his multiple-choice section. He currently has a 75% for the marking period. He noticed an asterisk in my gradebook, which indicated a non-graded assignment. I told him that it was a homework assignment. He said, “So does that mean that it is not going to be graded?” I said that it would be now. I decided to grade the Ch. 9 Q/A packet for more than just completion to try to boost the grades of the class. David was happy that it would help him improve his grade. It was due the following day, so they had to complete it that night.

Rebecca Drops Out of School

I did not get to have a mini conference with Rebecca because she was absent that day. In fact, she had been absent a great deal. There had been a lot of reasons why. She had been in a car accident, fell and hurt her ankle, got migraine headaches, and had other medical problems. I had been very concerned about Rebecca. I spoke to her guidance counselor many times about her absences and the lack of completion of assignments. Eventually I found out that Rebecca had made the decision to drop out of high school. She

had many personal problems, which were confidential. I just hope that she finds success and peace of mind in her life.

Frustration!

After the mini conferences, I decided that I needed more information from the students about their perception of their grades. I decided to ask the class to respond to a journal question, “Why do you think the grades are at the current level?” As the students were writing in their journals, Ben whined and said, “Why didn’t I take environmental science instead of AP Biology?” He was referring to an “easy” science class compared to the stressful AP class. Some of the other students agreed with Ben. Zack stated that he is currently taking three AP classes, while Ben and Ian are taking two each. Zack is concerned about his AP classes bringing down his GPA and lowering his class rank. He also doesn’t like the fact that students who are not challenging themselves are getting good grades, which helps their GPA. I discussed the weighted GPA for AP classes. Ben took out his calculator and figured out what their current grades would be weighted. Some of the students seemed to feel better. David asked in a joking way, “Soooo, what would a 66% be, hypothetically speaking?” Everyone laughed a bit.

Ben said, “I know you have to expect AP classes to be harder.” I don’t think they were expecting this much work. He then said, “I heard that regular college classes are easier than most AP classes.” Rebecca, who was currently taking a community college class in lieu of a high school class, agreed with

Ben's statement. I told them that this could sometimes be the case. However, this class has to cover all of American history, unlike most college classes.

The class then began a discussion about the journal question. Ben showed me his journal answer (see Figure 3).

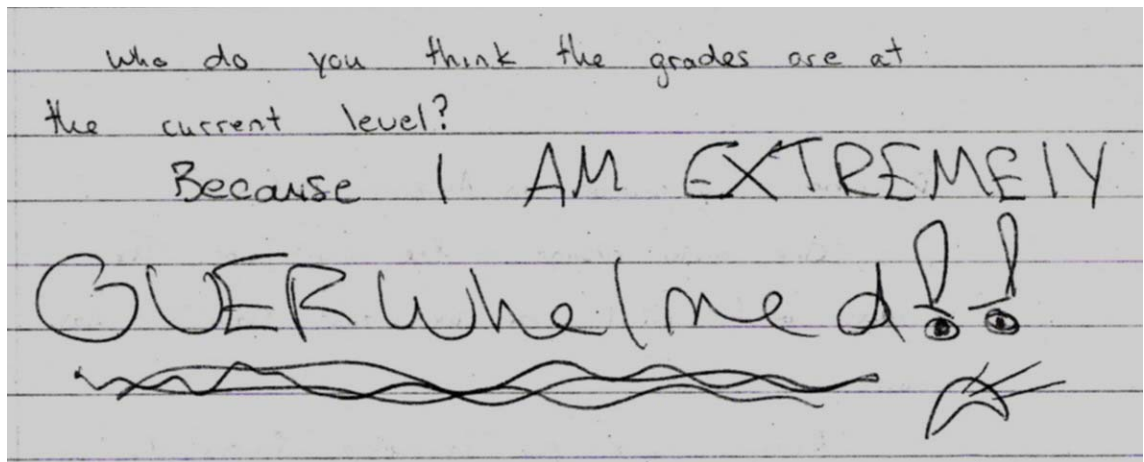
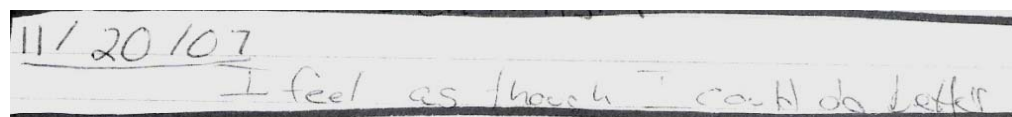


Figure 2. Ben's Journal Entry

I asked how many other students also felt overwhelmed. All six students raised their hands. Zach said that he has had very little experience completing so much independent study. Some of the other students began to give me reasons/excuses as to why they are not doing well, such as too much work from all of their classes, and out of school commitments.

I had been concerned about Ian's complacent attitude about class for quite some time. I had spoken to him and made calls to speak with his parents. I was interested to read his journal entry (see Figure 4). He stated, "I feel as though I could do better." I hope that he takes this entry seriously and begins to put forth more effort.



I asked the class, "What can I do to make you more successful?" Zach said that it would really help if the air conditioning worked. The AC in my room has not been working. It is about 78-83 degrees in my room on a daily basis. Zach said that he has a very hard time concentrating because he is just thinking about how hot he is. Ben asked if we could use more variation in the lesson, which I thought I had been doing. Apparently, I was not creating enough of a variety for Ben. He said that, "After a while of listening to classical music, you want some drums." David asked if we could do more creative activities. I said that I was disappointed because when I did give them a creative activity, more than half didn't complete the whole project. I was referring to the "Party like a Colonist" Project. The class seemed a bit ashamed that they did not complete the assignments to the best of their ability.

Ben asked if we could have lectures instead of the group discussions. He referred to another teacher at our school who just used lecture. All of the students agreed that they want to use lecture instead of the discussions. Zach requested that only the lecture notes be on the chapter tests. I explained the need for independent study. David agreed. He said, this is a college level class and it should be hard. I was very surprised that the class didn't enjoy the Socratic Circle discussions that we had been doing in class. I think they don't like it because it is different and it requires more preparation from the student. It doesn't work well if the students are not well versed in the content. Obviously, my class has not been completing the assignments to a high standard.

Ben and Zach both said that this discussion was making them feel embarrassed and stupid. I told them that this was not my intention and I didn't think that they were stupid. I told them that educational research states that students learn in different ways. I wanted to talk to them to see what kind of style in which they learn the best. We agreed as a class that we would use lecture with a bit of discussion thrown in to make lessons interesting.

I used a lecture method of teaching for the rest of the study. The students were happier with the new format of content analysis. Overall, their averages and attitudes improved.

Population Census Chart

My students had spent a few months learning to analyze various forms of primary source documents. They were going to read speeches, historical documents, and view political cartoons, and pictures in the first full DBQ assignment. I wanted them to have some experience evaluating a data chart. I had my students analyze a textbook generated worksheet (see Appendix L). The students did a good job of analyzing the obvious data from the chart (see Figure 5). They had a more difficult time finding outside facts that would support the population changes. My students are still struggling a bit with the concept of linking the information in a primary source document with actual historical events. They are still thinking of the documents as being separate entities that did not affect society in some way. I have to find a way to widen the class's historical perspective to include both primary source documents and the events that surround them.

Figure 5 is David's worksheet. His answers were very similar to the class as a whole. They were able to focus on the basic facts, including that the north had a larger population than the south. David's arrow pointing up refers to the North, while his arrow pointing down refers to the South. He made the logical argument of climate, population and slavery. However, no one in class, including David, analyzed the population changes over each decade. I will have to encourage additional and varied forms of analysis.

Practice in Document Analysis

QUESTION: Before 1810 the United States was basically two agricultural societies, north and south. Between 1810 and 1860 this social/economic structure changed as the North pursued industrial and commercial development in addition to agriculture, the South remained dominantly agricultural, and the West rose as a separate region. How did this evolutionary process contribute to the rise of sectionalism?

Document D

Based upon the federal census inaugurated in 1790, this chart gives you a chance to examine what was happening with national demographics from 1810 to just before the Civil War. How did changes in the population density of these states reflect other changes which were occurring in the economic and social life of the country?

Population Density Per Square Mile of Land Area ^{WHY?}

	Alabama	Mississippi	Indiana	Illinois	New York	Massachusetts
1810	--	.4	.6	.1	20.1	58.7
1820	2.5	1.6	4.1	1.0	28.8	65.1
1830	6.0	2.9	9.6	2.8	40.3	75.9
1840	11.5	8.1	19.1	8.5	51.0	91.7
1850	15.0	13.1	27.5	15.7	65.0	123.7
1860	18.8	17.1	37.6	30.6	81.4	153.1

Source: *Historical Statistics of the United States, Colonial Times to 1970*, Series A 195-209, pp. 24-37. U.S. Government Printing Office, 1975.

PRACTICE THESIS: Between 1810 and 1860 the West and North evolved into a unified society based upon free labor in commerce, industry, and agriculture while the South became an oligarchy founded upon slave labor and cotton production. These differences led to antagonism between the regions that created sectionalism and later, Civil War.

INSTRUCTIONS: Using the thesis stated above, attempt to construct a statement using this document at the analysis level that could be fitted into a good essay.

NOTE: Remember that analysis involves the way you use information. Do not make the mistake of confusing the listing of facts with analysis. Analysis actually occurs when you use those facts to prove something significant related to your thesis statement.

- List the facts that you can isolate from this document:

↑ WAS AGRICULTURE + COMMERCIAL
↓ MAINLY AGRICULTURAL

David wrote, "↑ was agricultural and commercial
↓ mainly agricultural"

2. Now list outside facts that you might use in association with those you isolated from the document:

↓ BIG ON SLAVES + SLAVE TRADE

↓ NOT BIG ON SLAVES SO THEY TURN TO COMMERCE

3. Write a statement that you could use to prove an important point from the practice thesis given above:
(use additional paper if needed)

THE NORTH DEPENDED ON COMMERCE BECAUSE THEIR CLIMATE WAS
BAD AND THEY DID NOT HAVE THE MAN POWER THAT THE
SOUTH HAD AT THE TIME

Figure 4. David's Population Chart Analysis Worksheet

Declaration of Sentiments Analysis

I wanted the class to analyze one more primary source document prior to their first full Document Based Question assignment. I selected the Declaration of Sentiments, which stated women's rights at the Seneca Falls Convention. The class had to read the primary source and then answer textbook generated questions. The class did an excellent job of analyzing the document and comparing it to modern women's rights issues. Figure 6 is Ryan's worksheet.

CHAPTER 11 CRITICAL THINKING WORKSHEET 1
(Continued)

1. In a vertical column, list the grievances of the declaration. Next to each, state whether it is *valid* or *not valid* today.

Basically, it tells and lists the things man do against women. It says man does things with no voice of women. That refers to woman's suffrage. She also compares a man that has nothing to a normal women. It says that that man has rights even though he has nothing. Some of the grievances were valid, woman's suffrage is now here, but some rights are still unfair.

2. If this declaration were written today, what additional grievances might be listed by women?

I think they would say, Man has taken women for granted. I also think they would mention wages and unfair things that happen in closed doors. Women know that men are paid more but don't do much to try it since it's hard to prove.

3. What three gains in women's rights since 1848 do you consider the most important? Why?

Womens Suffrage - women now have a voice in gov't so now they can choose what they want.

Sandra Day O'Connor - 1st woman to be on the supreme court. Its a big step for womanly power

Condolezza Rice - 1st black woman to hold the power of secretary of state.

Figure 5. Ryan's Declaration of Sentiments Analysis Worksheet

His answers are relatively consistent with the answers of the rest of the class, although he included more modern day women who have power, including Condoleezza Rice and Sandra Day O'Connor.

Social Movement DBQ

I decided that they were ready. The class had successfully proven that they could analyze separate primary source documents and write about them. I wanted to test my students to see if they could complete a full Document Based Question. I gave the class a DBQ packet about social movements in the 1800's (see Appendix M). There were primary sources about the Temperance movement, the Abolitionist movement, educational changes, and the Second Great Awakening, a religious movement based on Protestantism. I wanted my students to select two social movements, read and analyze the documents associated with their selections, and list outside facts that they could incorporate into their paper. Ben did a good job listing outside fact with the Harriet Tubman photograph (see Figure 7).

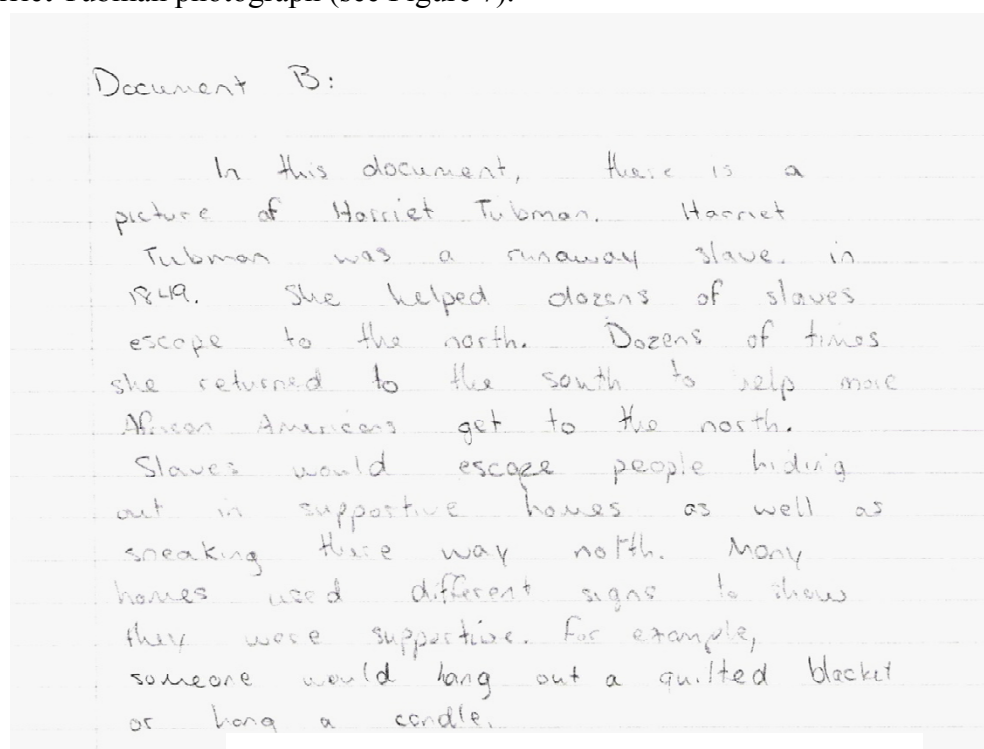


Figure 6. Ben's Preliminary Document Analysis

After the students completed the initial analysis of the documents, some were still confused about the DBQ as a whole. Ben was very confused about what to do after the document analysis. I explained the process again and gave the class an example of adequate to excellent DBQ's (see Appendix N). After looking at the writing expectations, David said, "I'm not sure I like this. It seems a bit tedious." I spent time with the students sorting each of the documents into their appropriate grouping.

The students were required to complete their rough draft of the DBQ and bring it to class for homework. We spent some time in class peer editing. I think some students are still struggling a bit with both their analysis and writing skills. I felt both anxious and excited to see their first completed DBQ.

Ben did a good job of writing his first DBQ essay on the social reform movements of the 19th Century. He selected the Abolitionist movement and the Temperance movement (see Figure 8). He was successful at including both facts he analyzed from several primary source documents as well as outside information. Ben needs to work on writing stronger thesis statements and conclusion paragraphs, but overall he did a good job on his first attempt of answering a document based question.

██████████ Pd/ 07
 AP US History
 D.B.Q.

2 days late

32/50

Second Great Awakening Reforms

In early American society, there were numerous impacts on the several reform movements that emerged from the second great awakening. The temperance movement and the abolishment were two fairly strong reform movements. The temperance movement was the effort to eliminate alcohol. The abolishment movement was to get rid of slavery. The temperance movement and the abolishment movement effected American society significantly.

abolitionist
 not
 abolishment!

The abolishment movement was encouraged by many people and is basically the want to end slavery and slave trade. One very well known person that was a major contributor is Harriet Tubman (Doc. B). Harriet Tubman led hundreds by the Underground Railroad to safety in the north. The Underground Railroad was made possible by supporting people along the way. This is one reason why Harriet Tubman was able to make numerous trips back to the south to help lead more blacks to freedom.

good!

redundant!

Many people would use signs to show that they were apart of the Underground Railroad. These signs would mean that a group of runaways would be able to hideout in that house. A series of supporting families is all it would take for a group of slaves to be able to make it to the north to be free. When a slave would become free, he or she would still not have the same rights as a white person would have. That was not until rights such as equality was given to blacks.

The temperance movement was the effort to stop the consumption and the making of alcohol because of its negative effects on its consumers. This reform movement was

mainly led by women. Many disagreed with the movement not only because of the fact that the consumption of alcohol was to be stopped, but that the industries would be affected by the movement (Doc. A). The movement began off of the effects that come from consuming alcohol. Many wives did not appreciate the effects it had on their husbands.

Even though the temperance movement was not in effect for a very long period of time, it did have a significant affect on society. Abolishment however, did have a lasting effect that is still enforced to this day. That being said, the temperance movement and abolishment did in fact have a great effect on American society.

Figure 7. Ben's Social Reforms DBQ Essay

METHODS OF ANALYSIS

Throughout my study, I conducted various forms of analysis. I had my students complete a pre-study survey and interviews throughout the study. I also collected various student assignments that pertained to primary source analysis. My last task was to index, code, and organize my field log into “bins and themes.”

Student Interview and Surveys

At the beginning of my study, my students completed a survey on their definition of critical thinking and prior experiences of primary source document analysis. I also completed several whole class interviews and individual interviews. I tried to use critical thinking questions that pertained to my thesis when I conducted the interview process. During the interviews I wanted to determine if the students were benefiting from the primary source analysis. I was also concerned about class morale and successes of each of the students. I used the students’ journal entries to determine how they were feeling about the class and if they comprehended the content.

Student Work

I collected various forms of student work throughout the study, including many examples of primary source analysis and student writing. I wanted my students to experience an assortment of documents, so I had them analyze government documents, such as the Declaration of Independence, population charts, political cartoons, photographs, etc. The work became more

difficult and detailed over the course of the study as the students became more experienced.

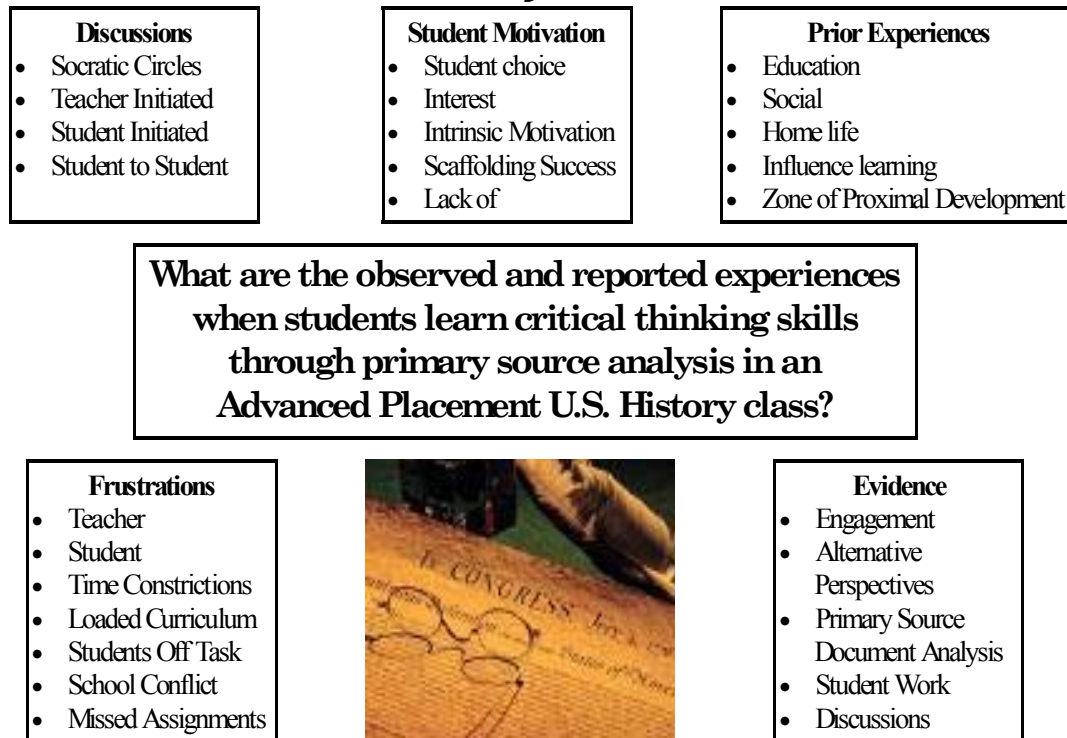
Field Log

Throughout my study, I kept a log of all of the occurrences of my class. I wrote down both my observations and my feelings about what happened, which I kept separate so I would be able to distinguish between the two. I followed the Bogdan and Biklen (2003) field log format to ensure achievement.

After my study was complete, I coded the information from my observational field log. I read all of the data that I had collected and sorted it into separate bins, according to Ely, Vinz, Downing and Anzul (1997). After analyzing the bins, I determined if there were any consistent themes (see Figure 9). I then organized these themes and located how many times I observed each situation. This organizational process allowed me to review my results and support my analysis through literary works such as pastiches.

*Analytic Memo: Coding Graphic
Organizer and Theme Statements*

Lisa Spilner



Theme Statements

1. Properly structured discussions can foster active student learning as well as promote critical thinking and deeper student understanding of a topic.
2. Student motivation is integral to the completion of classroom work. It can be difficult to motivate students who lack intrinsic motivation, however, there are several methods to increase the low motivation of a class.
3. Students' prior experiences, both good and bad, influence their learning and their zone of proximal development.
4. Frustrations can be expected when students are learning how to use higher thinking and analytical skills, which are unfamiliar to them.
5. Critical thinking evidence occurs throughout the curriculum and can be collected in numerous instances.

Figure 8. Bins and Theme Statements

FINDINGS

Prior Experience

Students' prior experiences, both good and bad, influence their learning and their zone of proximal development.

After conducting the initial student survey, I realized that many of the students had little prior experience with primary source analysis in a social studies class. Only two out of the original six students said that they had more than sporadic experiences of primary source document analysis. I was concerned with this fact; especially considering that these students had all completed history honors classes during their high school careers.

After realizing this disturbing fact, I knew that I would slowly have to begin to teach my students how to analyze primary sources. I selected documents that they were already familiar with such as John Locke and Thomas Jefferson's Declaration of Independence. The students struggled with the early American vocabulary and the content of Locke's document, but appreciated the significance of both of these historical documents. I used classroom discussion as well as several textbook generated worksheets to teach my students about document analysis. These worksheets had questions that the students had to answer that forced them to analyze the document.

As the study progressed, I selected a variety of primary sources for the class to analyze, such as political cartoons, photographs, and population charts. Each of the new primary sources needed different types of analysis skills. The students did well with the visual assignments, but struggled with the chart. They did not have prior experience examining the documents and

relating them to the events that took place during the same time period. It took the class a lot of time and effort to be able to combine the information taken from the primary source and merge that with outside facts.

After the students had more experience with primary source document analysis they began to become more successful. Toward the end of the study, I was able to have them complete a full Document Based Question, where they had to answer a generalized question with information from various primary sources along with facts from the time period. This was a very daunting task, but with some scaffolding and support, the class completed their assignment.

Discussions

Properly structured discussions can foster active student learning as well as promote critical thinking and deeper student understanding of a topic.

Throughout my study, I used discussion of both primary sources and historical content to promote critical thinking in my students. There were some outstanding discussions. The best discussions were about controversial issues or current events that related to the content. For example, the class had good conversations about the Bill of Rights. They were especially interested in the student who was tasered at a John Kerry speech.

I began the study with a discussion based teaching method, rather than the traditional lecture method. This proved to be an excellent method when the class was interested in the topic. However, the discussion was not successful when examining the content. The discussion method required a great deal of effort on the part of the students and they were unaccustomed to

that type of teaching. About halfway through the study, they requested that I switch to a strictly lecture format for the content of the class. I agreed because of the frustration level of the class. I kept the discussion strictly for the topics that were interesting for the students' or for in-depth examination of primary sources.

Frustration

Frustration can be expected when students are learning how to use higher thinking and analytical skills, which are unfamiliar to them.

Student frustrations were very clear throughout the study. My students were very clear in their frustration when they did not understand the material, or were feeling overwhelmed. I felt that a pastiche would best explain the mood of the class during difficult times (see Figure 10). My students were frustrated because of their low grades, high expectations, and the workload from all of their classes.

Eventually the students' frustration about low grades and workload was eased. Most of the students' grades increased when I changed the presentation of the material from classroom discussion to lecture-based notes. Figure 11 depicts the journal entries of Zach and Ben after the change in frustration. You can see the Ben especially was in a jovial mood when he quoted Tony the Tiger. This cheerful mood did not last throughout the study. Eventually the class became worn out again as the students slowly approached graduation.

When asked the question, "Why do you think grades are at the current level", the class responded...

Classroom Failure Pastiche

Ryan said...

22/10/18/07 Why do you think the grades are at the current level? Usually, I get home at 6:30 to 7:21. When it comes to homework, I do English first since we have the research paper due. The paper is taking me time. Then after i'm done, I feel like I can do the AP work during study hall. Though it never works

Ian said...

10/18/07 (26)
Work over load from other classes

David said...

PEOPLE ARE VERY BUSY W/ WORK, SCHOOL, AND FAMILY MATTERS AND THIS CAUSES ASSIGNMENTS TO SLIP

Zach said...

26. Why do you think the grades are at the current level?
- Poor self tutorship.

Ben said...

Who do you think the grades are at the current level?
Because I AM EXTREMELY
GUEP WHE (me d!)

These negative comments changed with adaptations to the curriculum.

Figure 9. Classroom Failure Pastiche

Classroom Success Pastiche

Zach said...

9. How are you feeling about class?
- much better than before.
i'm learning the material
and retaining it.

Ben said....

They're Grrreat!



Like Tony
the Tiger!
and what he
feels about frosted
flakes.

Figure 10. Classroom Success Pastiche

Student Motivation

Student motivation is integral to the completion of classroom work. It can be difficult to motivate students who lack intrinsic motivation; however, there are several methods to increase the low motivation of a class.

I found that over time my seniors developed a severe case of “senioritis”, a disorder that renders 12th graders unmotivated to complete any assignments and prematurely anticipating graduation. It became more difficult to get my students to complete work in class. Watching their marking period grades go down motivated some of the students. Ben and Zach were the most concerned about grades that were lower than they were used to. Ian, on the other hand, never seemed to care about his average. David was motivated by the introduction of a creative project, but he failed to complete it.

I attempted to increase student motivation by selecting primary source documents that I thought the class would enjoy. I also created some very interesting assignments, but the class, as a whole, continued to decrease the amount of work completed. There were increases in motivation when I used some motivational techniques such as, student choice, discussion of controversial issues and assignments that pertain to students’ lives.

After the study was completed, the motivation of the students became much worse because of senioritis. Two of the five students were planning on going to community college where they feel that grades don’t matter. They just about stopped putting forth any effort to complete work outside of class.

The few students who are still motivated will be attending more demanding colleges in the fall and want to perform well on their Advanced Placement Exam.

Critical Thinking Evidence

Critical thinking evidence occurs throughout the curriculum and can be collected in numerous instances.

The students' critical thinking skills did increase as they experienced more primary source documents. They were able to successfully complete a full Document Based Question. The class was eventually successful after many assignments and additional scaffolding. They can analyze various forms of primary sources and write about them. They still struggle with some documents, but are becoming more comfortable with the process as they complete more assignments.

THE NEVERENDING STORY

The process of completing a qualitative study was an arduous road. There were many bumps and dips. I found myself spending many hours reading, typing and analyzing student work. After all of those hours spent looking for a concrete answer, I found that my research was never totally completed. I did find conclusions to some of my questions, but each question did not necessarily lead to an answer...it often led to more questions.

The most important result of this study is that I am now a more cognizant teacher. I can now reflect on my teaching practices with confidence. I know how to complete a proper qualitative research study about my

classroom. I can help my students become more successful from scholarly research. I now have the skills to make a difference in my teaching when something is not working to its fullest potential. This process has given me the most important skill in teaching...knowledge.

I still have questions that I feel like I didn't get to answer from this study. I want to know how I can motivate my students to complete assignments, in which they may not be interested. I still don't know how to make primary source analysis more fun for the students. I would like to investigate these questions along with implementing primary source analysis in all social studies classes in my school. I don't think that students can become fully functioning citizens without the ability to analyze information and think critically about their society. I hope that I can make some of these changes in my school to benefit my future community.

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RESOURCES

Appendix A

Library of Congress Primary Source Suggestions

I. Source Type: Objects

Sample Primary Sources: artifacts, tools, weapons, inventions, uniforms, fashion

Make a hypothesis about the uses of an unknown object pictured in an old photograph. Use online and library research to support or refute the hypothesis. Make a presentation to the class to "show and tell" the object, hypothesis, search methods, and results.

Use old photographs to study fashion trends. How has fashion changed over time? How did clothing styles reflect people's work and their roles in society? What clothing styles have carried over into present times?

Study old photographs to trace the development of an invention over time (examples: automobiles, tractors, trains, airplanes, weapons). What do the photographs tell you about the technology, tools, and materials available through time? Who used the invention in the past? How is the invention used today?

Sample Primary Sources: tombstones

Write an obituary for a person memorialized on an old tombstone. Use information from the epitaph and research about the era in which the person lived. Research the meaning of stone carvings that appear on the tombstone. Study epidemic illnesses or other circumstances the might explain common causes of death at the time.

II. Source Type: Images

Sample Primary Sources: photographs, film, video

Use a historic photograph or film of a street scene. Give an oral description of the sights, sounds, and smells that surround the scene, presenting evidence from the photograph itself and other

sources about the time period. Examine the image to find clues about the economics and commerce of the time.

Select a historical photograph or film frame. Predict what will happen one minute and one hour after the photograph or film was taken. Explain the reasoning behind your predictions.

To encourage focus on detail, show a photograph or film frame to the classroom for three minutes and then remove it. Have students draw the contents of the image on a piece of paper divided into a grid of nine sections. Repeat this exercise with new images and watch students' ability to recall detail improve.

Sample Primary Sources: fine art

Select a piece of fine art that appeals to your senses. Research the artist, the date of the piece, and the medium. What does information about the artist, the medium, the subject, and the composition tell you about the prevailing attitudes and conditions of the time period? (For example, what symbolism is used? how is perspective used? in what roles are people portrayed? what is left out of the composition?)

III. Source Type: Audio

Sample Primary Sources: oral histories, interviews

Research your family history by interviewing relatives. Use letters, audio recordings, and videotape to compile a report on an important time for your family. Make note of differing recollections about the same event.

Work in teams to record interviews of older citizens in the community. Focus on and compile interviews on one aspect of community life such as work, family, or schools. Combine class reports with historical images and documents to produce a documentary on the history of your community.

Sample Primary Sources: music

Research and study lyrics of popular songs from the periods of World War II, the Korean War, and the Vietnam War. What do the lyrics tell you about public attitudes toward the war? Interview veterans of these wars about their perception of the accuracy of the information in the lyrics.

Have students search for events that have inspired lyrics in current popular music. Have students compare present day events and music to lyrics from the past inspired by historical events. What are the similarities and differences between present day and historical songs and the events that inspired them?

Sample Primary Sources: audio recordings

Introduce an audio recording of a famous political speech. Ask students to think about and write down impressions while they listen to the speech. What is the speaker's key message? What is the speaker's point of view? How does the speaker's oratory style affect the impact of the message? If the text of the speech is available, have students compare impressions from hearing the speech to impressions from reading the speech.

Have students listen to audio recordings from old radio broadcasts. Compare the language, style of speaking, and content to radio and television programs today. How does the content of the older radio broadcast exemplify the events and prevailing attitudes of the time? How does modern radio and television programming exemplify events and attitudes of the present time?

IV. Source Type: Statistics

Sample Primary Sources: census data, land surveys, maps, ordinances, blueprints, or architectural drawings

Study historical maps of a city, state, or region to find evidence of changes in population, industry, and settlement over time. Use other resources to find and report on causes for the changes you find. Use maps to illustrate your descriptions of these changes.

Choose a famous, historical, public building in your area. Research blueprints or architectural drawings of the building. With help from an architect or librarian, compare the plans to the building as it exists today. What changes do you see? Why do you think the changes occurred?

V. Source Type: Text

Sample Primary Sources: cookbooks

Research the recipe for a common food (examples: bread, cake) in cookbooks of different times. Report on differences in

the vocabulary of the cookbooks over time. How have terms for measurement, ingredients, portion size, and accompaniments changed? Prepare the food from recipes of two of the time periods you find. Hold a taste test of the end results.

Select a cookbook from another era. Look at the ingredients lists from a large number of recipes. What do the ingredients lists tell you about the types of foods available and the lifestyle of the time?

Sample Primary Sources: advertisements

Use old catalog pages to research fashion trends, household articles, cost of living, and lifestyles of a particular period. Use other sources of information to reconstruct a picture of family life at the time. Who did the household purchasing? What were considered necessities of the time? What were considered luxuries? How do the catalog pages highlight attitudes of the time?

Use newspapers over time to analyze advertising. Have students research advertisements for a particular type of product (clothing, tools, household appliances, automobiles) through history. What information do the advertisements contain? What claims do they make? Who is the target buyer? How has advertising for this product changed over time? What social changes are reflected by changes in advertising for this product?

Sample Primary Sources: journals, letters, diaries

Find first hand accounts of historical events written by children or young people (example: *Diary of Anne Frank*). Analyze how first hand accounts give context to historical events. Have students begin keeping their own journals with an emphasis on including current events topics in their entries.

Select a time period or era. Research and read personal letters that comment on events of the time. Analyze the point of view of the letter writer. Compose a return letter that tells the author how those historical events have affected modern society.

Read a personal diary from a historical period. Analyze the individual's character, motivations, and opinions. Explain how

the individual changed over the course of the diary. How might that person react if they were dropped into the present time?

Sample Primary Sources: documents in the original handwriting or language

Decipher the original text of a famous document (examples: The Constitution, The Bill of Rights) by decoding historical lettering, spelling, grammar, and usage. Compare the original writing with printed versions of the document today. What has changed?

To help illustrate the writing process, study draft copies of famous documents. Look at how side notes, additions, and crossed out words were used to edit the document. Discuss how the changes affected the meaning of the finished work. Have students practice editing their own writing using similar tools.

VI. Source Type: The Community

Sample Primary Sources: family photographs (of ancestors and their homes), memorabilia, souvenirs, recipes, ancestors' clothes, ancestors' papers, oral histories, local historical societies, genealogical information

Make a record of family treasures (books, tools, musical instruments, tickets, letters, photographs) using photographs, photocopies, drawings, recordings, or videotapes. Put the treasures into the larger historical context of local, state, country, or world events. What was happening in the world when ancestors were using the family treasures? How did those events affect your family?

Find original letters from an ancestor. Read the letters and then research the time and events surrounding the letters in other sources. Analyze the opinions and views of the letter writer based on the time and events of the period.

Trace your ancestry to a country or countries of origin. Research customs, language, dress, foods, and cultural traditions of your ancestral country or countries. Prepare a class presentation of your cultural background. Include exhibits and recipes or prepared foods from your ancestral country. Describe how your family came to live in your community today.

Prepare a community time capsule with the class. What primary sources will you include to describe your present day

community for future generations? What important information do you wish to convey? Which primary sources will get your message across? When should your time capsule be opened?

Sample Primary Sources: physical surroundings

Research the history of famous buildings and popular sites in your community through the local library or historical society. Use disposable cameras to make a visual record of those sites in the community as they appear today. Compare historical descriptions and older pictures of sites with your own photographs. What changes have occurred? Why?

Trace the age of buildings in your community. What is the oldest structure? What is the newest structure? Research styles of architecture, commonly used building materials, and the role of buildings through time. How do your community's buildings reflect the evolution of architectural styles and community institutions?

With the help of a local historical society, organize a tour of older homes in your community. Research the age and historical period of interesting houses you find. Who lived in these homes when they were first built? How do the style and location of the homes reflect the role of the original owners in the community? Research and describe furnishing and decorating styles from the time the homes were built. Do the homes look different today?

APPENDIXES

Appendix B

ORIGINAL WEEKLY CURRICULUM PLAN**Unit 1: Colonial History** (1 Week – Summer Assignments)

Readings:

Text - America: Past and Present AP Edition – Chapters 1-4

Handouts

Themes:

1. The emergence of American culture based on European colonization
2. The emergence of regional areas

Content:

- European colonization – England, France, and Spain
- Compare and contrast the political, cultural, economic and religious background of the colonial areas – New England, Middle Colonies and Southern Colonies
- Colonial societal issues

Assignments and Assessments:

- After reading Ch. 1-3 – complete a question and answer worksheet.

DBQ/Essay:

- Complete a project focusing on the political, cultural, economic and religious background of one colonial area. Include a primary source document that correlates to the topic.

Critical Thinking/Primary Source Activity:

- Students will have to find a primary source that correlates to their research topic of Colonial American history. They will then have to read it and select important facts that support their research.

Unit 2: American Independence (2 Weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 4-5

Major Problems in American Constitutional History. Vols. 1 –

Thomas Paine Calls for a Break with England, 1776 – p. 71-75

The Declaration of Independence – p. 75-78.

Handouts

Themes:

1. *Cultural diffusion or independent invention? Enlightenment vs. Founding Fathers*

Content:

- Philosophy of the Revolution - Locke
- British policies - Colonial Acts
- Continental Congress, the Declaration of Independence, and the Articles of Confederation
- The war – comparison of British to American colonists

Assignments and Assessments:

- British policies chart
- Revolutionary War worksheets
- Thirteen Colonies Map

- Unit Test
- Student Survey

DBQ/Essay:

- Analyze Ben Franklin’s “Join or Die” sketch p. 121 – Answer questions

Critical Thinking/Primary Source Activity:

- Students will have to read several primary sources including; Thomas Paine Calls for a Break with England, The Declaration of Independence, and Franklin’s Join or Die sketch. There will be a class discussion about each item, where the students are asked to explain the significance of the documents pertaining to the American Revolution.

Unit 3: Post Independence (3 weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 6-7

Major Problems in American Constitutional History. Vols. 1 –

James Madison and the Bill of Rights, 1798 – p. 196-201

Handouts

Theme:

1. Affect of Independence on society and politics
2. Creation of a government – Constitution and Bill of Rights

Content:

- Washington, Hamilton, and shaping of the national government
- Emergence of political parties: Federalist and Republicans
- Republican motherhood and education for women
- Beginnings of the Second Great Awakening

Assignments and Assessments:

- Hamilton vs. Jefferson Venn diagram
- Bill of Right Chart
- British vs. American Government chart
- Constitutional Convention Project
- Unit Test, which is similar to previous tests

DBQ/Essay:

- Constitution vs. Articles of Confederation DBQ (see Appendix L)

Critical Thinking/Primary Source Activity:

- Students will read James Madison and the Bill of Rights in volume one of Major Problems in American Constitutional History. They will be required to discuss Madison’s role as “father” of the Constitution.
- Students will have to decipher the question to the Constitution vs. Articles of Confederation DBQ. They will then be divided

into pairs and given a primary source to analyze together. Each pair will present their findings to the class.

- The pairs will then write a thesis statement that correlates to both the DBQ question and the primary sources. Four students, or two pairs, will peer edit their thesis statements.
- Each individual student will also create a list of outside information that could be used in the DBQ answer.
- Students will also create their own Constitution to the High School by following the Constitutional Convention Project rubric. There will be a class debate about the topics that should be included or excluded in the final project.

Unit 4: Jefferson's Administration – Growth of Nationalism (2 weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 8-9

Handouts

Themes:

1. The peaceful transference of Presidential power.
2. National growth and the growth of nationalism

Content:

- Significance of Jefferson's presidency
- Louisiana Purchase
- Diplomatic Problems

- Expansion into the trans-Appalachian West; American Indian resistance
- Growth of slavery and free Black communities
- The War of 1812 and its consequences
- Monroe Doctrine

Assignments and Assessments:

- Early Inventors/Inventions Project
- Missouri Compromise Map
- Unit Test – similar to previous tests

DBQ/Essay:

- Monroe Doctrine analysis and essay – Similar to previous DBQ's

Critical Thinking/Primary Source Activity:

- Students will analyze the Monroe Doctrine DBQ. They will once again be divided into pairs to analyze the primary sources.
- Each student will write his or her own thesis statement. The students will be paired to peer edit their thesis statements.
- Each student will fully complete the DBQ, which includes a well-written thesis statement, proper references to several given primary sources, and background historical information that supports their thesis.
- Students will complete the Early Inventors/Inventions Project, which will allow them to select their topic and complete

outside research. They will also have to present their projects to the class.

Unit 5: The Age of Jackson and Manifest Destiny (2 weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 10-12

Taking Sides: Clashing Views on Controversial Issues in American History. Vols. 1 – Issue # 9 – Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses? – p. 182

Handouts

Themes:

1. The emergence of the “Common Man”
2. Geographical and economic expansion
3. Reform movements

Content:

- Election of 1824 – Jacksonian Democrats
- Jackson’s Administration
 - Spoils System
 - Nullification
 - Bank War
 - Cherokee Removal
- Manifest Destiny and War with Mexico
- Immigration – 1820-1850

Assignments and Assessments:

- Cherokee letter to Jackson
- Review Packet - Similar to previous assignment
- Unit Test - Similar to previous test

DBQ/Essay: One of the following -

- Trail of Tears DBQ - Similar to previous DBQ's
- Lowell Factory DBQ - Similar to previous DBQ's
- Mexican War DBQ - Similar to previous DBQ's

Critical Thinking/Primary Source Activity:

- Students will read the essay “Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses?” The class will have a debate with half of the class assigned to one perspective and other assigned to the opposite.
- The students will complete one of the DBQ’s including, the Trail of Tears DBQ, the Lowell Factory DBQ, or the Mexican War DBQ. Each student will complete all aspects of the DBQ alone. There will be a peer editing session before the final DBQ is due.
- Students will read the Cherokee letter to Jackson, a primary source document. The class will discuss the Cherokee’s plight to keep their land and the legality of the situation.

Unit 6: Slavery and Sectionalism (2 weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 13-14

Major Problems in American Constitutional History. Vols. 1 –

Dred Scott v. Sanford, 1857 – p. 463-470

Handouts

Themes:

1. Sectionalism
2. The causes of the Civil War – Slavery vs. states' rights

Content:

- Slavery – social, moral and economic issues
- Politics and slavery
 - Missouri Compromise
 - Abolitionists
 - Compromise of 1850
 - Kansas-Nebraska Act – Bleeding Kansas
 - Dred Scott Decision
 - Lincoln-Douglas Debates
 - John Brown – Harper's Ferry
 - Election of 1860

Assignments and Assessments:

- The coming of the Civil War events chart (see appendix P)
- Review Packet - Similar to previous assignment
- Unit Test - Similar to previous test

DBQ/Essay:

- Abolitionists DBQ - Similar to previous DBQ's

Critical Thinking/Primary Source Activity:

- The students will read *Dred Scott v. Sanford* in volume one of *Major Problems in American Constitutional History*. They will debate the impact of the Supreme Court case on slavery in the U.S.
- The students will complete the Abolitionists DBQ by themselves.

Unit 7: Civil War and Reconstruction (3 weeks)

Readings:

Text - *America: Past and Present AP Edition* – Chapters 15-16
Major Problems in American Constitutional History. Vols. 1 –
The Emancipation Proclamation, 1863 – p. 529

Handouts

Themes:

1. Secession and war
2. Reconstruction issues and plans – Lincoln vs. radical republicans
3. Racial equality

Content:

- Military strategies – comparison – Union to Confederacy
- Major battles and outcomes
- Lincoln – politics, documents, and assassination
- Home front – Union vs. Confederacy
- Presidential vs. Congressional reconstruction plans

- Grant's administration

Assignments and Assessments:

- Union vs. Confederacy Chart - Similar to previous Venn diagram
- Civil War packet – journal entry - Similar to previous assignment
- Lincoln Article
- Review Packet - Similar to previous assignment
- Unit Test - Similar to previous test

DBQ/Essay:

- Slavery DBQ - Similar to previous DBQ's
- Reconstruction DBQ - Similar to previous DBQ's

Critical Thinking/Primary Source Activity:

- Students will read The Emancipation Proclamation and analyze the impact that it had on the war, slavery and African Americans.
- Students will complete either the slavery DBQ or the Reconstruction DBQ by themselves.

Unit 8: Rise of Business and Labor and Western expansion (2 Weeks)

Readings:

Text - America: Past and Present AP Edition – Chapters 17-20

Taking Sides: Clashing Views on Controversial Issues in American

History.

Vols. 2 – Was John D. Rockefeller a “Robber Baron”? – p. 2

Handouts

Themes:

1. Native American Relations
2. Political alignment and corruption in the Gilded Age
3. Role of government in economic growth and regulation
4. Social, economic and political impact of industrialization

Content:

- Plains wars and reservation policy
- Dawes Act
- Industrial growth
- Government support and actions
- Business tycoons
- Rise of organized labor - unions

Assignments and Assessments:

- Labor union project - Similar to previous project
- Immigration graph analysis - Similar to previous assignment
- Review Packet - Similar to previous assignment
- Unit Test - Similar to previous test

DBQ/Essay:

- Black Elk Account of Wounded Knee - Similar to previous DBQ's

Critical Thinking/Primary Source Activity:

- Students will read the essay, Was John D. Rockefeller a “Robber Baron”? They will then debate over the topic with the class divided into two sides.

- Students will complete the Native American DBQ by themselves, which includes the analysis of multiple primary source documents and historical writing.

Appendix C

Log

Date _____

Observation

Reflection

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Appendix D

Critical Thinking Survey

Name _____ Date _____

Directions: Answer the following questions to the best of your ability. Be as honest as possible.

1. Describe a day in a typical history class. What activities do you do? How do you learn information?
2. What do you learn in that type of class?
3. What would you like to learn in history class?
4. What activities/projects would you like to do in class?
5. What does a historian do?
6. How often do you analyze primary source documents? Do you think this would help learning history?
7. Define critical thinking.

Appendix E

Interview Questions

1. Please define critical thinking.
2. Please give an example of how you use critical thinking in class, either using a primary source, a classroom discussion, or student chosen example.
3. How difficult do you think the assignments and projects are in this class?
4. Do you think that this class has helped you in other ways? Have you used critical thinking in other areas in your life? If so, give an example.
5. Do you think the analysis of the primary sources allows you to better understand historical events? Explain.
6. What would you keep the same in class?
7. What would you change about class?
8. Is there anything else you would like to share with me?



1 7 4 2

MORAVIAN COLLEGE

August 13, 2007

Lisa Ileene Spilner
[REDACTED]

Dear Lisa Ileene Spilner:

The Moravian College Human Subjects Internal Review Board has accepted your proposal: "Improving Critical Thinking Skills through Primary Source Analysis in and Advanced Placement Unites States History Class." Given the materials submitted, your proposal received an expedited review. A copy of your proposal will remain with the HSIRB Chair.

Please note that if you intend on venturing into other topics than the ones indicated in your proposal, you must inform the HSIRB about what those topics will be.

Should any other aspect of your research change or extend past one year of the date of this letter, you must file those changes or extensions with the HSIRB before implementation.

This letter has been sent to you through U.S. Mail and e-mail. Please do not hesitate to contact me by telephone (610-861-1415) or through e-mail (medwh02@moravian.edu) should you have any questions about the committee's requests.

Debra Wetcher-Hendricks
Chair, Human Subjects Internal Review Board
Moravian College
610-861-1415



MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

1742

Dear Parents/Guardians,

I am currently working towards a Masters Degree in Curriculum and Instruction from Moravian College. The courses that I am taking allow me to focus on the best teaching practices in the field of education in order to benefit your children.

I am required to conduct a systematic study of my own teaching practices this semester as a part of my thesis, which will occur from September 4, 2007 through December 21, 2007. I am planning on conducting my study about how to incorporate critical thinking skills into my social studies classroom through the analysis of primary sources. This study will take place in my Advanced Placement U.S. History class. My ultimate goal is to encourage your child into a taking a more active role in history class and become a historian. The critical thinking skills that your child will learn will benefit him or her in their daily lives as well.

As a part of my study, I will use several methods of data collection. I will be observing all of the students on a regular basis. I will have each student complete two surveys, one at the beginning of the study and the other at the end of the study. I will also interview the entire class about their thoughts of the project. Finally, I will analyze the students' assignments to see their quality of work. There are no anticipated risks in this study.

All of the students in my classroom will be involved in the critical thinking assignments because it is a part of the curriculum. However, participation in this study is voluntary and will not affect the student's grade in any way. Your child may withdraw from the study at any time. If your child is withdrawn or chooses not to participate, I will not use his or her information in the study. A letter indicating the desire to withdraw from the study can be submitted at any time to remove him or herself from the study.

All of the names of the students, parents, faculty members, cooperating teachers, or cooperating institutions will be totally confidential and will not appear in any written report or publication of the study or its findings. Pseudonyms will be used instead of your child's name. Only my name and the name of my sponsoring professor will appear in my study. All research materials will be secured in a protected location and later destroyed.

My faculty sponsor is Dr. Joseph Shosh. He can be contacted at Moravian College by phone at (610) 861-1482 or by e-mail at jshosh@moravian.edu. The Principal, Mr. John Martuscelli, has approved my study and can be reached by phone at (484) 373-6036. You may also contact your child's guidance counselor if they feel like they need more support at (484) 373-6040.

If you have any questions or concerns about my study, please feel free to contact me at school by phone at (484) 373-6100 or by e-mail at lpilner@wilsonareasd.org. If there are no questions, please sign the bottom portion of this letter and return it. Thank you for your cooperation.

Sincerely,

Mrs. Lisa Spilner

I attest that I am the student's legally authorized representative and that I have read and understand this consent form, and received a copy.

I am willing to have my child participate in this action research study. Please check one.



yes

no

Parent/Guardian signature: _____

Child's name: _____

Date: _____

Practice in Document Analysis

QUESTION: Some historians have suggested that a continuous thread of logic runs through the foreign policy decisions of the first five American presidential administrations from Washington through Monroe centering around the question of “entangling alliances” and a conscious administrative decision to remain neutral in the disputes of European nations. Agree or disagree with this statement and prove your position.

Document D

In his 1801 inaugural address, Jefferson took pains to ally himself with a position taken earlier by George Washington.

“About to enter, fellow citizens, on the exercise of duties which comprehend everything dear and valuable to you, it is proper you should understand what I deem the essential principles of this government.... I will compress them in the narrowest compass they will bear, stating the general principle, but not all its limitations. Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none....”

PRACTICE THESIS: Fearful that “entangling alliances” would draw the U.S. into foreign wars that would divide its people internally, while both militarily and economically threaten the survival of the young nation, the first five presidents sought to maintain a policy of neutrality.

INSTRUCTIONS: Using the thesis stated above, attempt to construct a statement using this document at the analysis level that could be fitted into a good essay.

NOTE: Remember that analysis involves the way you use information. Do not make the mistake of confusing the listing of facts with analysis. Analysis actually occurs when you use those facts to prove something significant related to your thesis statement.

1. List the facts that you can isolate from this document:

2. Now list outside facts that you might use in association with those you isolated from the document:

3. Write a statement that you could use to prove an important point from the practice thesis given above:
(use additional paper if needed)

4. Compare your statement against the models which your teacher will provide.

Examples of Thesis Statements and Introductory Paragraphs DBQ #2

QUESTION: Some historians have suggested that a continuous thread of logic runs through the foreign policy decisions of the first five American presidential administrations from Washington through Monroe centering around the question of “entangling alliances” and a conscious administrative decision to remain neutral in the disputes of European nations. Agree or disagree with this statement and prove your position.

Remember that a thesis must be clear, it must address all issues of the question, and it must be supported by the facts that follow in your essay. It is important to break down the components of the question before you develop your thesis statement. A good thesis statement is an intangible part of the introduction, usually comes at the end of the introduction, and is supported by the ideas presented in that starting paragraph. Remember these characteristics as you examine the sample thesis statements given below.

Inadequate, Underdeveloped Thesis Statements and Introductory Paragraphs:

Thesis Example #1

With the Atlantic Ocean between the United States and the European powers, the first five American presidents could safely follow a policy of complete isolation from world affairs while building a young and powerful nation.

Thesis Example #2

The United States did not need other nations to survive and from Washington through Monroe would keep itself out of world affairs so it could tend to its own business.

EVALUATION: Both thesis statements are overly simplistic and based upon incorrect assumptions, though both possess some accuracy of fact. The first thesis is wrong in declaring that the U.S. was completely isolationist since it was commercial interrelations with Europe that was drawing the American nation into the conflict between Britain and France. In fact, presidents of this period sought neutrality rather than isolationism. The second thesis is also in error when it declared that the U.S. did not need other nations to survive since the American economy had to have trade with Europe and the world to absorb U.S. products and guarantee prosper. Neither thesis statement really provides a valid reason which explains the policy of five presidents to remain neutral in European affairs; but both thesis statements attempt to address the issues of the question. The error of these thesis statements is overly simplistic thinking.

Adequate Thesis Statements and Introductory Paragraphs which Address Most of the Issues of the Question:

Thesis Example #3

The Treaty of Friendship of 1778 with France that helped secure the independence of America in the American Revolution did not look as good in 1793 when France was fighting Britain and the United States might be drawn into that war. From Washington to Monroe, American presidents sought to escape involvement in the affairs of Europe behind a wall of neutrality.

Thesis Example #4

When Britain and France were drawn into war in 1793, George Washington immediately sought to protect his nation behind a wall of isolationism. In his Neutrality Proclamation and later in his Farewell Address he reminded the American people that they share no interests with the Europeans. The next four presidents sought to maintain the policies laid down by George Washington and sought a conscious policy of remaining aloof from the disputes of Europe.

EVALUATION: Thesis #3 is actually a good thesis statement, but it lacks development that would show the direction in which the author plans to extend. This development could be shown in the supporting sentences of the introductory paragraph as in the more sophisticated thesis statements below. Still, this author could do very well in the overall essay if development of the thesis position in the essay was more detailed and possessed depth. Thesis #4 is also a good thesis statement, though it might be pursuing a common and flawed assumption – that the U.S. maintained isolationism in its first three decades. Washington had recommended political neutrality and commercial engagement with Europe. This is where clear definition of terms becomes important in an essay. This student author might well correct this error in the development of his/her essay and produce a well crafted statement in answer to the question, but this is not certain based upon the evidence of the introduction/thesis.

Sophisticated Thesis Statements and Introductory Paragraphs:

Thesis Example #5

From Washington to Monroe, all American presidents recognized U.S. economic dependency upon trade with Europe and the world, but each also realized that for both internal political reasons; and external military reasons, the United States was in no position to enter a foreign war. Fearful that “entangling alliances” would draw the U.S. into foreign wars that would divide its people internally; while both militarily and economically threaten the survival of the young nation; the first five presidents sought to maintain a policy of neutrality.

Thesis Example #6

Washington explained the need for a policy of U.S. political neutrality in his Farewell Address in 1796, but in 1793 in his Neutrality Proclamation and in Jay's Treaty (1795) he also pursued that policy. Adams recognized the dangers to American survival which were involved in the undeclared naval war with France, so he promoted the Convention of Mortefontaine (1800) even though it would cost him the presidency. Jefferson in his inaugural address promised "entangling alliances with none" and tried to back up his promise with the embargo. Madison sought peace and neutrality but failed and fell into the War of 1812. Monroe refused to be drawn into an alliance with Britain and issued the Monroe Doctrine. From Washington to Monroe, all American presidents sought to secure the prosperity and stability of the United States by remaining uninvolved in the political affairs of Europe.

EVALUATION: Both thesis statements provide clear and detailed reasons which explain the foreign policies of the first five American presidents in terms of a search for neutrality relating to the affairs of Europe. Both thesis statements and their accompanying introduction point out the pathway that the student author plans to take to prove their position. The sixth thesis is a bit more detailed in that it provides specific actions by each president which support the position that all five sought neutrality. The sophistication of these two thesis statements lie in the depth of development, the details, and the clarity of the positions taken by the student authors.

A Bill of Rights
as provided in the Ten Original Amendments to
The Constitution of the United States
in force December 15, 1791.

Article I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be deprived of life, liberty,

or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



Name _____

Date _____

In the chart below summarize the first ten Amendments. The Bill of Rights

1 st Am.	
2 nd Am.	
3 rd Am.	
4 th Am.	
5 th Am.	
6 th Am.	
7 th Am.	
8 th Am.	
9 th Am.	
10 th Am.	

Fashion Consultants

Guest Coordinators

Party like a ROCK STAR....**OOPS...I mean like a FOUNDDING
FATHER!**

Rate the following topics from 1-5,
(1 = most interested / 5 = least interested)

_____	Fashion
_____	Friends & Guests /
Invitations	
_____	Entertainment – Music /
Dance	
_____	Entertainment – Literature /
Art	
_____	Food / Drink

Party like a ROCK STAR....**OOPS...I mean like a FOUNDDING
FATHER!**

Rate the following topics from 1-5,
(1 = most interested / 5 = least interested)

_____	Fashion
_____	Friends & Guests /
Invitations	
_____	Entertainment – Music /
Dance	
_____	Entertainment – Literature /
Art	
_____	Food / Drink

The Caterers

You are responsible for the food and beverages. It is up to you to plan the full menu, which must be handed into Mrs. Spilner the day of the party. Do not hand it in on loose-leaf paper! Make it look authentic. Make copies of the menu for the rest of the class too.

Give care and consideration to what you want to serve. You are going to have a diverse group of people at your party, so be sure to accommodate everyone's culinary needs.

Please remember that you are planning during a time before microwaves and fast food, so no chips and salsa. Also, you are not allowed to bring in any alcoholic drinks...

Each individual caterer must keep a reflective journal. Describe the research process. Be sure to include any sources you used. You may include images, recipes, explanations for finding food, etc. In other words, how and why did you come up with specific foods and beverage choices for your party? Describe your role in the group. Your journal should be about two to three pages long. Make sure your group's journals are combined into one packet with a cover page entitled:

THE CATERERS: GROUP JOURNALS

At the party, it is your job to bring some tasty treats and beverages for the entire class. At some point, you will be asked to explain what you have picked and why. Therefore, you should have some type of presentation ready to go as far as sharing your findings with the class.



The Fashion

Consultants

You are responsible for assisting the guests in choosing appropriate attire for the event. Since this is a formal affair, think about how you would suggest they dress. Don't forget the accessories: hats, shoes, gloves, etc. Pay attention to details ex: think about hair. Of equal importance, alert guests on what NOT to wear. You certainly don't want any guests showing up in anything out of fashion or inappropriate. Do Research!

How can you relay this information? WORD OF MOUTH...Be sure to talk to your friends in class, and let them know what you're wearing and what they should wear. Bring some extra accessories to share with your friends at the beginning of class.

Each individual fashion consultant must keep a reflective journal. Describe the research process. Be sure to include any sources you used. You may include images male and female clothing, hair,



accessories, etc. In other words, how and why did you come up with specific fashions for your party? Describe your role in the group. Your journal should be about two to three pages long. Make sure your group's journals are combined into one packet with a cover page entitled:

THE FASHION CONSULTANTS: GROUP JOURNALS

The day of the party, it is your job to show up in appropriate Colonial attire. Do not spend a lot of money doing this. Borrow clothing, go to the Salvation Army, etc. **HAVE FUN!** At some point you will be asked to explain what fashions you have picked and why. Therefore you should have a brief presentation prepared to share with the class. During the presentation, you will be expected to show the class **AUTHENTIC CLOTHING STYLES – BRING PICTURES! PREFERABLY, ATTACH THEM TO A POSTERBOARD WITH EXPLANATIONS!**

Entertainment Coordinators – Group One

You are responsible for some of the entertainment for the party. What was popular in music and dance during this time? What other forms of entertainment were popular during the late 1700's (games and activities)? What performers, artists, composers, etc. might you want to invite and/or hire to entertain at your party? What would hiring an entertainer cost?

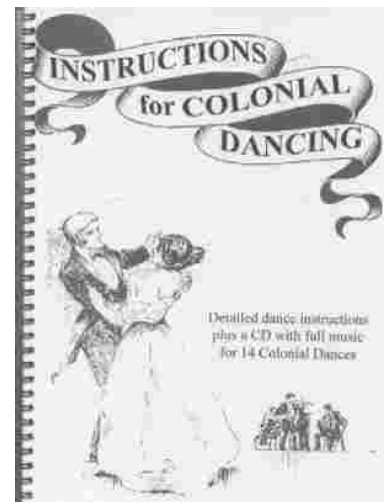
Think about parties you go to now – dances, weddings, etc. What is one of the driving forces behind the party – **THE MUSIC!!! THE DANCING!!!** Many times, the types of music and level of participation in dancing can make or break a party. You have a huge role in the party!!!

Your first task is to research the music, style of dance, games, and activities during the time period. Once you complete your research, you need to prepare a song list and C.D. that you are going to play throughout the entire party. You should have at least 8-10 songs.

Each individual entertainment coordinator must keep a reflective journal. Describe the research process. Be sure to include any sources you have used. You may and should include brief biographies of musicians included on your C.D. along with other significant explanations. In other words, how and why did you come up with music for your party? Describe your role in the group. Your journal should be about two to three pages in length. Make sure your group's journals are combined into one packet with a cover page entitled:

THE ENTERTAINMENT COORDINATORS:
GROUP ONE JOURNALS

Finally – the day of the party, it is your job to play music AND TEACH A DANCE! At some point you will be asked to explain what music you have picked and why. Therefore you should have a brief presentation prepared to share with the class.



Entertainment Coordinators – Group Two

You are responsible for some of the entertainment for the party. What was popular in poetry, literature and art during this time? What authors might you want to invite to your party?

Your first task is to research the poetry, literature and art during the time period. Once you complete your research, you need to prepare one poem, one excerpt, and one piece of artwork to share at the party. Members of the group will be

responsible for the readings and art showing. Please have printed out copies of the poem, excerpt, and piece of artwork for both Mrs. Spilner and the class to follow along.

Each individual entertainment coordinator must keep a reflective journal. Describe the research process. Be sure to include any sources you have used. You may and should include brief biographies of authors, poets and artists included in your class readings/showings, along with other significant explanations. In other words, how and why did you come up with literary/artist works for your party? Describe your role in the group. Your journal should be about two to three pages in length. Make sure your group's journals are combined into one packet with a cover page entitled: THE ENTERTAINMENT COORDINATORS: GROUP TWO JOURNALS

Finally – the day of the party, it is your job to have literary readings and showings of artwork. You are at a party – so pick exciting pieces! Read with enthusiasm! Act a little. If you stand up and read with monotone, uninterested voice, your partygoers will have a terrible time. You are sharing this information because it is interesting and fun! At some point you will be asked to explain what literature and art you have picked and why. Therefore you should have a brief presentation prepared to share with the class.



The Guest Coordinators

You are responsible for setting up the guest list. You want a list that represents as many walks of life from the late 1700's as possible. You will invite at least two people living in the 18th century from each of the following areas:

1. Government / Politics

2. The Arts
3. Important Foreigners (English or French)
4. Women
5. Native Americans

You must have a minimum of ten invited guests – other than our class! On the day of the party, you need to hand in your guest list to Mrs. Spilner with a very brief explanation of who each invited guest is and what category above he or she fits into. Please make enough copies of this for the entire class to be handed out during the presentation.

This is important. Your first task is to prepare invitations for the entire class. You must hand out the invitations the day **BEFORE** the party. **NO INVITATIONS = NO PARTY!** Think about the details that must be on an invitation and how one would look in the 18th century.

Each individual Guest coordinator must keep a reflective journal. Describe the research process. Be sure to include any sources you have used. Incorporate significant written explanations. In other words, how and why did you come up with the guest lists for your party? What motivated your ideas for the class invitations? Describe your role in the group. Your journal should be about two to three pages in length. Make sure your group's journals are combined into one packet with a cover page entitled:

GUEST COORDINATORS: GROUP JOURNALS

Finally – the day of the party, it is your job to explain who and why you picked the guests and the party. If you stand up and read with monotone, uninterested voice, your partygoers will have a terrible time. At some point you will be asked to explain what guests you have picked and why. Therefore you should have a brief presentation prepared to share with the class.

Name _____ Date _____ Period _____

Party like a Colonist Project:

Your group will be assigned one of the following jobs to organize a party:

- Caterer
- Fashion Consultant
- Entertainment Coordinator (two groups)
- Guest Coordinator

** See the description sheet for individual tasks.

The group will be graded on the following requirements:

- The presentation to the class.
- Your group reflective journal.
- Any specific task associated with your role.

The groups will have some time to work on the project in class. The Party will be on _____.

Presentation:

- ✓ Coverage of Material - /30 pts
- ✓ Completion of task

/10 pts

- ✓ Tone, projection, voice - /10 pts
- ✓ /10 pts

- ✓ Poise, confidence - /10 pts
- ✓ 30 pts

- ✓ Use of visual - /10 pts
- ✓ /60 pts

Visual Aid / Activity:

- ✓ Easy to understand - /10 pts

- ✓ Informative - /10 pts

- ✓ Representative of Info - /10 pts
- ✓ /130 pts

- ✓ Creativity - /10 pts
- ✓ /40 pts

Reflective Journal:

- ✓ Research - /10 pts
- ✓ Process

- ✓ Bibliography -

- ✓ Role -

Description _____

_____ /

TOTAL GRADE -

Practice in Document Analysis

QUESTION: Before 1810 the United States was basically two agricultural societies, north and south. Between 1810 and 1860 this social/economic structure changed as the North pursued industrial and commercial development in addition to agriculture, the South remained dominantly agricultural, and the West rose as a separate region. How did this evolutionary process contribute to the rise of sectionalism?

Document D

Based upon the federal census inaugurated in 1790, this chart gives you a chance to examine what was happening with national demographics from 1810 to just before the Civil War. How did changes in the population density of these states reflect other changes which were occurring in the economic and social life of the country?

Population Density Per Square Mile of Land Area

	Alabama	Mississippi	Indiana	Illinois	New York	Massachusetts
1810	--	.4	.6	.1	20.1	58.7
1820	2.5	1.6	4.1	1.0	28.8	65.1
1830	6.0	2.9	9.6	2.8	40.3	75.9
1840	11.5	8.1	19.1	8.5	51.0	91.7
1850	15.0	13.1	27.5	15.7	65.0	123.7
1860	18.8	17.1	37.6	30.6	81.4	153.1

Source: *Historical Statistics of the United States, Colonial Times to 1970*, Series A 195-209, pp. 24-37. U.S. Government Printing Office, 1975.

PRACTICE THESIS: Between 1810 and 1860 the West and North evolved into a unified society based upon free labor in commerce, industry, and agriculture while the South became an oligarchy founded upon slave labor and cotton production. These differences led to antagonism between the regions that created sectionalism and later, Civil War.

INSTRUCTIONS: Using the thesis stated above, attempt to construct a statement using this document at the analysis level that could be fitted into a good essay.

NOTE: Remember that analysis involves the way you use information. Do not make the mistake of confusing the listing of facts with analysis. Analysis actually occurs when you use those facts to prove something significant related to your thesis statement.

1. List the facts that you can isolate from this document:

2. Now list outside facts that you might use in association with those you isolated from the document:

3. Write a statement that you could use to prove an important point from the practice thesis given above:
(use additional paper if needed)

4. Compare your statement against the models which your teacher will provide.

Document-Based Question (DBQ) Reforms of the Second Great Awakening

DIRECTIONS: Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically with a well-formed thesis statement.

Use both the documents AND your knowledge of history to develop your answer.

QUESTION: Identify and evaluate the impact upon American society of any two reform movements which emerged from the ferment of the Second Great Awakening.

Remember to use both outside facts and information from the documents in constructing your essay.

Document A

Lyman Beecher, "Six Sermons on Intemperance" (1828)

Upon national industry the effects of intemperance are manifest and mischievous.... The prospect of a destitute old age, or of a suffering family, no longer troubles the vicious portion of our community. They drink up their daily earnings, and bless God for the poor-house.... Thus is the insatiable destroyer of industry marching through the land, rearing poor-houses... squandering property, cutting the sinews of industry, undermining vigor, engendering disease, paralyzing intellect, impairing moral principle... continually transferring larger and larger bodies of men, from the class of contributors to the national income, to the class of worthless consumers. . . .

The effects of intemperance upon civil liberty may not be lightly passed over.... (The) day is not far distant when the great body of the laboring classes of the community, the bones and sinews of the nation, will be contaminated; and when this is accomplished, the right of suffrage becomes the engine of self-destruction. For the laboring classes constitute an immense majority, and when these are perverted by intemperance, ambition needs no better implements with which to dig the grave of our liberties, and entomb our glory....

Lyman Beecher, father of Harriet Beecher Stowe, was a well-known preacher and temperance leader in the first half of the 19th century. Like so many reformers of his day, he saw his movement as a religious cause.

Document B

Harriet Tubman, Conductor on the Underground Railroad



An escaped runaway slave in 1849, Harriet Tubman returned dozens of times to the South to assist others to escape slavery. She helped perhaps 300 African Americans gain their freedom. During the Civil War she became a scout and a spy for the Union Army.

Document C

THE ECLECTIC READER LESSON XXI.

- | | | |
|---------------------------------------|---|---------------------------------------|
| 1. In'do-lent; <i>adj.</i> lazy, idle | { | 3. Drone; <i>n.</i> an idler |
| 3. Com-mer'cial; <i>adj.</i> trading | { | 4. Nav'i-ga-ble; <i>adj.</i> in which |
| 3. Com'ic-al; <i>adj.</i> amusing | { | boats can sail. |

The IDLE SCHOOL-BOY

Pronounce correctly. Do not say *indorlunt* for *in-do-lent*; *creepin* for *creep-ing*; *sylubble* for *syl-la-ble*, *colud* for *col-ored*; *scarlit* for *scar-let*; *ignerunt* for *ig-no-rant*

- I will tell you about the laziest boy you ever heard of. He was indolent about every thing. When he played, the boys said he played as if the teacher told him to. When he went to school, he went creeping along like a snail. The boy had sense enough; but he was too lazy to learn anything.
- When he spelled a word, he drawled out one syllable after another, as if he were afraid the syllables would quarrel if he did not keep them a great way apart.

The lessons in McGuffey's Eclectic Readers promoted the virtues of honesty, thrift, and charity while educating their students on a basic command of their language. These textbooks were popular in the common schools advocated by Horace Mann.

Document D

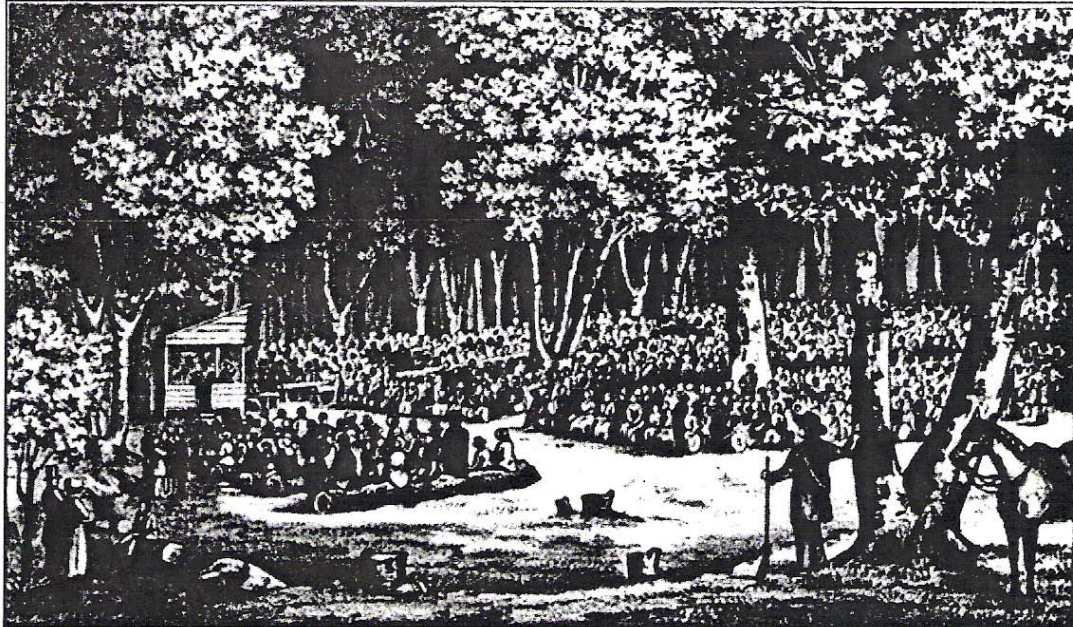
National Convention of Colored People, Report on Abolition (1847)

Let us give the Slaveholder what he most dislikes.... Let us expose his crimes and his foul abominations. He is reputable and must be made disreputable. He must be regarded as a moral lepor-slummed as a loathsome wretch-outlawed from Christian communion, and from social respectability-an enemy of God and man, to be execrated by the community till he shall repent of his foul crimes, and give proof of his sincerity by breaking every chain and letting the oppressed go free. Let us invoke the Press and appeal to the pulpit to deal out the righteous denunciations of heaven against oppression, fraud and wrong, and the desire of our hearts will soon be given us in the triumph of Liberty throughout all the land. . .

Notice the phrasing of this statement. Abolitionists frequently couched their goals in the language of religion revealing the origins of their movement.

Document E

Sacramental Scene in a Western Forest – Lithograph, ca. 1801



This lithograph by P.S. Duval, ca. 1801 portrays a religious revival underway in a western forest, perhaps western New York, Kentucky, or Tennessee. Such events were highly emotional and intensely religious lasting several days as rural farm families came together for a communal religious experience.

Document F

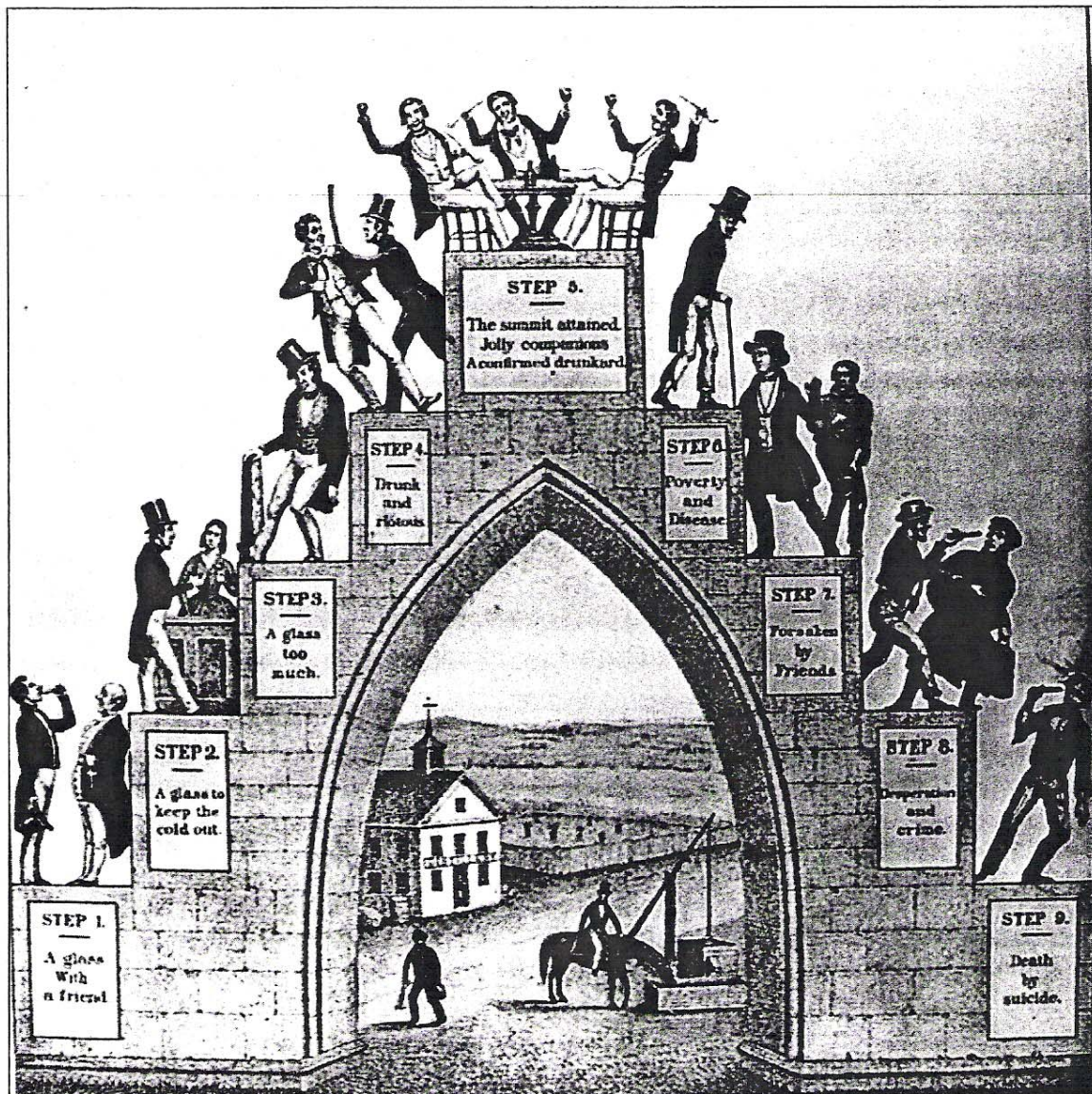
William Lloyd Garrison, First Issue of *The Liberator* (1831)

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen-but urge me not to use moderation in a cause like the present. I am in earnest-will not equivocate-I will not excuse-I will not retreat in a single inch-and I will be heard. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

Notice the radical nature of Garrison's language.

Document G

The Drunkard's Progress – Temperance Cartoon, 1846



According to the temperance message in this cartoon, the drunkard begins innocently enough with a single glass of alcohol with a friend, but in nine quick steps ended up a suicide. This is the pathway that Lyman Beecher warned against.

Document H

"Come Home Father!" (1864)

Tis The Song of little Mary
Standing at the bar-room door
While the shameful midnight revel
Rages wildly as before.

Father, dear father, come home with me now!
The clock in the steeple strikes one;
You said you were coming right home from the shop,
As soon as your day's work was done.
Our fire has gone out our house is all dark
And mother's been watching since tea, --
With poor brother Benny so sick in her arms,
And no one to help her but me. --
Come home! come home! come home! --
Please, father, dear father, come home. --

by Henry Clay Work,

A plaintive and famous temperance song, "Come Home Father!" pictures the child victim of a drunken father begging him to return home to care for her sick brother and mother. This kind of emotional appeal was typical of the temperance movement which attempted to persuade people to abstain from alcoholic beverages.

Document I

Shaker Dance, New Lebanon, New York



The Shaker faith, also called the United Society of Believers, was transplanted to America from England in the late 18th century. It believed in a communal, strictly celibate lifestyle and expressed their deep religious convictions through vigorous dance-like ceremonies that gave them their name.

Document J

Sojourner Truth, Address to the Woman's Rights Convention, Akron, Ohio (1851)
Reminiscences by Frances D. Gage

The leaders of the movement trembled upon seeing a tall, gaunt black woman in a gray dress and white turban... march deliberately into the church, walk with the air of a queen up the aisle, and take her seat upon the pulpit steps.... I rose and announced "Sojourner Truth," and begged the audience to keep silence for a few moments. . . .

"Wall, chilern, whar dar is so much racket dar must be somethin' out o' kilter. I tink dat 'twixt de niggers of de Souf and de womin at de Norf, all talkin' 'bout rights, de white men will be in a fix pretty soon. But what's all dis here talkin' 'bout?

"Dat man ober dar say dat womin needs to be helped into carriages, and lifted ober ditches, and to hab de best place everywhar. Nobody eber helps me into carriages, or ober mud-puddles, or gibbs me any best place!" . . . "And a'n't I a woman? Look at me! Look at my arm! (and she bared her right arm to the shoulder, showing her tremendous muscular power). "I have ploughed, and planted, and gathered into barns, and no man could head me! And a'n't I a woman? I could work as much and eat as much as a man—when I could get it—and bear de lash as well! And a'n't I a woman? I have borne thirteen chilern, and seen 'em mos' all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And a'n't I a woman?....

"Den dat little man in black dar, he say women can't have as much rights as men, 'cause Christ wan't a woman! Whar did your Christ come from?" Rolling thunder couldn't have stilled that crowd, as did those deep, wonderful tones, as she stood there with outstretched arms and eyes of fire. Raising her voice still louder, she repeated, "Whar did your Christ come from? From God and a woman! Man had nothin' to do wid Him." Oh, what a rebuke that was to that little man.

Turning again to another objector, she took up the defense of Mother Eve.... If de fust woman God ever made was strong enough to turn de world upside down all alone, dese women togedder (and she glanced her eye over the platform) ought to be able to turn it back, and get it right side up again! And now dey is asking to do it, de men better let 'em." Long-continued cheering greeted this. "'Bleeged to ye for hearin' on me, and now ole Sojourner han't got nothin' more to say."

Amid roars of applause, she returned to her corner, leaving more than one of us with streaming eyes, and hearts beating with gratitude....

Sojourner Truth was both an abolitionist and an advocate of women's rights.

Document K

Elizabeth Cady Stanton, Declaration of Sentiments (1848)

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman....

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her....

[We] insist that ...[women] have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press on our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Elizabeth Cady Stanton was one of the leaders of the 1848 Seneca Falls Women's Rights Convention. She modeled this Declaration of Sentiments after the Declaration of Independence.

Document L

Horace Mann, Report of the Massachusetts Board of Education (1848)

Without undervaluing any other human agency, it may be safely affirmed that the common school, improved and energized as it can easily be, may become the most effective and benignant of all the forces of civilization....

The establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. . . . It may be an easy thing to make a republic, but it a very laborious thing to make republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness, and passion!...

Such, then, . . . is the Massachusetts system of common schools. Reverently it recognizes and affirms the sovereign rights of the Creator, sedulously and sacredly it guards the religious rights of the creature. . . . In a social and political sense, it is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who, in the imperfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty, for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more.

Horace Mann was a leader in the common school (public education) movement.

Document M

Richard McNemar, The Kentucky Revival (1808)

The first extraordinary appearances of the power of God in the late revival, began about the close of the last century, in Logan and Christian counties; on the waters of Gasper and Red Rivers. And in the spring of 1801, the same extraordinary work broke out in Mason county, upper part of Kentucky; of which I was an eye witness, and can therefore, with greater confidence, testify what I have heard, seen and felt.

It first began in individuals who had been under deep convictions of sin, and great trouble about their souls, and had fasted and prayed, and diligently searched the scriptures, and had undergone distresses of mind inexpressibly sore, until they had obtained a comfortable hope of salvation.

Under such exhortations, the people began to be affected in a very strange manner. At first they were taken with an inward throbbing of heart; then with weeping and trembling: from that to crying out, in apparent agony of soul; falling down and swooning away till every appearance of animal life was suspended, and the person appeared to be in a trance.,.,,

From small beginnings, it gradually spread. The news of these strange operations flew about, and attracted many to come and see.... To these encampments the people flocked in hundreds and thousands, on foot, on horseback, and in wagons and other carriages.

The meeting continued five days and four nights; and after the people generally scattered from the ground....

Grading Rubric for DBQ Reforms of the Second Great Awakening

QUESTION: Identify and evaluate the impact upon American society of any two reform movements which emerged from the ferment of the Second Great Awakening.

8-9 Essays:

- Contains a clear, well-developed thesis that analyzes the impact of two reform groups on American society; thesis ties reform groups directly to the Second Great Awakening
- Offers substantial amounts of relevant outside information for both reform groups; information used to both identify and evaluate; supports the essay thesis with this information
- Uses factual information from a significant number of the documents to both identify and evaluation the contribution of two reform movements; supports the essay thesis with this information
- Presents clear, effective analysis of the impact of two reform groups upon American society; analysis supports the thesis statement
- Might contain minor errors

5-7 Essays:

- Contains a thesis that clearly addresses how two reform groups impacted American society; thesis may only slightly acknowledge relationship of reform groups to the Second Great Awakening
- Offers some relevant outside information that identifies and evaluates both reform groups; amount of information may be imbalanced between groups; may deal with only one group in a substantial way
- Uses factual information from at least a majority of the documents to explain the impact of two reform groups; information may be imbalanced; supports the essay thesis with this information; may deal with only one group but in a substantial way
- Contains limited analysis of the impact of two reform groups; deals with two reform groups in an imbalanced way; deals with only one reform group in a substantial way
- Might contain errors that do not diminish the validity of the essay

2-4 Essays:

- Fails to provide a thesis; restates the question; or contains a thesis that is irrelevant to the issues of the question; may deal with only a single reform group or with two groups in a very limited manner; may not acknowledge the role of the Second Great Awakening in American society
- Offers some relevant outside information; exhibits little understanding of the reform groups of the Second Great Awakening
- May not use the documents; might quote the documents inappropriately
- Offers little or no analysis
- Might contain major errors