INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI
Bell & Howell Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600
AN EXPLORATION OF FOURTH AND FIFTH GRADE STUDENTS' LEARNING ACTIVITIES IN SOCIAL STUDIES USING CHILDREN'S NONFICTION TRADE BOOKS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for

The Degree Doctor of Philosophy in the Graduate School of the Ohio State University

By

Suratinah, B.A., MS.Ed.

* * * * *

The Ohio State University
1999

Dissertation Committee:
Dr. Evelyn B. Freeman, Advisor
Dr. Marilyn Johnston
Dr. Janet Hickman

Approved by

Evelyn B. Freeman
Advisor
College of Education
Copyright by
Suratinah
1999
ABSTRACT

This study explored the use of children’s nonfiction trade books in social studies instruction. A split classroom of fourth and fifth grade students that applied informal education participated in this descriptive study. Three research questions guided this study to determine: (1) how the teacher organized instruction; (2) what learning activities the students engaged in; and (3) what social studies perspectives were learned when children’s nonfiction trade books were used.

Three major social studies units were observed during the study. Students learned about the Colonial Time, the Revolutionary War, and the Native American Tribe units by using children’s nonfiction trade books provided by the teacher.

For about six months, data were gathered through observations, interviews, and document collections. From the three methods, data were compiled in the form of field notes, interview transcripts, documents and artifacts, and learning activity transcripts. All data, then, were analyzed using the start list codes developed by Miles and Huberman (1994). Based on research questions, coding categories were derived to code data from field notes, interviews, and learning activity transcripts.

The findings indicated that when children’s nonfiction trade books were used for learning social studies, the teacher organized the instruction into five stages: planning the units, selecting the books, introducing the units, monitoring students’
activities, and assessing students’ learning. Students learned in various activities such as reviewing books, reading, note taking, writing, discussing, note reviewing, conferencing, creating artifacts, and presenting the topics they learned. The findings also showed that the use of children’s nonfiction trade books allowed students to learn six social studies perspectives written in the social studies course of study. Implications for instruction in the U.S. and Indonesia and recommendations for further research were discussed.
To Cunong, Ayu, and Ninta
ACKNOWLEDGEMENTS

“No matter what accomplishments you make, somebody helps you.”

Althea Gibson

I wish to express my sincere gratitude to Dr. Evelyn B. Freeman, my advisor, for providing the outstanding support and unwavering faith in my ability to finish this dissertation, and especially for her patient help with my writing and “language.” I am forever in your debt. I would like to express my appreciation and thanks to Dr. Jerome B. Zutell, Jr., for his caring and attention throughout the course of my study at the Ohio State University. My thanks also go to Dr. Marilyn Johnston, for her counsel and encouragement during my study. I thank Dr. Janet Hickman for her willingness to be on my committee on such a short notice to substitute for Dr. Zutell.

I am also grateful to Rachel, Kathy, and all students in room 28 for their participation in my research. I am forever grateful.

I am indebted to the Indonesian Primary School Teacher Development Project in Indonesia for giving me this honorable opportunity to study at the Ohio State University. My gratitude extends to my colleagues at the Indonesian Open University, Jakarta for their support and encouragement.
I wish to thank to my entire family who have faith in me. Finally, to my husband, and my daughters, thank you for support, patience, and sacrifices. I could never have finished without all of your help.
VITA

September 2, 1956 ...................... Born, Jakarta, Indonesia

1979 ................................. B.A., English Education
      IKIP Jakarta, Indonesia

1980-1990 ............................ Teacher, Teacher Training School
      Bogor, West Java, Indonesia

1985 ................................. MS. Ed., State University of New York,
      at New Paltz, New York

1991-present .......................... Lecturer, The Indonesian Open
      University, Jakarta, Indonesia

PUBLICATIONS

      Education (PGSMTLP). Jakarta, Indonesia: Universitas Terbuka.

      (Teaching English for Middle School Based on 1994 Curriculum volume 2). Jakarta,
      Indonesia: Universitas Terbuka.

FIELDS OF STUDY

Major Field: Education
TABLE OF CONTENTS

Abstract ................................................................................................................................. ii

Dedication ........................................................................................................................... iv

Acknowledgments ............................................................................................................... v

Vita ...................................................................................................................................... vii

List of Tables ..................................................................................................................... xii

List of Figures .................................................................................................................. xiii

Chapters:

1. Background of the Study .......................................................................................... 1

   Introduction .............................................................................................................. 1
   Limitation of Textbooks ......................................................................................... 2
   Social Studies in Indonesia Elementary Schools .................................................. 5
   Children’s Literature in Indonesia ......................................................................... 8
   Purpose of the Study ............................................................................................... 9
   Research Questions ................................................................................................ 10
   Definition of Terms ................................................................................................ 10
   Limitation of the Study .......................................................................................... 11
   Significance of the Study ....................................................................................... 12
   Summary .................................................................................................................. 13
   Overview of Dissertation ...................................................................................... 13

2. Literature Review .................................................................................................... 15

   Introduction ............................................................................................................ 15
   Standards for Teaching and Learning in the Social Studies .................................. 16
   Reading-writing Connection ................................................................................. 18
   The Implication of Reading-writing Connection for Content Area Instruction .... 21
   Literature across the Curriculum .......................................................................... 24
Appendix E: Teacher’s Participation Letter ................................................................. 204

Appendix F: List of Recommended Children’s Books for Units ............................. 206
  F1 The Colonial Time Unit ................................................................................. 207
  F2 The Revolutionary War Unit ................................................................. 208
  F3 The Native American Tribe Unit .......................................................... 210
  F4 The Economics Unit ................................................................................ 213

Appendix G: Contract Form for The Revolutionary War Unit ............................ 214

Appendix H: Contract Form for the Native American Tribe Unit ...................... 219

Appendix I: KWL Chart of the Revolutionary War Unit ...................................... 224
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Time Line of the Study</td>
</tr>
<tr>
<td>3.2</td>
<td>Correlation of Research Questions and Coding Categories</td>
</tr>
<tr>
<td>3.3</td>
<td>The Initial Coding Categories</td>
</tr>
<tr>
<td>3.4</td>
<td>The Final Coding Categories</td>
</tr>
<tr>
<td>4.1</td>
<td>Group Rubric for the Native American Tribe Unit</td>
</tr>
<tr>
<td>5.1</td>
<td>Learning Activities Experienced in the Three Units Taught</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Classroom Map ........................................ 49</td>
</tr>
<tr>
<td>3.2</td>
<td>“U.S. Government” Web .................................. 52</td>
</tr>
<tr>
<td>4.1</td>
<td>The Native American Tribe Museum .................. 131</td>
</tr>
</tbody>
</table>
CHAPTER 1

BACKGROUND OF THE STUDY

Introduction

The National Council for the Social Studies (1994) defines social studies as a multidisciplinary subject consisting of social sciences and humanities that promote civic competence. The Council also states the main purpose of social studies as, "To help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (p.3). Social studies, which is taught in kindergarten through grade 12 in schools across the U.S., should be taught to attain this purpose.

Based on this purpose, social studies prepares young people (students) in dealing with real life. As the subject that relates to real life, social studies instruction should be interesting; however, the reverse is more often true (Towery, 1991). According to Sesow and Sorensen (1987), and Schug, Todd, and Beery (1984), many studies showed that students do not feel social studies is a particularly valuable or interesting part of the school curriculum. Students usually see it as boring and not relevant to their needs (McKinney & Jones, 1993; Towery, 1991). Furthermore, Schug, et al, (1984) in their study to assess students’ perceptions about social studies, found that many students perceived social studies content to be uninteresting because
the information is too far removed from their own experiences, and repeats information learned earlier. The students also said that the lack of variety in social studies teaching methods adds to the reasons for their dislike of social studies.

Durkin (1978, cited in Towery, 1991) found that social studies and science instruction consists of round-robin reading of the textbook followed by teacher questions that focus on trivial and sometimes out-of-date facts. When a teacher uses this kind of method in the social studies class, students mostly just wait for their turn to read without much attention to the lesson. The weaker readers cannot understand the text and become apathetic when called on to read or to answer questions. This way of teaching leads to lack of interest in the subject and frustration on the part of the students (Towery, 1991).

Limitation of Textbooks

Some social studies proponents agree that social studies textbooks are the main problem that causes students' poor attitudes toward the subject (McKinney & Jones, 1993; Levstik, 1990; Sewall, 1988; Holmes & Ammon, 1985). They believe the texts have some limitations that make it difficult to attain the goals of social studies. The content, genre used for writing, format, reading level, and perspective are limitations that researchers have identified in the social studies textbooks (Van Middendorp & Lee, 1994; Tomlinson, Tunnell, & Richgels, 1993; Davis & Palmer, 1992; Beck &McKeown, 1991; Moss, 1991; Towery, 1991; Levstik, 1990; Holmes & Ammon, 1985).
Social studies textbooks do not provide sufficient depth or details in content (Davis & Palmer, 1992; Beck & McKeown, 1991; Levstik, 1990; Holmes & Ammon, 1985) to allow students to develop understandings of events and phenomena. Because a textbook should cover many topics in limited pages and spaces in the book, it only gives shallow treatment to any topic within such a wide scope (Tomlinson, et al., 1993) and provides little opportunity for extensive study of a particular topic (Moss, 1991). Students only learn superficial knowledge about many topics without real understanding of any (Davis & Palmer, 1992; Moss, 1991). Levstik (1993) presents a ten-year-old’s comment on social studies textbooks as “the social studies book doesn’t give you a lot of detail. You don’t imagine yourself there because they’re not doing it as if it were a person” (p.67). Even many important topics such as evolution, communism, and human rights injustices (Tomlinson, et al., 1993) are omitted from the textbooks in order to avoid controversy (Van Middendorp & Lee, 1994). Such a textbook prevents teacher and students from evaluating information and issues.

The expository genre used in writing the textbooks also contributes to their limitations. Young students are familiar with the narrative structure long before they experience written language because it mirrors human social interaction (Beck & McKeown, 1991). Because of its familiarity, narrative structure can serve as a framework for readers' comprehension. Therefore, when they have to read a textbook, students find it difficult to comprehend because the book is written in expository structure with which they are less familiar and less comfortable (Tomlinson, et. al., 1993; Beck & McKeown, 1991; Moss, 1991).
Social studies textbooks are often presented in unappealing format, i.e. in style, size, and illustration. Sewall (1988) has noted that textbook authors have a tendency to write in short, disjointed sentences, and to use limited vocabulary to reach the required readability level. In addition, Van Middendorp & Lee (1994) noticed that the size of textbooks for the social studies is overwhelming, overbearing, and intimidating, and the textbooks also lack pictures or illustrations (Holmes & Ammon, 1985). This kind of format makes textbooks remote, lifeless, and dull (Tomlinson, et al., 1993).

Towery (1991) and Moss (1991) state that social studies textbooks usually lack attention to reading level. The textbooks are usually written above the level for which the books were intended. Moreover, the abstract, technical vocabulary found in the textbooks contributes to the level of difficulty. To make it worse, usually students are provided with only one textbook (Tomlinson, et al., 1993). Therefore, for students reading below the difficulty of the textbooks, comprehension usually suffers (Holmes & Ammon, 1985).

One of the most roundly criticized aspects of social studies textbooks is their single, objective perspective and general lack of acknowledgment that there even exists more than one lens through which to examine social and political events and phenomena (Beck & McKeown, 1991). When a textbook is used as the sole source of information in a classroom, students tend to accept the author’s statement without question (Tomlinson, et al., 1993; Wolf, King, & Huck, 1968, cited in Davis & Palmer, 1992). According to Tomlinson, et al. (1993), this limited point of view is neither good nor wise for the students. It does not support the students to develop their critical reading skills (Holmes & Ammon, 1985).
Looking at these limitations, classroom teachers should try to find alternative sources rather than textbooks to help students learn social studies content and concepts. One of the alternatives that many educators suggest is children’s literature. McGowan & Guzzetti (1991) suggest teachers incorporate children’s literature in social studies lessons. They argue that there is a strong relationship between literature and social studies teaching, particularly at the elementary level. Since 1929, over 160 sources have explicated the ways in which trade books can enrich social studies teaching (McGowan & Sutton, 1988, cited in McGowan & Guzzetti, 1991). Tomlinson and Lynch-Brown (1996) define children’s literature as good quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction, and nonfiction. Those books are not only read and enjoyed, but also have been written for information (Sutherland & Arbothnot, 1991). Trade books can help students in learning social studies concepts and content (Farris & Fuhler, 1994), and provide more depth and detail (Van Middendorp & Lee, 1994).

Although a lot of authors have recommended the use of children’s books to teach social studies, only a few empirical studies have been done to examine the efficacy of the suggestions.

**Social studies in Indonesian elementary schools**

Social studies as a subject area is taught from third to sixth grades in Indonesian elementary schools. This subject area is divided into two major contents, i.e., social science and history. Social science consists of social environment,
geography, economics, and government; while history contains the knowledge of the development of Indonesian society from the past to the present. The main purpose of social science at the elementary level is to enable students to develop their knowledge and basic skills which are useful for them in their daily life. The goal of history is to help students understand Indonesian society and its development from time to time in such a way that they will develop nationalism and patriotism (Departemen Pendidikan dan Kebudayaan, 1993).

In the curriculum (Departemen Pendidikan dan Kebudayaan, 1993), it is stated that the method and strategies of teaching social studies should be based on students’ active learning, both physically and mentally, and to create opportunity to participate in the learning and teaching process. However, in reality, the learning environment as described in the curriculum almost never happens. In Indonesian elementary schools, social studies is taught in the same way it is taught in the U.S. (White, 1997). Social studies instruction mostly consists of round-robin reading of the textbooks followed by the teacher questions that focus on trivial and sometimes out-of-date facts (Durkin, 1978, cited in Towery, 1991). In this way of teaching, students are hardly involved in the learning process either physically or mentally. They just wait for their turn to read without much attention to the lesson.

White (1997) did a five week observation and interview at eleven elementary schools, three social studies teacher-education schools, and one graduate social studies education institution in the west part of Indonesia. From the observation and interviews, she found that social studies instruction is mainly teacher-centered in which the primary activities are lecturing, reading the text, completing questions, and
taking tests. Students are passive, and social studies becomes boring and irrelevant. Students usually engage in the learning for only a short time, then, they are immediately off task, talk to friends, send notes, leave the classroom, stare into space, or do some unrelated activities. White concluded that social studies in Indonesia has similar status to that in the U.S. It is one of students’ least favorite subjects.

Furthermore, Indonesian elementary teachers as well as their American counterparts mainly depend on textbooks in teaching social studies. The textbooks, which are mostly knowledge oriented, are the primary resource provided. In addition, the textbooks are written based on the curriculum; therefore, the teachers think using these books in their teaching is very helpful. Learning from the textbooks confines students to learning only the knowledge. The skills and attitudes that actually should be learned, are not given much attention. These books, similar to those of the U.S., are not related to real life. Students do not find themselves in the social studies textbooks (Levstik, 1993).

For example, the fourth grade social studies curriculum consists of units about our province, provinces in Indonesia, job market, and cooperative (economic enterprise) for social science; local history, Hindu-Buddha kingdoms in Indonesia, Islam in Indonesia, heroes and heroines, and colonialism in Indonesia for history. These broad units are presented in only a small book (8.5” X 6”) of 117 pages (Bale, 1990). The book mostly consists of description about concepts and content of the units that students should learn, and at the end of each unit there are some questions to be answered. Some black and white illustrations are also found in the book, however, only a few clarify and extend the text. Every unit or sub-unit is treated in a very
shallow and superficial way. The war against the Dutch in North Sumatra, for example, is described in only two pages, while the war itself lasted for about 29 years! It is understandable if the students only learn superficial knowledge about social studies, that teachers, who attempt to improve their teaching, have difficulty in making social studies interesting. They do not know what should be done to help their students succeed in school and also in real life.

Children’s literature in Indonesia

There are an abundance of children’s books in Indonesia, and they are relatively easy to be found in bookstores or libraries. Although the number of books and titles cannot be compared to those of America, the genre – fiction and nonfiction – however, are varied enough. Moreover, many elementary schools have children’s books in their library collections. They received the books from the government during the First 25-Year Development Plan (1969-1994). Some of books contain topics that are included in the social studies curriculum. However, the books are never used in the teaching learning process.

Teachers in Indonesia, including me, do not know that children’s books can be used in teaching and learning. They are not aware of the benefit that they can get when they use children’s books in their teaching. Therefore, they merely depend on textbooks in teaching social studies. The textbooks mostly consist of facts such as dates, names, and places. Because textbooks mention many topics and are restricted in the number of pages for each topic, students cannot learn about the topic in depth.
From that fact, it can be concluded that social studies in Indonesia share similar fate with social studies in America: uninteresting, boring, and unimportant.

For Indonesians, children's books are only for fun and enjoyment, and they do not realize that these books also can foster learning. Help is needed for teachers to create social studies instruction so it becomes interesting and important. It is time for them to know that children’s books can be a help; children’s literature fosters learning, besides for fun and enjoyment. They need to be convinced of the benefits they will get from children’s books and to have a real model to implement it in their classroom. Theory and empirical study are needed.

**Purpose of the Study**

The purpose of this study is to explore and examine the use of children's nonfiction trade books in social studies instruction in a split classroom of fourth and fifth grades. Through sustained classroom observation, field notes, and interviews, how the teacher, as well as the students, in this classroom used the trade books as tools for learning social studies was unveiled. In addition, what learning experiences the students had while they learned social studies through trade books; and social studies perspectives that students learn with the trade books were examined in-depth. The findings, then, are hoped will help teachers, especially Indonesian elementary teachers, develop better teaching and learning in social studies.
Research Questions

In order to meet the purpose written above, three research questions are designed as guidance to conduct the study. The questions are:

1. How does the teacher organize social studies instruction by incorporating children’s nonfiction trade books?
2. What learning activities do the students engage in when children’s nonfiction trade books are used in learning social studies?
3. What social studies perspectives do the students learn through children’s nonfiction trade books?

Definition of Terms

Nonfiction books: Nonfiction books are books that use a variety of text structures, including narrative, with the main purpose of providing information to the readers. The term is used by educators in referring to children’s books that are written for the primary purpose of conveying factual information.

Textbooks: Textbooks are books that are available to be used by students as the basic reference in a course or subject area.

Trade books: Trade books are books published for sale to bookstores and public libraries. Trade books can be fiction or nonfiction and may be used for instruction.
Social studies perspectives: Six perspectives are written in the social studies course of study in the district included in this research: historical perspective, global/cultural perspective, geographical perspective, economic perspective, political/government perspective, and participatory citizenship.

Limitations of the Study

Limitations of the study include the participants of the study, philosophy of the school studied, the nature of literature-based instruction, and the researcher's background. The participants of the study are limited by the fact that only one teacher, nineteen students, and one student teacher participated in this study. Moreover, the uniqueness of the classroom – consists of two grade levels, fourth and fifth, share in learning – restricts this study to be generalized.

Another limitation is related to the philosophy of the school studied. This school applies informal education in its teaching and learning activities. This program is used by limited schools and applied differently from school to school as well as from teacher to teacher. Therefore, teaching and learning in this classroom studied might be different from other classrooms.

The nature of literature-based instruction also contributes to the limitations of the study. According to Huck, Hepler and Hickman (1993), there is no standard pattern for literature-based instruction. Teachers who implement this program need to be concerned with their students' ability and background, and school environment.
The teacher in this study applies a literature-based program that might be different from the same program implemented by other teachers.

The last limitation comes from the researcher’s background. As an international student, I have limited knowledge of the educational field in the U.S as well as its culture. My cultural background might influence the way I look at the teaching and learning activities. In addition, I also have limited knowledge of the language used in the classroom studied. This limitation might affect gathering data; I might not catch the deeper meaning of the participants’ language.

**Significance of the Study**

Many authors write about the powerful nature of children’s literature when it is used in teaching social studies. Yet, only a few studies have been done in this area and even fewer of them describe the use of children’s nonfiction trade books in social studies instruction. This study might fill that void by providing descriptions about students’ experiences in learning social studies through children’s nonfiction trade books. The findings of this study will inform teachers of empirical evidence on the use of trade books in social studies lessons and of how students will engage when these books are used. Additionally, this study might encourage teachers to incorporate children’s nonfiction trade books in their social studies instruction.

Indonesian elementary teachers need help to improve their teaching of social studies. The use of children’s nonfiction trade books in social studies might assist them in providing more interesting and effective instruction. Since these books are never used in the Indonesian classroom, empirical studies on how teachers and
students use these books in their classrooms during social studies lessons will be valuable. The findings of this study will inform Indonesian elementary teachers of an alternative way to teach social studies. This study might assist the teachers to begin using children’s nonfiction trade books in their social studies instruction.

Summary

For a long time social studies has been known as a school subject hated by many students because it is boring and uninteresting. Some scholars believe that textbooks are the main source that causes unpopularity of social studies. Therefore, some literature-based proponents urge the use of children’s books in teaching social studies. They believe that children’s books can enhance learning of social studies.

This study explored the use of children’s nonfiction trade books in a split classroom of fourth and fifth grades. Three research questions are posed for this study. The result of this study hopefully can assist classroom teachers in using children’s nonfiction trade books in their social studies lessons.

Overview of Dissertation

This dissertation is organized into five chapters: background of the study, literature review, methodology, findings, and discussion. Chapter 1, background of the study, provides descriptions of the basis for the study, purpose and research questions, limitation of the study, and its significance.

Chapter 2 presents a review of literature relevant to the study. This chapter discusses standards for teaching and learning in the social studies, reading-writing
connection and its implication to content area instruction. Moreover, this chapter discusses research on children's nonfiction books used in social studies.

Chapter 3 includes a detailed description of methodology used in this study. This chapter describes gaining access, sites and participants, design of the study, data collection, data analysis, and trustworthiness.

Chapter 4 contains the findings of the study. This chapter presents three major social studies units taught in the classroom studied — the Colonial Time, the Revolutionary War, and the Native American Tribe units. To understand the site of the study, getting familiar with the classroom and the schedule are also included in this chapter. Overview of the research findings concludes this chapter.

Chapter 5, the final chapter, includes discussion, implications of the study, and recommendations for further research. This chapter discusses answers to the research questions under three headings: organizing instruction, students' learning activities, and social studies perspectives.
CHAPTER 2

LITERATURE REVIEW

Introduction

This review of literature examines topics related to the use of children’s nonfiction trade books in social studies instruction. This chapter begins with a discussion of standards for teaching and learning in social studies, followed by a review of the reading-writing connection and its implementation in content area instruction. This discussion is necessary since reading and writing are two important activities that occur in the classroom studied. Since this study explored the use of children’s nonfiction trade books in social studies instruction, discussion about children’s literature in general and nonfiction trade books in particular is essential. The discussion starts with a look at literature across the curriculum, and then is continued with children’s nonfiction trade books, a rationale for using children’s nonfiction trade books in social studies, and research on the use of children’s literature in social studies. Strategies in using children’s literature are discussed before a brief summary concludes this chapter.
Standards for Teaching and Learning in the Social Studies

According to the National Council for the Social Studies (1993) the major purpose of social studies is to prepare young people to identify, understand, and work to solve the problems facing a diverse nation in an increasingly interdependent world. Based on this purpose, the Council identifies five key features of ideal social studies teaching and learning for grades K-12. These features are summed up in the statement that social studies teaching and learning is powerful when it is meaningful, integrative, value-based, challenging, and active (NCSS, 1994). These five key features are considered equally important and should appear in social studies lessons.

Social studies teaching and learning is powerful when it is meaningful. This statement implies that students learn through connected knowledge, skills, and attitudes that are useful not only in the school environment, but also life outside school. By realizing that what they learn at school also works in real life, students can find the worth of learning social studies.

Social studies is a multidisciplinary subject. With this nature, social studies will be powerful if it is taught integratively. The integrated teaching and learning of social studies covers not only the content, but it also can be integrated across the curriculum. This integration provides opportunities for students to enhance their understanding to the scope and power of social studies.

Powerful social studies teaching and learning can be attained when it is value-based. Students should be introduced to controversial issues upon which they can reflect. Controversial issues teach students to see different values and perspectives.
Knowing about others’ values, students learn to appreciate and respect the rights of others.

Social studies teaching and learning is powerful when it is challenging. To stimulate and challenge students’ thinking, teachers should expose them to many information sources that include varying perspectives on topics and offer conflicting opinions on controversial issues. Teachers should ask questions that need students’ critical and creative thinking to answer. Such questions invite students to engage in sustained dialogue and debate. This situation helps students to construct new understandings through engagement in thoughtful dialogue.

Social studies teaching and learning is also powerful when it is active. Active teaching and learning means that students are engaged and involved in the lessons that teachers have prepared. Through a variety of instructional materials such as textbooks, maps, literary selections, films, videos, and computerized data bases, students can practice reflective thinking and decision making. In addition to the use of many kinds of instructional materials, the 75th NCSS Annual Conference (NCSS, 1995) promoted the use of children’s literature in social studies instruction. Children’s literature enhances students’ engagement and involvement in the learning when it is used in social studies. Moreover, McGowan, Erickson, and Neufeld (1996) state that:

Literature and social studies teaching have demonstrated a persistent, attractive connection. Educators have long argued that many features of trade books, particularly their detailed descriptions, complex characters, and melodic passages, allow young readers to construct understanding in powerful ways. The potential that these books hold for promoting citizenship learning has made literature-based instruction an appealing option for many social educators (p.203).
When teachers use these features in their social studies teaching, they eliminate the process of presenting facts and ideas taught in isolation, connect events of the past with the present, build an appreciation for the diversity of people, require the students to thoughtfully examine ideas and events, and involve students in constructing knowledge from content presented by the teacher (NCSS, 1994; Brophy, 1990). Through these features, social studies instruction is viewed not merely as the transmission of facts and concepts, but it involves critical thinking, reflective thinking, inquiry, problem solving, value analysis, and decision making (Brophy, 1990). Such skills are needed for building social understanding and civic efficacy. Reyes (1986) states that the ability to think critically is one of the most agreed upon educational objectives, especially in the social studies.

**Reading-Writing Connection**

According to Roberts (1996) and Kellough (1996), literacy education, i.e. reading and writing, cannot take place in a vacuum; reading and writing are most successful when they are integrated with content areas. Additionally, they assert that when reading and writing are integrated with social studies, they strengthen each other. Students gain and retain knowledge through reading and writing while their reading and writing skills improve by being engaged with the content of social studies. Because of the important role of reading and writing, the following discussion focuses on the reading-writing connection and its implication for content area instruction.

Teachers used to believe that reading and writing were separate skills that should be taught separately; reading was not writing, and writing was not reading.
They were acquired through different processes (Shanahan, 1988; Konopak, Martin, & Martin, 1987). Readers, decoding the written language, were believed passive; while writers, encoding the written language, were active (Roberts, 1996). While reading, readers only passively took the meaning from the text that authors wrote. On the other hand, writers actively gave meaning to the text they wrote. Therefore, in order to avoid one skill interfering with the other, teachers usually did not allow students to write while they were reading or to read while they were writing.

Reading was taught before writing instruction. Reading as a skill had been taught since students were in kindergarten or first grade. Even at home, parents introduced their children to important reading concepts long before they sent their children to school. They read to their children and provided them with printed material. At school, children were to “master” reading before they were introduced to writing. Teachers delayed to teach writing until the children had learned much about reading. This was based on the notion that the reading skill was prerequisite to writing development (Shanahan, 1988)

In the past decade, there has been a significant shift in thinking about reading and writing (Roberts, 1996). Researchers have begun to understand that reading and writing share parallel processes (Roberts, 1996; Tierney and Shanahan, 1991; Shanahan, 1988, 1984; Konopak, Martin, & Martin, 1987). Both readers and writers use the same steps to obtain the meaning; writers work to make a text sensible, while readers work to make sense out of a text. Since then, teachers have been persuaded not to teach reading and writing separately. They are encouraged to have students write about their reading and read their own writing. Shanahan (1988), and Anderson,
Hiebert, Scott, and Wilkinson (1985) also assert that reading and writing should be taught together: do not teach students reading in the morning and writing in the afternoon.

As a result of the issue of reading-writing connections, researchers have examined the relationship that occurs between those two language skills. Langer (1986b) follows this line of thinking, identifying four strategies that both readers and writers use to interact with the text. The first strategy is to generate ideas. Both readers and writers generate ideas as they get started, become aware of important ideas and experiences, and begin to plan to organize the information. The second strategy is to formulate meaning by developing the message, considering the audience, drawing on personal experience, choosing language, linking concepts, summarizing, and paraphrasing. The third strategy is to assess. As both readers and writers, students review, react, and monitor their understanding of the message and the text itself. The fourth strategy is to revise as readers and writers reconsider and restructure the message, recognize when meaning has broken down, and take appropriate action to change the text to improve understanding.

Harp (1987) sees the relationship of reading writing connection as inverse processes. When someone writes, she/he begins with ideas, transforms those ideas into language, and then the process continues by transforming the language into print symbols. Inverse processes happen when a reader reads. He/She begins with the print symbols, transforms those symbols into language, and then finally transforms that language into ideas. Harp suggests introducing these connections to the students who
need to understand them because students do reading and writing in their activities. They are writing ideas when they compose, and reading ideas when they read.

In addition to examining the relationship of reading and writing, Tierney and Pearson (1983) describe the process of both. According to them, reading and writing share similar processes. They say that writing involves planning, composing, and revising; the same process also happens when a reader reads. A reader plans her/his reading, composes a tentative meaning as she/he reads, and revises meaning as she/he comes even closer to unlocking the author’s message.

Considering the relationships found between reading and writing, some researchers tried to find out the benefits for teaching and learning when both skills are taught together. Tierney and Leys (1986, cited in Roberts, 1996), analyzed the value of connecting reading and writing in the school context. They found that:

- Some reading experiences contribute to students’ writing performance.
- Some writing experiences contribute to students’ reading performance.
- Writers acquire values and behaviors from reading and readers acquire values and behaviors from writing.
- Successful writers integrate reading into their writing experience and successful readers integrate writing into their reading experience (p. 361).

The Implication of Reading-Writing Connection for Content Area Instruction

Content areas and language arts (listening, speaking, reading, and writing) are inextricably bound (Tchudi & Tchudi, 1983). It is mostly impossible to teach content without involving any language skills. Reading, for example, is used in teaching social studies almost all the time. Social studies instruction depends on the processes of
reading since materials of this subject mostly are found in the form of printed matter (Camparell & Knight, 1991). Shaver, Davis, and Helburn (1980, cited in Camparell and Knight, 1991), reported that 80% to 90% of social studies teachers view reading as a prerequisite skill for learning social studies content.

Writing, on the other hand, frequently goes unused or is used in limited forms in content classrooms (Langer, 1986a). Students usually write only for answering questions after reading is over (Vacca & Lenik, 1992; Gilstrap, 1991). Researchers found that 84% of the writing done in the secondary schools was extremely narrow – to answer short questions or fill in the blanks; and not more that 6% was higher-level writing – writing to speculate, hypothesize, or evaluate (Gilstrap, 1991).

As a result of the finding about the reading-writing connection, many authors suggest to integrate reading and writing in content areas such as science, social studies, health and mathematics (Harp, 1989; Shanahan, 1988). Taylor and Beach (1984) urge that students should be taught to write cogent summaries of text, to be used later as individual study guides. Such activities exert an important influence on reading, writing, and content area learning. Moreover, Cobine (1995) argues that when reading is taught together with writing, reading and writing will give some benefits. By writing while reading, students can learn to organize their thoughts; and through writing in response to reading, they learn to clarify and refine their thoughts.

The implementation of reading and writing in content area instruction produces responsible, active learners (Nelms, 1987). Active learners process information. Through reading and writing, students do not merely receive information and give it back in the same form or in responses that require only recognition and recall. Active
learners will sustain what they have learned, and practice their high-order thinking skills. They analyze, synthesize, evaluate, question, criticize, and solve problems. With this argument Nelms asserts to implement both skills in content area instruction.

The benefit of reading and writing when they are implemented together in content areas was investigated by Konopak, Martin, and Martin (1987). They conducted two experimental studies to investigate the usefulness of writing when it was used together with reading in history classes. In the first study three classes of 11th graders formed two treatment groups (the writing treatment and the non-writing treatment group) and one control group. The findings show that the writing group produced greater synthesis and higher-level ideas on the final writing than the other two groups. The second study was done to replicate the findings of the first study; this time four history classes participated. Again the findings supported the first results. They concluded when students are provided with writing activities, their comprehension in the content areas becomes better.

In relation to reading and writing in content areas, Taylor and Beach (1984) conducted a study to examine whether summarizing text based on text organization improves middle-grade students' reading and writing of expository material. The results showed students who practiced the hierarchical summarization during their reading, demonstrated better comprehension on the material given than students who simply read and reread the material. It was also found that generating hierarchical summaries after reading led to improvements in students' overall writing quality.
Literature across the Curriculum

Besides giving enjoyment, children's literature also educates the reader through its content. With an abundance of fine quality trade books, teachers and students can select any books that they need in relation to the school subjects. Ross (1994) describes that topics “from mummies to mosques or turtles to titans can be found in trade books” (p.7). Books are also provided in many topics and a variety of styles, formats, genres, and reading levels. All areas of curriculum may be enriched through literature (Huck, et al., 1993).

Literature, which is mostly written in narrative form, is effective in teaching history (Levstik, 1993; James & Zarrillo, 1989). Unlike textbooks that present social studies content in a superficial manner, trade books – especially historical fiction – personalize history, explore human experience, and provide a framework for interpreting historical information. According to Levstik (1993), through historical fiction students will engage in the situations portrayed in the story. This engagement arouses feelings of a life story, that those people in the history were real people. The students feel they are part of the history. This feeling will develop deep appreciation for understanding of history.

Literature is also useful to teach mathematics. Cohn and Wendt (1993) conducted an experiment in their fourth grade classroom by integrating math with reading and writing for a few weeks. They asked their students to write reading logs and share them with their classmates. Through stories students can learn numbers, fractions, multiplication, estimation, and other math concepts. They give examples of books that can be used to teach math such as Two Ways to Count to Ten: A Liberian
Folktales (1990) by Ruby Dee. This book teaches young children to count from one to ten through a story of a leopard. Through literature, Cohn and Wendt found out that students have fun and enjoy learning mathematics – it is not a subject that should be threatening to them.

Lapp and Flood (1993) state that science will be enhanced through literature. Students will become more enthusiastic when they learn science concepts and knowledge through literature. Many abstract concepts in science that are difficult for students to understand can be easily learned through stories. For example, Night and Day in the Dessert (1991) by Jennifer Dewey describes the ecosystem clearly with beautiful illustrations.

Other subject areas such as music and art also can be taught through literature. Many children's books contain these subjects; for example, Go Tell Aunt Rhody (1986) by Aliki tells about popular American folk songs and Mouse Paint (1991) by Ellen Walsh talks about a clever mouse who mixes colors. In sum, children's literature in any genre – fiction or nonfiction – makes the curriculum more meaningful.

Children's Nonfiction Trade Books

Through literature across the curriculum, teachers can see the advantages of literature as a vehicle for helping students learn subject areas such as social studies and science in more interesting and meaningful ways. The use of fiction in elementary school is widely known around the country. Recently, nonfiction trade books for children appear into vogue (Moss, 1991). This kind of book shares an equal status with picture books and fiction in elementary schools (Freeman & Person, 1992). Some
books from this genre such as The Way Things Work (1988) by David Macaulay and Lincoln: A Photobiography (1987) by Russell Freedman have become very popular in the US.

Children’s nonfiction trade books are books that contain factual information and are published for sale through book stores to the general public (Robertson, 1980). Nonfiction usually refers to information books and biographies (Moss, 1991) and according to Freeman and Person (1992) the term nonfiction interchanges with informational books. Because of their diverse topics, “from dinosaurs to solar system, "how-to” books of craft and hobbies, and discovery books that lead readers to solve problems and understand how things work, informational trade books have the widest application across the curriculum” (Ross, 1994, p.13). Those books enhance the content of subject areas that are not provided by textbooks (Beck & McKeown, 1991).

There are many advantages to using children’s nonfiction trade books in the classroom. Moss, Leone, and Dipillo (1997) identify that students can learn a wide range of topics in-depth when they read nonfiction trade books. Moreover, nonfiction trade books, with appealing and interesting format, can help young readers understand the expository text. The difficulty that children may experience in understanding textbooks can be reduced by using children’s nonfiction trade books.

A Rationale for Using Children’s Nonfiction Trade Books in Social Studies

Towery (1991) states that the theoretical and practical support for the use of trade books and other forms of literature for teaching in the content areas has been around for over fifty years. He found that Horn as early as 1937 had indicated the
intimate relationship between literature and social studies of all subjects (history, geography, sociology, etc.). McGowan & Guzzetti (1991) also found that in the early nineteenth century, educational philosopher, Johann Friedrich Herbert, urged that teachers correlate history with literature to instill desirable social attitudes in children. Children’s books with themes such as Native-Americans, cowboys, famous people, farms, and factories are examples of topics that prove the connection between literature and social studies; and these kinds of books can be found in any libraries and book stores in a vast number.

Researchers strongly urge teachers to incorporate children’s nonfiction trade books into their social studies teaching. They give several reasons why these books should be used. Although their reasons are slightly different, in general they have the same points of view. Their reasons can be characterized into four categories, i.e., variety of reading levels (McGowan & Guzzetti, 1991; Moss, 1991; Holmes & Ammon, 1985); develop critical reading skills (Tomlinson, et al., 1993; McGowan & Guzzetti, 1991; Holmes & Ammon, 1985); breadth, in-depth, and up-to-date information (Moss, Leone, & DiPillo, 1997; Tomlinson, et al., 1993; McGowan & Guzzetti, 1991; Moss, 1991; Holmes & Ammon, 1985); and appealing format (Moss, Leone, & DiPillo, 1997; Tomlinson, et al., 1993; McGowan & Guzzetti, 1991; Moss, 1991; Holmes & Ammon, 1985). I will elaborate the four reasons and present the advantages of each.

First, children’s nonfiction trade books have a variety of reading levels. Holmes and Ammon (1985) estimate that the range of reading ability in most classrooms is approximately two to three grade levels above and below the actual
grade placement. This means that in a fourth grade social studies class, for example, some students will have reading ability as low as (or lower than) first grade, while some others may have their reading level as high as (or higher than) seventh grade. If the teacher uses only one textbook in his or her class, it means that only one reading level is provided and many students will have inappropriate reading material. Trade books are different; they are written at a variety of reading levels. When students are allowed to use trade books, they are able to access books that meet their reading ability. Thus, students in any reading level, especially those with reading problems, can read and understand the social studies topic that they are learning and this allows them to contribute to class discussion (McGowan & Guzzetti, 1991; Moss, 1991; Holmes & Ammon, 1985).

For example, fourth graders who learn about the sixteenth president, Abraham Lincoln, will find a lot of books about him written by different authors for different reading levels, from the simplest book such as Abraham Lincoln, President of A Divided Country (1989) by Carol Greene to a difficult one, Lincoln: A Photobiography (1987) by Russell Freedman. Giving a chance to students to tackle social studies materials within their reading abilities has added benefits (McGowan & Guzzetti, 1991). It helps students to comprehend the concept and content of social studies topics they learn, and it makes students realize that they can enjoy and get benefit from reading. As students become more able and independent children’s book readers, they can gather information on their own, rather than absorbing it through lectures or read-aloud sessions with a textbook. So that, the teacher can use the time
for concept application activities such as community action projects, role playing, simulation, or writing (McGowan & Guzzetti, 1991).

The second reason for using trade books in social studies class is that those kinds of books can develop students’ critical reading skills. Most elementary schools use social studies textbooks as the only resource of information. Since the textbooks are written by one author, and they are also edited and censored by various special interest groups and adoption committees, they have a limited perspective (Tomlinson, et al., 1993). Unlike the textbooks, various trade books about a single topic are written by many authors. It is possible that one topic is discussed and written by several authors with different points of view. Students can exercise critical reading skills when they are offered varied points of view which sometimes corroborate and at other times contradict each other (Tomlinson, et al., 1993). According to Festinger (1957, cited in Holmes & Ammon, 1985) discussing a contradictory idea increases attention, curiosity, and interest. Students who are encouraged to do this will develop critical reading and thinking skills (Holmes & Ammon, 1985). These skills are very important to prepare them to be good citizens, the primary goal of social studies (McGowan & Guzzetti, 1991).

There are books, for example, that describe the famous Christopher Columbus. Some books treat him as a hero in finding America. However, Meltzer’s (1990) Christopher Columbus and the World Around Him and Fritz’s (1980) Where do You Think You’re Going Christopher Columbus? describe Columbus in a different way. To them, Columbus was an egotistical, bullheaded, and cruel person besides being tenacious, uncanny, and talented. These books allow students to see Columbus from
another point of view and then give them a chance to evaluate the person who so far they think is a hero.

Third, trade books provide breadth, in-depth, and up-to-date information. Researchers agree that textbooks contain too many concepts; and for presenting these concepts the writers use a list-like organization (McGowan & Guzzetti, 1991). As a result, texts rarely guide students step-by-step through the process of understanding new content. Before students have time to reflect on an idea, the text has moved to another concept (Calfee, 1987, cited in McGowan & Guzzetti, 1991).

For example, chapter 17: “Leaders of Our Country” from the fourth grade social studies textbook: Regions of Our Country and Our World (Scott, Foresman, 1983) discusses about Abraham Lincoln, the sixteenth president of the United States in only four pages including one and half pages of his two photographs. Trade books, on the other hand, describe about him in more detail. Greene’s (1989) Abraham Lincoln, President of A Divided Country tells about Lincoln in 24 pages, while Freedman’s (1987) Lincoln: A Photobiography describes about him in 150 pages.

Obviously, trade books provide greater breadth and in-depth information than the textbooks (Towery, 1991); with these kinds of books, students have opportunity to explore a broad range of topics as well as to examine in-depth a single topic (Holmes & Ammon, 1985). Authors who write trade books have enough time and space to focus on a single topic or subject, so they can treat it in-depth. They also have freedom to present both popular and unpopular stands on controversial issues (Tomlinson, et. al., 1993). In short, trade books expand and deepen children’s knowledge by presenting specific facts and concepts about a topic as well as various points of view.
The benefits the students can gain from these books are they can develop understanding of events and phenomena, and draw connections among sequences of ideas (Beck & McKeown, 1991).

Besides breadth and in-depth information, children's nonfiction trade books also provide current publications because they are published every year. Thousands and thousands of new books on many topics are accessible through libraries and other sources (Moss, 1991). A vast number of new books help students to get up-to-date information about world events. This is very important for them as world citizens. Up-to-date information is very difficult to be gained if the students use textbooks because, due to budget restrictions, the textbooks are renewed only every five to ten years (Moss, 1991; Holmes & Ammon, 1985).

Fourth, children's nonfiction trade books are mostly characterized by an appealing format that draws students into the pages (Holmes & Ammon, 1985). Students in any grades usually choose this type of book because such books often have interesting cover designs, attractive graphics, and effective illustrations (Huck, Hepler, & Hickman, 1993). "The dramatic events and colorful details that children love to read and hear about are the trademarks of trade books and these add real and personal components to the social studies program" (Davis & Palmer, 1992, p. 126). Furthermore, the unusual format of the books attracts students to take and read them. Three-dimensional, movable books with pop-ups, pull-tabs, and lift-flaps are examples of the unusual formats that serve the transition between the concrete world and the abstract dimension of reading (Dowd, 1992).
Moreover, trade book authors have relative freedom to craft a writing style and select a format. "They might inject humor, employ narrative, choose unusual settings, or introduce distinctive artwork – engaging elements typically missing from textbooks" (McGowan & Guzzetti, 1991, p.17). With these books, students get the message that the subject matter is not only informative but also enjoyable.

### Research on the Use of Children’s Literature in Social Studies

Chapter 1 points out that one reason for students’ poor attitudes toward social studies is the textbooks (McKinney & Jones, 1993; Levstik, 1990; Sewall, 1988; Holmes & Ammon, 1985). Mostly, textbooks contain highly condensed information which lead to memorization of dates, names, and places. Although textbooks are of value the use of children’s literature to supplement or replace them will make social studies learning more meaningful.

Many professional writers have suggested that children’s books should be used in teaching social studies (Moss, 1991; Towery, 1991; Holmes & Ammon, 1985). Writers urge that almost all aspects of social studies can be taught using children’s books. They also present the strategies to be used when children’s books are implemented in social studies classrooms. Some of them suggest using children’s books as alternatives to traditional textbooks in teaching history (Levstik, 1990; James & Zarrillo, 1989; Freeman & Levstik, 1988). Some others argue that children’s books can develop critical thinking skills (Holmes & Ammon, 1985). The following are some studies that had been done concerning the use of children’s literature in social studies.
McKinney and Jones (1993) conducted a study to examine the effect of a children's book and a traditional social studies textbook on fifth-grade students' achievement and attitudes toward social studies. The two-week study on the American Revolution was conducted in three fifth grade classes. One group received instruction based on a children's nonfiction trade book; a second group received instruction based on the students' regular textbook only; and the third group received instruction based on their regular textbook and were encouraged to read the children's book at home. The same type activities and methods of teaching were used in all classes. The researchers concluded that the groups who were taught with the children's book learned more because more content can be included in a children's book than in a unit within a textbook. As a result of various types of activities used in the three classrooms, attitudes toward social studies improved for all groups. Moreover, the findings provided evidence that children's books may be used effectively as replacement or supplement for the regular textbook.

Another study on students' achievement and attitudes was done by Jones, Coombs, and McKinney (1994). They conducted the study by comparing the effects of utilizing children's books incorporated into a themed literature-based social studies unit with the effect of using a textbook in two sixth grade social studies classes. One class received instruction based on the regular textbook and did the activities suggested in the teacher's manual. The second group was taught using children's books based on a themed literature unit. The first group learned a unit about Mexico from the textbook, while the second group learned the same topic as the first group from five children's nonfiction books. The findings indicated that the group taught
with children’s books in the themed literature unit showed a significant gain in achievement as compared to the group taught with the textbook. Also, a very positive attitude toward social studies appears in the literature group. The researchers concluded that the usage of children’s books, when implemented in a classroom, may increase learning and may also be perceived as a positive experience.

Brophy, Van Sledright, and Bredin (1992), sponsored by the Center for the Learning and Teaching of Elementary Subjects at Michigan State University, did a study to investigate fifth graders' ideas about the English Colonies in America expressed before and after studying them within a US history course. Using children’s literature, the teacher succeeded in helping students develop appreciation for the challenges faced by the early immigrants and making the period “come alive” for them. The findings indicate that when students learn history, they got better historical content through the use of children’s literature than traditional textbooks.

Kuperus (1992) did a one-year action research in her class. Her study investigated the global and multicultural/multiethnic attitudes and awareness (knowledge) of twenty-three third graders. Several children’s books that relate to the topic were given to the students. Based on the results from the research, the knowledge and attitudes that students have about different cultural and societal groups was positively affected through their interaction with literature.

A survey study done by Robertson (1980) investigated the use children’s nonfiction-informational trade books in selected fourth-, fifth-, and sixth-grade classrooms in Illinois. She found that teachers used nonfiction-informational trade books more frequently in teaching social studies than in any other subject areas. She
also identified that the majority of teachers felt a need to cover textbooks, therefore, nonfiction-informational trade books were used mostly for research reports and free-choice reading.

In attempting to investigate the impact of literature on interest in and understanding of history, Linda Levstik conducted three studies: a case study of a fifth-grade girl (1989), a naturalistic study of a sixth-grade class (1986), and a naturalistic study of a first grade (1990). In the case study, Levstik (1989) studied a fifth grader who learned history by reading some selected literature that matched topics in history curriculum for a whole school year. Using interviews for gathering the data, Levstik found out that historical fiction influenced a child in understanding history. Through historical fiction the child in the study had a positive attitude toward history and accepted different points of view about it.

In the second study, a naturalistic study of a sixth-grade class, Levstik (1986) observed the sixth graders who learned history using fiction and nonfiction books. Students in this class read assigned books individually during history time. However, they could read books on any historical era or event during the reading period. The students were required to read for certain periods and to write their response daily. The teacher monitored the students’ behavior very strictly. From the study she concluded that although literature provided enough interesting information about history for students to learn, teacher’s manipulation of the classroom context was more important in building students’ interest to history.

In the third study, Levstik (1990) observed a first-grade class which learned history through literature with predominantly nonfiction books. The classroom studied
was a "whole language" classroom in which thematic units were the focus of instruction. Historical content was specifically structured to emphasize personal response. The teacher taught the students history through reading and discussion. From the findings the researcher concluded that with the right mediation, in this case nonfiction books, and careful explanation young children can understand history. The role of the teacher, again, was very important.

A study on the students' response to children's nonfiction trade books was conducted by Farest, Miller, and Fewin (1995). The purpose of their study was to see the pattern of students' response to information books. In this study, 45 fourth graders learned a unit on rivers and read Blumberg's (1987) nonfiction book, The Incredible Journey of Lewis and Clark. The findings indicated that although the responses to the book that students wrote had similar patterns with the responses they write when reading fiction books, the researchers found that students also had unique responses to the nonfiction book read. Their responses included detailed analysis, showed content learning, illustrated a developing understanding of expository writing, and demonstrated an application of their own emerging value systems to people and events in history.

Many authors write about the powerful nature of children's literature in teaching social studies. They present many reasons to prove it and suggest some strategies to use it. However, only a few empirical studies in this area have been done so far. Researchers have just begun to examine some aspects in relation to the use of children's literature in social studies. Their studies are mainly on (1) students' achievement and attitudes toward social studies, (2) students' interest and
understanding of history, (3) the frequency of children's books used in a classroom, and (4) students' response to nonfiction books. The empirical study to explain how children's nonfiction trade books are used in social studies classrooms has not been done yet. This study is proposed to generate empirical data on the actual use of children's nonfiction trade books in social studies teaching and learning.

**Strategies in Using Children's Literature**

Before implementing children's literature in their classrooms, teachers should select and obtain books appropriate for the particular learning experience in which the students will engage. They have to be careful in selecting books because not all children's books are of good literary quality, nor are they suitable for social studies instruction (Towery, 1991). According to Towery (1991), the books selected should meet the criteria of quality literature, have literary value, be developmentally appropriate for the students, include social studies content, and a broad range of reading levels.

Quality literature, typically, is well researched and avoids the stereotyping and misinformation that can damage even a well-intentioned program (McGowan & Guzzetti, 1991). The books that have literary value are the books that generally are written to meet the criteria of literature such as plot, setting, theme, characterization, style, point of view, and format for fiction; accuracy/authenticity, content/perspective, style, organization, and illustration/format for nonfiction (Huck, Hepler, & Hickman, 1993). Teachers should also take note of developmental appropriateness for the students when selecting books. It means that they should choose books that are
appropriate for the students' development – physical, emotional, social, and cognitive (Roberts, 1996); this includes the students' reading ability. Since the aim is to teach social studies, it is important for teachers to select books that have social studies content and topics that they will teach. They do not need to use a lot of their time to select the books that meet the criteria. Many sources are available that highlight social studies related titles. EyeOpeners II (Kobrin, 1995), for example, provides synopses of hundreds of high-quality information books that can be used in classrooms.

When they select the books, teachers can plan how they will use the books they choose. Children's books can be used in several ways such as a supplement, individual reading, reference, or as main source for a thematic unit. The first pattern of using children's books is as a supplemental reading. In this way, the social studies textbook is used as a major source of information. Then, the teacher provides literature books that are relevant to the topic studied. In order to get more information, students are asked to read the supplemental reading materials provided and then make a response to their reading in their own way.

The second pattern is using children's literature as individual reading. This pattern allows every student to select a different book based upon individual interest but still relevant to the topic discussed in the textbook. This way is similar to the first pattern, the textbook is a major source, however, the teacher gives freedom to the students to choose their own children's book to read. Students read their books silently at their own pace and confer with the teacher periodically. They may also participate in skills instruction and share their books with peers in some way (Moss, 1991).
The third usage of children's literature in social studies is as reference materials for inquiry projects (Freeman & Person, 1998; Harvey, 1998; Greenlaw, 1992; Towery, 1991). With this way, students find that there are many books that relate to their topic for classroom projects beside the encyclopedia and dictionary. Usually, both encyclopedia and dictionary are the only books that generally are used for reference.

The fourth pattern is using children’s literature as the main source for thematic units. In this pattern, the textbook is excluded from the social studies class; children’s books are used for the entire teaching-learning process of a theme unit that is chosen relevant to the existing social studies curriculum (Moss, 1991; Towery, 1991). Thematic units have been advocated for a long time and offer a much broader field for meeting individual student needs than do textbooks (Towery, 1991).

In addition, Towery (1991) offers five guidelines the teachers should follow while developing the unit. First, the books and/or materials used must be literature of value, and have a wide appeal to the diverse population of the typical classroom. Second, the class should have fun while sharing the literature. Third, the main selection should relate to a wide aspect of social studies curriculum. Fourth, students should have practice differentiating between fact and fiction. Fifth, other children’s books on related topics should be included for supplemental reading and as research source.

A thematic unit is grounded in the notion that students learn best when things make sense (Vardell, 1995). It is a more natural way to teach; it seeks integration of both learning activities and subject areas. Through thematic units students are able to
see that things they are learning are connected. Almost all subject areas can be integrated in a thematic unit, however, as Towery (1991) suggests, since the main goal is to teach social studies, teachers should find out as many books on topics that relate to social studies curriculum

Summary

This chapter has presented a review of literature that related to the implementation of children’s nonfiction trade books in teaching social studies. National Council of Social Studies (NCSS), through its standards for teaching and learning in the social studies, encourages teachers to use various kinds of instruction and instructional materials to help students build social understanding and civic efficacy.

Reading-writing connection is addressed in this literature review since reading and writing are essential components of activities when children’s books are used in the learning. Moreover, the role of reading and writing that enhances learning is described in the implication of the reading-writing connection for content area instruction.

This chapter also disclosed issues related to children’s nonfiction trade books such as literature across the curriculum, a rationale for using children’s nonfiction trade books in social studies, and research on the use of children’s literature in social studies. Finally, this chapter offers strategies in using children’s literature in social studies.

40
CHAPTER 3
METHODOLOGY

Introduction

The review of literature indicates that children’s nonfiction trade books can enhance learning of social studies. With compelling appearance, nonfiction trade books attract students to read. Furthermore, these books allow students in-depth learning of a specific topic that interests them. Consequently, this study is trying to describe the classroom behavior when the books are used in learning social studies. Chapter Three describes the methodology used in this investigation.

As listed in Chapter One, three research questions were posed for this study. The questions were:

1. How does the teacher organize social studies instruction by incorporating children’s nonfiction trade books?
2. What learning activities do the students engage in when children’s nonfiction trade books are used in learning social studies?
3. What social studies perspectives do the students learn through children’s nonfiction trade books?

To examine the three research questions, a qualitative methodology was chosen for this study. This method was considered appropriate because it allowed me to collect
data in natural setting without manipulating it (Bogdan & Biklen, 1992; Patton, 1990). The study was conducted in a split classroom of fourth and fifth grades for about six months.

Furthermore, the qualitative methodology allowed me to use various techniques such as observation, interview, and document analysis in gathering data. These three techniques were most befitting ways to be used in this study. Observation, interview, and document analysis enabled me to understand the way the participants think, feel, and perform activities in the classroom situation (Glesne & Peshkin, 1992). Observation also permitted me to examine as closely and unobtrusively as possible the classroom activities during the social studies instruction.

In addition, the use of qualitative methodology would be beneficial for this study because it provided me the means to display the data descriptively. According to Ary, Jacobs, and Razavieh (1990) descriptive means that the researcher tries to describe and interpret what exists. In relation to my study, the description would be about activities that prevailed, attitudes that were held, processes that were going on, effects that were being felt, and trends that were developing through classroom observation during social studies instruction.

This chapter includes an explanation of gaining access, site and participants, design of the study, data collection, data analysis, and trustworthiness.
Gaining Access

To attain the purpose of the study, a classroom that used children’s nonfiction trade books as its learning instruction for social studies was needed. Since literature-based instruction was widely used in the United States, the selection of the school was not a problem. However, as a foreign student with no access to schools and teachers in this area, it was not easy for me to find a school for my study. With the help of my advisor, a school located near the university was chosen for the site (Bogdan & Biklen, 1992).

To avoid a transportation problem, I had to find the school that was close to the university and could be reached by walking or taking public transportation. I discussed the school site with Dr. Freeman, my advisor and the chairperson of the committee, and with her enthusiasm she promised to help me in finding the school. She mentioned several elementary schools that had a possibility to become the site of the study. She suggested that I try to contact the nearest school. She knew a teacher there who used nonfiction trade books in her teaching. Furthermore, she used to work with faculty from the university. The school that was walking distance from the campus was finally found for the site of my study.

The elementary school was located on the eastern side of the university’s campus. The teacher (Rachel, pseudonym) asked to meet with Dr. Freeman and me before she decided to participate in my study. The meeting was scheduled during the last week of October 1997. At the meeting, I explained the research project and the significance of the study to me and to elementary school teachers in Indonesia. Rachel
was the gatekeeper (Bogdan & Biklen, 1992; Glesne & Peshkin, 1992) as well as the participant in my study.

Besides the teacher’s willingness to participate in the study, I also had to seek official permission (Bogdan & Biklen, 1992) for conducting the study from the university as well as from the district where the school for the site of the study was located. This kind of permission was important for me to have since I involved the teacher and students in the study. I submitted the application asking for permission to the university along with the abstract and proposal in the first week of November 1997. Within three weeks I received the approval letter.

Because the district asked for the approval from the university in addition to the abstract and the proposal of my study, I applied for the permission later, after I received the approval from the university. While Rachel had allowed me to begin my data collection, I still waited for the district’s official permission. Understanding my condition, the district encouraged me to begin the study while the letter was in progress. I received the permission when I was doing the orientation phase.

The research was conducted in one split class of fourth and fifth grades. The choice of this class was based on several reasons. First, as written in Chapter One, the studied classroom would be a model for Indonesian elementary teachers who want to use children’s nonfiction trade books in their social studies classroom. In Indonesia, social studies is taught in intermediate level, therefore, a compatible grade was needed. Second, the students in this split fourth and fifth grade classroom began to learn social studies content as a separate subject. Third, the teacher who used
children's nonfiction trade books and voluntarily participated in the study taught this class.

I had to wait for about a month before I began the study. Although Rachel accepted me doing the study in her room, she asked me not to start it until mid December. She had a student teacher in her room and she was supposed to finish her practice teaching around December. Fortunately, the student teacher finished her program earlier than was expected. Rachel called me at the end of November to inform me that I could start the study. I began the study at the same time the class started a new unit on social studies.

Site and Participants

The School

The school is an alternative elementary school in a large urban district in the Midwest. It had used an informal education program since September 1975. As it was written in the visitor's guide of the school, informal education emphasized child development and was structured to meet each individual child's needs – intellectual, physical, emotional, and social – at each successive stage of his/her development. In a more practical meaning, Rachel added the meaning of informal education that was used in the school. She said,

Informal education is not a traditional basal text for children. And it is giving the opportunity to learn and assess other than just ditto, worksheet, fill-in-the-blank, matching, or true false. In informal education a teacher should be a facilitator, not only the spilling of information; show them how to learn for themselves. For example, in science you expect them to learn science from a textbook,
but the other side you have to teach them to explore, to manipulate, in other words to do hands-on. That’s why we bring in the trade books for subjects such as social studies and science. In the informal curriculum process, we would do hands-on, taking them to field trip, inviting guest speaker, bringing them to the resources such as trade books, or they can explore and find answers that basically cover objectives in the course of study. Informal curriculum means they don’t sit in the assigned desks in a row face to the teacher. Informal curriculum also means deal with cooperative learning and this can be performed through problem solving. In informal curriculum, the children are taught to know that there are different ways to get the answer and also there are more than one ways to get the answer, and this involved brainstorming, so that one person’s idea generates other ideas from other person. In informal curriculum the process is as important as the product. It means the way children learn, it’s also important as the product. This should be balance between process and product. Traditional learning is more memorization and regurgitating (throw up); it is not really learning. Informal curriculum also includes integrating curriculum (IN10/7).

The school, a two story building, had fifteen K-5 classrooms that could accommodate approximately four hundred students. Three of them were split classrooms of fourth and fifth grades. The students were heterogeneous in terms of race, social economic status, and ability and accepted through a lottery system. Rachel taught fourth/fifth grades of a split classroom in room 28.

The physical facilities and environment supported the informal school program. The school had dedicated classroom teachers as well as arts, music, and gym teachers. It also had some special education teachers that helped students who needed individual assistance in learning. A library that provided enough books for children’s needs was a part of the supportive environment along with gymnasium, drama room,
and art room. In addition, parents’ involvement through a parent volunteer program also benefited the school program.

**The Teacher**

The teacher’s participation in this study was voluntarily. She agreed to be involved in this study after I explained it to her. She was in her 25th year of teaching when the study was conducted. She received her master’s degree in early childhood education development in 1973 and gained seventy hours beyond her master’s. Reading was her interest and she had reading certification for K-12. She began her career as a reading teacher, and then she worked with teachers in remedial and enrichment reading before she became a classroom teacher. She used trade books, especially nonfiction, in her classroom. She believed that these kind of books were good for learning as she said, “I think (nonfiction trade books) are great supplement for what’s in the textbook” (IN12/11).

Rachel considered herself as a facilitator that showed and encouraged her students how to learn for themselves rather than a person who spilled the information (IN12/1 and IN2/6). She wanted her students to be independent learners. She always involved her students in the learning because she believed by doing this, she could learn from them also. One could say that she was a perfect teacher that one time acted as a mother and in another time as a friend for her students. The students loved her, and they expressed their love by hanging a poster that said Rachel was the best teacher in the school.
Besides Rachel, there was a student teacher (Kathy, pseudonym) who joined in the room a month after I began the study. Rachel told me about her before she came. She explained that Kathy would do the practice teaching in room 28. She was in the room for two quarters: winter and spring. The first quarter she came twice a week to do the classroom observation only. At the second quarter she came every day and did all the teaching. She taught under Rachel’s supervision. I involved Kathy as a participant of the study.

The Classroom

The classroom was located on the second floor of the school. It was divided into two separate parts (see Figure 3.1). The first part was used for teaching and learning activities. The second part, which was smaller than the first part and called the coat room, was used for the students to put their coats and backpacks and also used as the computer room. The classroom had a large selection and display of quality children’s literature, fiction and nonfiction. Some books were displayed on two rotated bookshelves and some bookcases that were put in the center of the room while others were found on the shelves that attached to the wall. Some textbooks of math, science and social studies that were sometimes used for learning were also found in the room.

The school began at nine in the morning but the students usually came thirty minutes early. When they came into the room, the students knew what they should do by reading the schedule written on the small board that was placed in the front part of the room. They were also allowed to continue doing their work or assignments that had not been finished from the day before.
A: classroom  
B: coat room  
I: the math center  
II: the science center  
III: the rug area  
IV: the loft  
IV: the social studies center  

1 & 4: the rectangular tables  
2 & 3: the round tables  
5: teacher's desk  
6 & 7: student's desks  
8 & 9: computers  
10, 11, 
12 & 13: bookcases  
14 & 15: rolled bookshelves  
16: student's cubbies  

Figure 3.1: The Classroom map
Rachel wrote the schedule every morning before the students came. Basically, the schedule was divided into two main sessions: morning and afternoon sessions. Morning session usually consisted of some subject areas such as language arts, mathematics, social studies and science. Afternoon session mostly dealt with reading instruction, sustained silent reading (S.S.R.) and side by side reading (S/S/R), and arts.

At about 9:15 Rachel asked the students to gather on the rug area — in the center of the room — with or without the chairs. However, sitting on the rug was mostly preferable. She explained the schedule for the day to the students and gave some announcements, then discussed homework or the problem of the day. After that the "real" learning began. Rachel might begin the learning by reading aloud, oral reading, or short discussion, gave short explanation and direction about the things they would learn on that day. Then, the students spent most of the time learning individually or in a small group.

Informal education gave the teacher a freedom in developing her schedule. She could decide what she wanted to teach day by day. To keep the unity of a concept they studied, a subject might be taught every day continually within a week, then disappeared in the following week. Social studies, as well as other subjects, was treated the same; it was not taught every day. Therefore, I came to the school only when social studies was on the schedule. It was usually taught in the morning time that ranged from thirty minutes to two hours depending on the problem or topic they were dealing with.
Social Studies Curriculum

Despite her split classroom, Rachel used the social studies regular curriculum, the curriculum that was used by all elementary schools in the district (see Appendix A). She had a separate social studies course of study for the fourth and fifth grades. She tried to mix both of the courses of studies to meet the goals written on them. She made a web for a year long teaching. She used a theme to develop her web, then based on her web she taught almost all of the subjects, i.e. math, science, social studies, and language arts (see Figure 3.2).

Rachel chose “US Government” as the theme for developing the web because according to her both fourth and fifth grade courses of studies included it as one of the objectives to be pursued. Moreover, the theme was broad enough to incorporate subject areas taught in the class. After choosing the theme, she tried to depict connection between the theme and subject areas such as social studies, science, math, health, art, reading, law, and geography. She added that the web was not final; as the school year progressed it would improve depending on the students’ needs and interests. Therefore, it was possible that some units emerged or eliminated throughout the school year. For example, “holidays”, a topic written on the web, was not taught while “Native American Tribes” was presented as a long unit although it was not included in the web in the first place.

During the study, I observed three long units (four to six weeks), one medium length unit (three weeks), and several short units (one day to one week). The long units were the Colonial Times, the Revolutionary War, and Native American Tribe units. In these three units the use of children’s nonfiction trade books was required.
Figure 3.2. "U.S. Government" web
The medium length one dealt with economics. This unit emphasized students experiential learning through hands-on activities for a Valentine’s Day sale. There were several short units such as government, community building, Ohio lawmakers, what was our first national government like, and the discovery of America. In learning short units, the students sometimes read a chapter or two from the textbook, a passage from a book that the teacher copied, or discussed the topic. Although for the medium and short units, the students were not required to read children’s nonfiction trade books, the teacher used them for various purposes, such as read aloud, and source material for the passage. In Chapter 4 I will discuss in detail the three units in which children’s nonfiction trade books were used.

The Students

The students were heterogeneous in learning ability as well as social and economic factors. Their learning ability varied from children who still read on second grade level to those reading beyond fifth grade. At the beginning of the study, the classroom consisted of twenty students. One student moved to another city in the third week of the study. The remaining, ten fourth graders, four male and six female students, and nine fifth graders, six male and three female students, were in the room for the whole year. There were six Blacks and thirteen Caucasians in the classroom.

From nineteen students in the class — in the dissertation are named S1 to S19 — six students were selected as focus children for the study. Rachel helped me on the selection. The six students represented both grades equally. They were chosen based on their academic ability, regular attendance, and willingness to interact with me. Like
Rachel and Kathy, the focus children played a role as key informants for the study. The key informants provided more information that I could not get from observation (Bogdan & Biklen, 1992; Patton, 1990). At first, I would focus my observation on the six focus children to see the way they learned social studies through children's nonfiction trade books. However, since all the students did similar procedures in their learning and I had difficulty observing the focus children because of the nature of the classroom, I decided to observe the whole class.

**Design of the Study**

The study that took place from December 1997 through June 1998 was divided into two phases. The first phase, the orientation phase, lasted for about two weeks before the winter break. Phase I involved preliminary observation and interviews. Rachel introduced me to the students and explained the reason I was in their room. The students, who were used to having visitors in their classroom, were easy to get acquainted with. One girl tried to communicate with me as soon as she had a free time from her learning activity on my first day in the room. She knew a person from my country, Indonesia, who had been in her room to do a similar study. Her greeting made me feel accepted in the classroom. Rachel accompanied me to see the principal and make acquaintance with other teachers. Being familiar with the site and participants was required in a qualitative study (Glesne & Peshkin, 1992).

During this phase I forwarded a consent form to parents, seeking permission to involve their child as a participant in the study (see Appendix B). With the form, I attached the cover letter in which I explained briefly about the purpose of the study,
the story of myself, and the involvement of their child in the study (Glesne & Peshkin, 1992). As participants, Rachel and Kathy were also asked to sign the consent form (see Appendix B). All the parents signed the consent form, which indicated that they allowed their child to be involved in the study. The signed forms were received after winter break.

I became acquainted with the teacher, the students, and the classroom schedule. I observed and wrote the field notes without attempting to audio or video record since the consent forms had not been received. In this preliminary phase, I interviewed the teacher to know her views about social studies and children's nonfiction trade books. It was very crucial to know the teacher's concept about social studies because it would lead to particular forms and structures in the classroom (Levstik, 1990). Besides observation and interview, the teacher gave me some documents such as the social studies course of study for fourth and fifth grades, the web for the whole activity, and a reference list of children's literature (see Appendix C). All of this data helped me to refine my research questions and focus of the study.

From the first week of January until the end of the school year in June 1998, I conducted Phase II of the study. This phase, the primary data collection phase, involved observation, structured and unstructured interviews, and document collection. I observed the teaching and learning activities that occurred during social studies lessons that used children's nonfiction trade books. I also interviewed the teacher, the student teacher, and the focus children in order to know their thoughts, opinions, and feelings. Then, I gathered some documents/artifacts from participants.
This kind of data corroborated the observation and interview (Glesne & Peshkin, 1992). Table 3.1 provides timeline for the study.

In the study I played a role as participant observer in the classroom. Being a participant observer gave me the opportunity to be trusted and to see the natural situation of the observed class (Glesne & Peshkin, 1992). Participant observation ranges across a continuum from “mostly observation” to “mostly participant”. Between the two poles Glesne and Peshkin (1992) define two levels of participant observation, i.e. “observer as participant” and “participant as observer”. As “observer as participant,” the researcher remains primarily an observer but has some interaction with study participants. In contrast, as “participant as observer,” the researcher interacts intensively with study participants. My role in the study fell between these two levels. Although I mainly did observation, many times the students came to me asking some help such as spelling certain words, giving alternative ideas for writing, helping them in reading, and checking their assignment. I also helped the teacher whenever I was asked such as to be a chaperone when they had a fieldtrip. For example, when the class had a trip to a museum, Rachel asked me to accompany three students in touring the building. I was in charge to supervise and guide those three students to explore the museum in order to get “firsthand experience.”

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Participant Observation</td>
</tr>
<tr>
<td>Preliminary Observation</td>
<td>Structured and Unstructured Interviews</td>
</tr>
<tr>
<td>Preliminary Interview</td>
<td>Document Collection</td>
</tr>
</tbody>
</table>

Table 3.1: Timeline of the study
Data Collection

The study was a naturalistic descriptive study that employed observation, interviewing and reviewing various documents and artifacts as the techniques for gathering data (Bogdan & Biklen, 1992). The use of multiple-data collection methods provided the opportunity for triangulation (Glesne & Peshkin, 1992; Patton, 1990; Stake, 1988). Triangulation is a process to build trustworthiness in qualitative study through crosschecking data from a variety of sources (Glesne & Peshkin, 1992; Patton, 1990).

Observation

Observation was used throughout the study to enable me to look into the classroom activities. The duration of the observation varied and was dependent on the daily schedule and other events that occurred on each day. During the observation I took field notes, video recorded, audio taped, and took pictures for slides. Usually I did the observation in the morning time from 8:40 to 12:00 because mostly social studies was taught during these hours.

During the observation time I always took field notes. Field notes consisted of what I saw, heard and experienced as well as thought about classroom activities. Rachel let me sit anyplace in the room where I felt comfortable and I found the place in front of the teacher’s desk was the most convenient one. It was located on the right back corner of the room. There were two small tables attached to Rachel’s desk and only a few students liked to sit there so I did not take over their place. Moreover, from
this place I could see the whole classroom so that their activities, either the whole class or individual and group activities could be observed clearly. Most of the time I sat there taking notes and audiotaping.

From the first day of the study I did the field note taking. It was hard at first because I tried to catch the actual words and sentences spoke by either the teacher or the students, but I failed. Because English is not my native language, I had difficulty in listening and writing quickly. Sometimes I lost the track; I did not know that they had already finished with their activity and moved to another one when I was busy writing the field notes. I began to believe what Ball (1990) warned the researchers that social relations should be a concern in data collection. I wondered whether non-native English could effectively observe native English. I had not much field notes for the first week I was there. I used the time for adjustment, to get to know the site and participants, the time to practice my listening and writing, and the time to catch everything from the site (Glesne & Peshkin, 1992). Sometimes I wished I had a friend in the room so I could share my hard time. As the time passed, I adjusted to doing the participant observation.

I used notebooks for writing field notes. I wrote on one side of the paper and divided it into two parts. I wrote the field notes on the left part and my comments or analytic notes on the right part (Glesne & Peshkin, 1992). The analytic notes or comments, as well as field notes, were written during the observation times. However, I sometimes added my analytic note at other times when I reread the field notes. All field notes, then, were typed on the computer.
Besides taking field notes, I also did audiotaping, videorecording, and picture taking for slides. I found out audiotaping was very useful and helpful. It caught most of the teacher and students’ talking during the instruction time. The transcript of these data was labeled as learning activity transcript. It helped for triangulating the field notes. Audiotaping was also used during the interviews. It provided a permanent record. With the help of my daughters, one who was in her senior year and the other in sixth grade, I transcribed the recordings. They verified the words or sentences that I hardly understood or caught.

Videorecording was used for about three weeks only. It was beneficial (Glesne & Peshkin, 1992) but not as handy as the audiotaping. Since the school used informal education, the students were allowed to sit anywhere they liked to do their activities during individual or group work time. It was also possible for them to do the activities outside of the room with the teacher’s permission. As a result I could not put the video at one place to catch all the students’ activities. I needed to move it to adjust the students’ position. At the same time, I also had to take the field notes and take care of the audiotaping and sometimes take pictures. All of the activities kept me busy that I lost some moments to write the field notes. Therefore, I decided to stop using video recording.

I took slides during the learning activities. I also took some pictures of documents or artifacts that could not be copied such as art work. I used slide films so that they could be used for a long time. Since one of the aims of this study was to describe a model of teaching social studies through children’s nonfiction trade books for Indonesian teachers, Dr. Freeman suggested I keep the slides in order to show the
teachers in Indonesia the actual model. In addition, the slides provided me a chance to revisit the classroom activities when analyzing the data.

**Interview**

Interview was another kind of technique used in gathering data during the study. The interview technique was usually used hand in hand with participant observation in a qualitative study (Becker & Geer, cited in Crane & Angrosino, 1992). Formal and informal interviews (Crane & Angrosino, 1992) were applied to get information from the teacher, the student teacher, and the students. The formal interview was a structured one in which the schedule and the questions were arranged beforehand. On the other hand, the informal interview was unstructured. The questions of the unstructured interview emerged as a result of participants’ activities during the observation.

Two formal interviews were conducted with the teacher and student teacher while the six focus children only had one. The teacher had the first one during the orientation phase and the student teacher was interviewed for the first time during the second phase before she taught the class. The second interview was conducted at the end of the study. Both the teacher and the student teacher were asked the same questions for the two interviews. The first interview was intended to know the teacher’s concept and perspective about social studies and the use of children’s nonfiction trade books in the learning. The following were the questions asked in the first interview.

1. Could you tell me what social studies is according to you?
2. What are your goals in teaching social studies?

3. What curriculum do you use?

4. How do you plan social studies lessons?

5. What sources do you use in planning the lessons?

6. How do you teach social studies, or how do you implement your lesson plan?

7. Why do you use trade books or nonfiction trade books for teaching social studies?

8. What sources do you use to find the trade books that are relevant to the topic that you teach and how do you match the trade books with the curriculum?

9. Do you give guidance to the students on how to use nonfiction trade books?

10. How do you assess the students in social studies?

The second interview was conducted to get information about their experience of using children’s nonfiction trade books in social studies lessons. The questions were:

1. Do you think the students have achieved your expectation?

2. What aspects or categories do you evaluate from students’ research and presentation?

3. When the students did the written report of their research, I noticed that most of them did not put the bibliography on their report. What do you think about this?
4. What are problems that you found in teaching social studies through nonfiction trade books?

5. Could you tell me the advantages and disadvantages in using nonfiction trade books in social studies?

6. What are your suggestions for teachers who want to try using trade books in their teaching?

For the students, the formal interview was conducted during the second phase. Only focus children participated in the formal interview. The interview was aimed to know how the students perceived social studies and how they learned it through the trade books. The questions that I asked were

1. Do you like social studies? Why?

2. What part of social studies do you like best? OR What part of social studies that you do not like?

3. Can you explain what do you want from learning social studies?

4. When you learn social studies by using trade books, what trade books do you like (fiction or nonfiction)? Why?

5. Could you tell me how you learn social studies by using the trade books?

6. How many books do you usually read for a project you do?

7. Who helps you do social studies research or project or homework?

8. How does she/he help you?

I interviewed each focus child separately using the same questions that I prepared for the students. I found that this technique made the transcribing easier. Moreover, the students felt free to tell their opinions, thoughts, and feelings when
there were no other persons around them when the interview took place. With permission from the teacher, I interviewed the focus children during the Sustain Silent Reading (S.S.R) time.

I anticipated that I would have difficulty in interviewing because of my language limitation. I thought that I would have a hard time in formulating the questions while interviewing and it might cause the interviewees’ confusion or misunderstanding of my questions. To avoid this, I typed all questions that I asked and gave them to the teacher and the student teacher a few minutes before the interview began so they could read and learn the question carefully and ask me if the questions were not clear to them. I found this way was very helpful. However, I could not do this with the focus children. When I interviewed them, I prepared the questions beforehand and the interview became a casual conversation. Interviewing the children was difficult at first, but I became more at ease with the rest of the children.

Transcribing was a challenging activity. It was a very unique experience that I had during the study. According to Patton (1990) the ratio of transcribing time to recording time was typically 4:1 on average. This meant that it took four hours to transcribe a one-hour interview. I did not imagine that transcribing needed longer time. However, I needed days, not only hours, to transcribe one hour recording. I repeated the cassette many times to get only a sentence or word told by the interviewee. Using a language not your native one in the interviews was arduous work. It was true that transcribing the words of people who spoke languages or even dialects, which were different from your own native tongue might take far longer than working with text in your own language (Crane & Angrosino, 1992).
Besides its difficulty, doing the transcribing gave me some benefits. I became closer to my data, and more sensitive in selecting the important and unimportant data because I was there when the audiotaping took place. When I listened to the recording, it seemed that I played back the activities in the classroom. I believe that if somebody else did the transcribing for me, it would be different.

Informal interviews were conducted throughout the observation. Since this kind of interview was like a conversation that came up because I needed immediate information for clarification during the participants’ activities, informal interviews were not scheduled (Bogdan & Biklen, 1992; Crane & Angrosino, 1992; Patton, 1990). Informal interviews were not limited to the focus children only; I asked any students whenever I needed their explanation or information.

Document Collection

Documents were data that corroborated observations and interviews (Glesne & Peshkin, 1992). In addition, they point out that:

Documents provide both historical and contextual dimensions to your observations and interviews. They enrich what you see and hear by supporting, expanding, and challenging your portrayals and perceptions. Your understanding of phenomenon in question grows as you make use of the documents and artifacts that are a part of people’s lives. (p. 54)

I collected such data during the study. I copied students’ written reports, journals, and pictures that they made during the learning activities. I also copied the social studies course of study for fourth and fifth grades, the web the teacher made for the whole year, list of references of children’s literature, lesson plans, and some texts for reading.
aloud from the teacher. These data were necessary in analyzing; they provided valuable information about what students had learned from the books that they read or activities that they did during the social studies instruction, and their understanding of the content they learned.

Data Analysis

This study was qualitative in nature that provided a description of teacher and students' activities in learning social studies through children's nonfiction trade books in their natural setting. Three kinds of methods, observation, interview, and document collection, were employed for gathering data. All data from the three resources, then, were analyzed. From all methods, data were compiled in the form of field notes, interview transcript, documents/artifacts, and learning activity transcript. In order to identify data quickly during the analyses, each type of data was coded into FN for field notes, IN for interview, AR for documents/artifacts, and LA for learning activity.

Qualitative advocates advise researchers to do data analysis simultaneously with data collection (Miles & Huberman, 1994; Bogdan & Biklen, 1992; Glesne & Peshkin, 1992; Patton, 1990; Strauss & Corbin 1990). In addition, Miles and Huberman (1994) emphasize that early analysis helps the researcher to think about existing data and generate strategies for collecting new, often better, data. Early analysis permits the researcher to examine which categories still lack data and also avoid collecting irrelevant data. With their advice, I created coding categories prior to the study using the start list technique developed by Miles and Huberman (1994). Using the research questions as the basis for developing coding categories, three main
categories, i.e. teacher instruction (TI), students' learning activities (LA), and social studies perspective (SP) were determined as initial coding categories. Table 3.2 shows the correlation of research questions and coding categories.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Coding categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the teacher organize social studies instructions by incorporating children's nonfiction trade books?</td>
<td>Teacher Instruction (TI)</td>
</tr>
<tr>
<td>What learning activities do students engage in when children's nonfiction trade books are used in learning social studies?</td>
<td>Students' Learning Activity (LA)</td>
</tr>
<tr>
<td>What social studies perspectives do students learn through children's nonfiction trade books?</td>
<td>Social Studies Perspectives (SP)</td>
</tr>
</tbody>
</table>

Table 3.2: Correlation of research questions and coding categories

The three broad categories, then, were used as the umbrellas of some subcategories. Eighteen subcategories emerged from the initial phase of the study. Table 3.3 shows the initial categories derived from the research questions.
The initial categories and coding system guided me to explore related data from the field. However, these initial categories were not fixed categories. As the nature of qualitative study, these categories changed and developed as the field experience continues, some new categories and subcategories emerged. The change was derived inductively. As the study progressed, some data could not be put in any existing categories. After reading the data, it was noticed that certain words, phrases, and events occurred repeatedly. I tried to find key words or phrases to represent the repeated data, then new categories were determined (Bogdan & Biklen, 1992). The final categories were established after the study ended. Throughout the process, coding...
categories were adjusted, expanded, and deleted to accommodate the data. Figure 3.4 shows the final categories.

<table>
<thead>
<tr>
<th>Teacher Instruction</th>
<th>TI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning</td>
<td>TI-P</td>
</tr>
<tr>
<td>2. Implementation</td>
<td>TI-I</td>
</tr>
<tr>
<td>2.1. Framing lessons</td>
<td>TI-IFL</td>
</tr>
<tr>
<td>2.2. Reading aloud</td>
<td>TI-IRA</td>
</tr>
<tr>
<td>2.3. Involving students</td>
<td>TI-IIS</td>
</tr>
<tr>
<td>2.4. Encouraging students</td>
<td>TI-IEN</td>
</tr>
<tr>
<td>2.5. Conferencing</td>
<td>TI-ICO</td>
</tr>
<tr>
<td>2.6. Redirecting/Refocusing</td>
<td>TI-IRE</td>
</tr>
<tr>
<td>3. Evaluation</td>
<td>TI-E</td>
</tr>
<tr>
<td>3.1. Formal evaluation</td>
<td>TI-EFO</td>
</tr>
<tr>
<td>3.2. Informal evaluation</td>
<td>TI-EIN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students’ Learning Activities</th>
<th>LA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pattern of instruction</td>
<td>LA-P</td>
</tr>
<tr>
<td>1.1. Whole class</td>
<td>LA-PWC</td>
</tr>
<tr>
<td>1.2. Small group</td>
<td>LA-PSG</td>
</tr>
<tr>
<td>1.3. Individual</td>
<td>LA-PIN</td>
</tr>
<tr>
<td>2. Pattern of interaction</td>
<td>LA-N</td>
</tr>
<tr>
<td>2.1. Teacher – student</td>
<td>LA-NTS</td>
</tr>
<tr>
<td>2.2. Student(s) – student(s)</td>
<td>LA-NSS</td>
</tr>
<tr>
<td>2.3. Multinteraction</td>
<td>LA-NMU</td>
</tr>
<tr>
<td>3. Kinds of experiences</td>
<td>LA-E</td>
</tr>
<tr>
<td>3.1. Reading</td>
<td>LA-ERD</td>
</tr>
<tr>
<td>3.2. Writing</td>
<td>LA-EWR</td>
</tr>
<tr>
<td>3.3. Discussion</td>
<td>LA-EDS</td>
</tr>
<tr>
<td>3.4. Hands-on/manipulated</td>
<td>LA-EHO</td>
</tr>
<tr>
<td>3.5. Research</td>
<td>LA-ERS</td>
</tr>
<tr>
<td>3.6. Presentation</td>
<td>LA-EPR</td>
</tr>
<tr>
<td>4. Who has initiated</td>
<td>LA-I</td>
</tr>
<tr>
<td>4.1. Teacher initiated assignment</td>
<td>LA-ITA</td>
</tr>
<tr>
<td>4.2. Student initiated event</td>
<td>LA-ISE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies Perspectives</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Historical perspective</td>
<td>SP-H</td>
</tr>
<tr>
<td>2. Global/Cultural perspective</td>
<td>SP-C</td>
</tr>
<tr>
<td>3. Geographical perspective</td>
<td>SP-G</td>
</tr>
<tr>
<td>4. Economic perspective</td>
<td>SP-E</td>
</tr>
<tr>
<td>5. Political/government perspective</td>
<td>SP-O</td>
</tr>
<tr>
<td>6. Participatory Citizenship</td>
<td>SP-P</td>
</tr>
</tbody>
</table>

Table 3.4: The Final coding categories
The start list was used from the initial stage until the analyzing phase was done. This method was very simple and could accommodate a lot of codes (Miles & Huberman, 1994). At the final stage, the three main categories remained the same. They were derived from the research questions. However, each category was expanded into several subcategories. Moreover, because of a large amount of data that had been collected, some subcategories needed to be modified into sub-subcategories.

To analyze data, first I read the hard copies of transcripts and field notes. Then, they were analyzed into “units” and coded manually based on the categories (Miles & Huberman, 1994). Units could be sentences, monothematic “chunks” of sentences or paragraph in the typed field notes or interview. It could happen that a unit was coded into several categories. Using a number two pencil, I underlined the hard copies into units, then I wrote the coding category of each unit on the right margin. Because collected data were large enough, I needed to compile pertinent data. With the help from the computer, I searched the coded data, then copied and pasted it into the separate files that were set up by category. Once all data had been sorted, they were analyzed and interpreted for their meaning by using the descriptive analysis technique. Then, based on the analysis the writing was begun.

**Trustworthiness**

Thomas A. Schwandt (1997) defines trustworthiness as “quality of an investigation (and its findings) that make it noteworthy to audiences” (p.164). In the effort to make the findings of this study worth taking account of, four methods of
establishing the trustworthiness of the results were employed. The four methods were prolonged engagement, persistent observation, triangulation, and peer debriefing.

According to Glesne and Peshkin (1992) time is the major element in the construction of trustworthy data. A large amount of time spent in the field allows a researcher to build rapport and trust with the participants. The time invested in the field with participants is called prolonged engagement. Being aware of the significance of this time related factor, I spent six consecutive months staying in the classroom observing the classroom activities and interviewing the teacher, the student teacher, and the students. To build rapport and be trusted, I sometimes was involved in their activities. I helped the teacher hang posters that students made for their projects, for example. At other times I sat next a student or two to listen to their reading during side by side reading.

While prolonged engagement is to seek trust, persistent observation is to gain data that is relevant to my research questions. Lincoln and Guba (1985) state that

The purpose of prolonged engagement is to render the inquirer open to the multiple influences – the mutual shapers and contextual factors – that impinge upon the phenomenon being studied, the purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. (p.304)

I wrote field notes and analytic notes throughout the observation in order to substantiate persistent observation.

“Multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the program”
(Patton, 1990, p. 244). There is always strength and weakness in each source of data. To strengthen the data I collected and minimize the weaknesses, I employed multiple-data-collection methods in the study. This involved observations, interviews, and document collection. The use of these methods was called triangulation.

A fellow student who was in the same stage on her dissertation study was involved with this study as my peer debriefer. We shared each other experiences in doing the study. We frequently met and discussed about data collection and data analysis as well as coding process. My debriefer’s input was invaluable and important in helping me in the analysis process. In returned, I also gave her some similar input for her case. In addition, I regularly met a member of the dissertation committee. She debriefed me by checking and questioning data throughout the collection and analysis, discussing about methodology, analysis, and interpretation.

**Summary**

This chapter presented the methodology used in this naturalistic descriptive study that took place from December 1997 through June 1998. Data collected through observation, interview, and document collection were employed to answer three research questions related to teaching-learning social studies through children’s nonfiction trade books. This chapter also described about gaining access, site and participants, design of the study, data collection, data analysis, and trustworthiness.
CHAPTER 4
FINDINGS AND DISCUSSIONS

Introduction

This descriptive study explored the use of nonfiction trade books in social studies lessons in a split classroom of fourth and fifth grades. Observation, interview, and document analysis were the techniques used in data collection that lasted for about six months – December 1997 through June 1998.

This chapter presents a “thick description” of the results of the analysis of all data. The major social studies units – the Colonial Time, the Revolutionary War, and the Native American Tribe units – will be specifically described in this chapter. Overview of the research findings concludes this chapter.

Before presenting the findings, the general patterns of the classroom setting and activities will be described. This description will be divided into two subheadings: getting familiar with the classroom and the schedule.
Getting familiar with the classroom

It was about 8:30 a.m. when I came to the class for the first time. The students had not arrived yet, but Rachel was already in the room. She greeted me from her desk when she saw me stand at the doorway; I did not even have time to knock on the door that was actually open. On my way into the room, at a glance I looked around and immediately compared it with the classroom in Indonesia. My first impression – the room was messy with a lot of paper and posters hung on the wall, books were all over the room, and tables were not set in rows. On the other hand, in Indonesia, mostly the student desks were in rows facing the chalkboard – the focus point of the room. The only books that were allowed to put on the desk were the books being used for the on-going subject. The wall was clean from posters.

After finding a place to sit and having an introduction conversation with Rachel, I took time to examine the room carefully. I noticed that the room was not as messy as I thought. Rachel explained about the arrangement of the room she did before the school year began. Later on, I could figure out how well she organized the room to meet students’ satisfaction in learning. She divided the room into three parts: front, middle and back parts, while her own desk was on the right side of the back part. Attached to her desk were two small student desks. She sometimes asked one or two students who needed more “attention” to sit there (see Figure 3.1).

Math center was at the front part of the room. She said, “I have math over there because I have a blackboard, and it’s what basically I use with math groups” (IN12/11). There was a big rectangular table – enough for 6 to 8 students to sit – and some chairs in the center. Besides a large board that almost covered the wall, there
were more than a dozen calculators in the area that students often used to check their answers after doing math problems. Rachel hung the time table and measurement chart above the board so that the students could see them every time they needed. Close to the center, right behind the door, Rachel put two of the six computers. She had made this area really suitable for math.

The middle part of the room was carpeted and it was called rug area. Actually this part was divided into three areas: science center, rug area, and loft. The science center was on the right side. It had a large bulletin board on the wall for displaying science projects. Two rolling bookshelves in front of the center that separated the center from rug area and two short bookcases on both sides. The loft was on the left side; and underneath it were two round tables (big enough for 4-5 students to sit together at one table) and some chairs for the students to sit. The rug area was between the loft and the science center. It was used for whole class activities, reading, and conference. One short bookcase separated this area from the back part. Rachel commented about the part,

The reading is around there where the rug is. Because a lot of time during sustained silent reading they like to lay down on the rug to read. We also have a bean bag there. They like to read on the bean bag. Some of them like to be on the loft. And just depends on, you know, well I have a room for conference. (IN12/11)

The left side of the back part was used for social studies center. It was signified with a world map hung on the wall, a globe on the corner of the room and social studies textbooks that were stacked on the shelf attached to the wall. There were three kinds of social studies textbooks on the shelf. Two books were published in 1983 by
Scott, Foresman Social Studies: *American Past and Present and Regions of our Country and our World*. The other one was *We the People*, published in 1992 by the Center for Civic Education. During the observation only *We the People* was used several times. Math textbooks, as well as science, were stacked on the shelves around this center, too. One rectangular table the same size as the one in math center and some chairs became part of the property found in this center.

The students stored their personal items in the cubbies attached to the loft; they did not have personal desks. They chose their own seat anywhere they felt comfortable. They might sit on the table in math center, social studies center, under the loft, on the loft, or just sit on the rug when they were doing their individual or small group learning. They moved around any time they wanted; they were not supposed to sit in one place. Rachel did not assign the seating. Additionally, she explained,

...they moved around, they work, they discuss. That's in informal philosophy, they move around whenever they're comfortable for them, whenever they need to be. If they need to be by the math material, maybe they like to work over there (pointed out the place). If they need to be by the globe or by social studies is over here (pointed out the place). (IN12/11)

An abundance of children's books — fiction and nonfiction — loaded the bookshelves around the room. Some books, displayed on the rolling bookshelves and short bookcases in science center, were just within students' reach. Because these bookshelves were located in the center of the room, the students mostly took these books for the reading activity. Periodically these books were rotated with other books
in the room. The bookcase in the rug area was specifically for displaying the children’s books used for the ongoing unit.

**Getting familiar with the schedule**

A typical day in Rachel’s classroom began with the students working individually on math problems or timetable (0 - 10). It seemed that this was a strategy to get the students engaged in the learning. As soon as the bell rang at 9:15, students were asked to gather on the rug area to listen to the announcements and explanation of today’s schedule. This took about ten to fifteen minutes. Next Rachel continued with the whole class activity for about 20 minutes.

Most of the time whole class activity was used for reading aloud. This activity actually dealt with language arts; therefore, while reading aloud the class discussed new words used in the text, definition of the words as well as content of the text. Rachel usually chose the read aloud text from nonfiction books that related to the unit they were learning. This activity was used to show the students how to read. Instead of telling them how to read, Rachel gave them an example through reading aloud. By doing this she also motivated the students to like reading. The whole class activity ended with the direction to do the next activity that they called “work time” that lasted until lunch.

During work time, students worked in a group or individually. They usually worked on more than one subject. For example, on the schedule for work time Rachel wrote math and social studies. This meant that they studied math and social studies at the same time. The students were grouped by grade. The first half of the time one
group learned math with the teacher, while the other group learned social studies individually. The second half, they exchanged the activity.

The students sometimes had time for one-on-one conference with the teacher during the work time. If the conference was scheduled, Rachel called on one student at a time to see her. Usually the topic or material to be discussed was assigned for the scheduled conference. However, if the conference was not scheduled, the students who needed to discuss their work with the teacher formed a line in front of the teacher's desk to wait their turn. Unlike the scheduled conference, in the unscheduled conference the students might consult any problems they had, from asking how to spell a word to reviewing their writing.

After lunch, the students were dealing with reading. They had two reading activities: sustained silent reading (S.S.R) and side by side reading (S/S/R) in which two or more students took turns reading one book. Each activity lasted for about thirty minutes. The students had a free reading choice. It meant that they were allowed to read any books, usually fiction, that they found in the room or brought from home. They wrote what they read on their reading log before they went to another room to do the last activity in the day – dance, art, or music.

**The Colonial Time Unit**

The Colonial Time unit was the first unit I observed during the study. This unit, as one of the long units presented in the classroom, lasted for four weeks. Within these weeks the students had to read nonfiction trade books about colonial times that the teacher provided for them (see Appendix F). Every student wrote a "story" about
one topic she/he chose about living in colonial time at the end of the unit. It was nonfiction story. The teacher used the term story since she expected the students to write the report in a story-like format. In addition, students also had to make a map of thirteen colonies and a colonial portrait.

The teacher said that the unit’s goal was to enable the students to think, feel, and learn about colonial time and what would they do if they lived in that period (FN12/5). According to the web of thematic unit that the teacher had for the class, the colonial time unit was a unit under reading, geography, and art (see Figure 3.2). However, the content of the unit belonged to social studies, specifically fifth grade social studies (see Appendix A). Therefore, this unit was an integrated unit of reading, geography, art, and social studies.

Through reading experience, the students learned in-depth research on colonial time. Every student chose one topic of colonial life to be learned, found out the details of the topic by reading trade books, wrote a short “story” about the topic she/he studied and created an illustration of it. The students also had to inform their peers about the research through discussion and sharing time. Actually the integration involved writing, listening, and speaking as well as reading. In other words, this unit was an integrated unit of language arts and social studies. Learning content, in this case social studies, through language arts allowed students to experience meaningful learning (Kellough, 1996).

To help the students immerse in the unit, the teacher took several times during the four-week session to read aloud some nonfiction books about the period. She read a chapter book, *Life in the Thirteen Colonies, 1650 - 1750* (Kallen, 1990), to introduce
the students to the unit. Then, to invite students to explore the life of children their age in colonial time, the teacher read Wroble’s (1997) picture book, *Kids in Colonial Times*. She also read some chapters from Barret’s (1995) chapter book, *Growing up in Colonial America* to add and broaden the information about the unit.

Although the teacher described that geography was a part of social studies (IN12/11), she separated it from social studies in her thematic unit. Map skill was the specific skill that she thought was important to be learned under geography. In this unit she expected the students to make a map of the first thirteen states as well as to read about it. In doing so, she involved the art teacher in teaching this unit. She discussed about the unit with the art teacher before the unit was begun. The students learned to make the map from plaster casts in the art class.

They also learned to draw a colonial portrait in art class. Students drew a self-portrait in colonial style dress as big as a poster size. They used the opaque projector to assist them in drawing the picture. Through this activity the students learned what the colonial people looked like.

At the end of the unit, the teacher collected the students’ writing and illustration and compiled them as a class book. They displayed the maps they made in the classroom and the self-portraits in the hallway so that other students in the school knew what they learned. It was common in the school to display students’ projects in the hallway; it was one way to share their knowledge. A month after they finished the unit, students were invited to exhibit their colonial portraits in the main public library in downtown of the city. I joined the class to go to the library and I was proud of them when I saw the exhibition and I guessed they were even more.
In the following pages, description of the teaching-learning activities during the colonial time unit and of how nonfiction books were incorporated in the unit is presented in detail. To see the teaching-learning process, the description is divided into four phases based on the weeks they had in doing this unit. A summary of the unit follows after the description.

Week one: Constructing the task

The first day of the unit, Rachel asked the students to sit together on the rug to listen to her explanation. Sitting on the rug together was very common if the teacher intended to give general information to the whole class. She explained to the class that they were going to learn about colonial time through children’s nonfiction trade books that the teacher provided in the room. Rachel wanted the students to do research on one topic they chose about colonial life. She told them that she would use If You Lived in Colonial Times by Ann McGovern and illustrated by June Otani (Scholastic, 1992) as the main source for the research.

The book consisted of 52 chapters that wrote about almost all aspects of colonial life, from “what the people looked like” to “where the people took baths” in that period. It was an informational picture book; every chapter had only a short text or story which ranged from a half page to two pages long. The illustration found on almost every page accompanied the text to help readers understand the story. With realistic and colorful drawings that represented the situation of the colonial times, Otani successfully brought readers to enjoy the journey to that period. Every student chose one chapter from the book as the topic for the research. Rachel told me in an
informal interview that the reason she chose the book for the main source, "The book is good, it can be used as a guide to get main topic. From that book the students have topics to be searched in other books" (FN12/5).

Because she only had one copy of the book, she xeroxed each chapter and gave every student one or two chapters depending on the chapter length. The students had to read the chapter(s) they had, write a short "story" and make an illustration of the story. The individual stories would be compiled into a class book in colonial times. The students might substitute the chapter(s) they first had if they were not interested in them after they read them. They were also allowed to exchange the chapter with their friends. In addition, they might keep the original title or change the title of the topic they selected. However, the students should inform the teacher of their topic.

To bring the students into the unit they were going to learn, Rachel showed the path that the settlers traveled through on the globe, then read a chapter from a nonfiction book, Life in the Thirteen Colonies, 1650 – 1750 by Stuart A. Kallen (1990). She read Chapter One: "Making Thirteen Colonies (p.4-5). The chapter told about how the settlers came and made the New World their homes and named themselves Americans. She stopped reading at certain times to discuss what she read with the students, and at other times she was stopped by the students who wanted to ask or comment about what she read. It was an interactive reading aloud. The students were actively involved in the activity and the teacher encouraged them to do so.

Something interesting happened when Rachel read about the fight between Indians and the settlers, and the latter killed the Indians. One student spontaneously
gave a sensational comment about the event and many students disagreed with his comment.

S19: That's good that they killed the Indians.

S2: It's not good killing people.

S19: If you don't kill them, they'll kill you.

What will you do?

Other students, then, became involved in the discussion, actually debate, that seemed to have no ending. The teacher was there but she did not say a word until she found out that no one would stop disagreeing. She stopped the debate and invited the students to read more books about the issue to broaden their mind. She knew that she could say her opinion about the event or take a stand to which group she agreed, however, she let the students find out their own answer by suggesting to them to read more books. She encouraged the students to develop their critical thinking skills through debate and discussion. This situation is hardly found in a classroom that used only one textbook as the source of learning.

Before Rachel distributed the xeroxed chapters to the students, she introduced other books she had about colonial times that might help the students in doing the research. She had fifteen nonfiction picture and chapter books in front of her that she borrowed from public libraries (see Appendix F). Helped by the librarians, she selected the books that represent the reading abilities of the students. The selected books were from the juvenile literature section. She explained how she got access to the books:
I go to library, a public library, and they have what is known as a teacher unit where you tell them the topic you’re studying, the grade level and the reading level ability of the students in your class, and anything in specific, as far as specific books that you want in specific topics or themes. And of course, I go to the library myself and pull from the shelves. (IN12/11)

She read aloud the interesting parts of each book briefly to introduce students to the content of the book and discussed what she read with the students. By doing this, the teacher motivated the students to step into the research and led them to choose a topic they liked. She also encouraged the students to find and read other books rather than only the books she provided.

Concluding the introduction session, Rachel involved the students in deciding the shape of the class book they were going to make. According to Rachel it was important to decide the book shape at first since it would be a class book; otherwise they would have had a problem in binding. She let the students decide whether they liked the book horizontal or vertical, which led to an argument. Some students wanted it vertical while some others liked it horizontal. To end the argument she offered a voting, and they agreed. The result was the book would be vertical in shape.

On the following day Rachel asked the students to gather again on the rug. Last time they were together on the rug to get introduction about the unit, and this time they would inform each other about the topic they chose to learn. According to the teacher, this was necessary since they learned different topics. By doing so, students knew each other’s topics and later on they could exchange information. She believed that when students read books about their topic, they might find information about another’s topic. If it happened, the student could pass the information to somebody else who
needed it. In this case, the students helped each other. Helping each other was an activity that was highly encouraged by the teacher and the students in this cooperative classroom loved to do it. She often said, “When you look in your research, your research means the books, if you happen to come across an interesting topic, or if you see a topic that somebody else is covering, please, share with them.” (LA12/5)

Finishing the sharing time, the students were dismissed to work on their own research individually. Besides the copy of the chapter they had, they were also encouraged to find additional information about their topic in other books that were provided in the room. They browsed the books to find related information about the topic and asked the teacher to copy it. It was not necessary for them to read the whole book since they had a specific topic. They had to be an expert on the topic they chose.

Week two: Searching for the facts

The main activity for the second week was searching for the facts for their topics. Everyone was busy to find out information they needed from the books they had in the room. Most students read more than one book. Rachel encouraged them to find and read other books than those they had in the room if they thought it was necessary. She emphasized that they had to find facts about the topic, the truth about colonial life. Therefore, she suggested for them to read nonfiction books.

There were nineteen topics of colonial life to be learned by the students. They selected the topics based on their interest; no one influenced others in the selection, not even the teacher. The nineteen selected topics out of 52 were:

1. What was the busiest part of a New England town?
2. Who were the workers in a colonial town?

3. Did people travel much in colonial days?

4. Mail in colonial days.

5. Were there doctors in colonial days?

6. What kinds of medicines did they use?

7. What did people eat?

8. What did colonial houses look like?

9. What did the furniture look like?

10. Where did people in the colonial times get their clothes?

11. What did people do on Sunday?

12. What happened if you fell asleep in a town meeting?

13. What laws did people have to obey?

14. What happened to people who broke laws?

15. What did boys play?

16. What games did boys and girls like?

17. What were schools like in colonial days?

18. Did children go to school?

19. What happened if you misbehaved in school?

In doing the research, every student had his/her own style for searching the facts. The students chose the style with which they were comfortable. There was no attempt from the teacher to make the students conduct the research in the same way. She was aware of her students' individual learning style (IN12/1)
Some students developed an outline before doing the research. First, they read the copy from the main source they had. Then, they identified sub-topics they found in the text and these sub-topics became topics in their "story". Based on these new topics, they searched for the facts by reading the books, taking notes and later on writing their report.

Some others did the research differently. After they had selected the topic, they looked for a similar topic discussed in other books, asked the teacher to copy the passage or text they needed. Then, they read all the passages, and directly wrote down a paragraph or two when they thought it supported the topic. By doing this, they had sub-topics as the first group did. Instead of taking notes, they directly wrote about anything they learned without thinking about the flow of the story. After they thought they had enough detail, they reread the story they wrote, reordered the paragraphs by cutting and pasting using scissors and glue.

There were also some students who had a different way in doing the research. Similar to the second group, they compiled passages that talked about topics similar to theirs. Then, they highlighted the important facts they found in the reading and ordered them by numbering. Finally, they wrote down the "story" of the topic.

Less able students did not do much reading. They only read the copy they had from the main source. As a result, they did not have many facts about their topics. However, they tried to do their best; they paraphrased the text for their story. For example, S1 only read two short chapters from the source book (McGovern, 1992). The text in the chapters was written:
Did children go to school?
Some did, some didn’t.
The first school that boys and girls went to in colonial days was called a Dame School. The teacher was a woman, and the children came to her house. In Dame School, children learned to read and write.

Did they have schoolbooks?
Older children used a book called the New England Primer. Children in Dame School used a special kind of schoolbook called a hornbook. It was not a real book with pages to turn. It was a piece of wood with a printed page on each side of it.
The hornbook got its name from the thin sheet of horn that covered the page. You could see right through the horn.
As soon as the children learned to read and write everything that was on the hornbook, they were finished with Dame school. (p18)

The text that S1 wrote was (in the original spelling):

Some boys and girls went to school but boys and girls didn’t.
The first school that boys and girls went to in colonial day’s was called dame school. They taught reading and writing.
Children in dame school used a special kind of schoolbook called the hornbook. It was a piece of wood with a printed page on each side of it.
Older children used a book called the New England Primer.

Although the students were busy with the research, they still had time to help each other. A lot of time I witnessed a student come by another child to offer information she/he found from reading that might be needed by the child. Another time I saw a student ask her/his friend(s) if they accidentally found a text or book that talked about her/his topic. They also helped each other on the writing. Many times the students asked their friends how to spell words they wanted to use in their writing. S7,
for example, asked S6 how to spell colonial (FN1/9). Even some students asked my help in the spelling. They also edited each other’s writing.

While the students were doing their own activities, Rachel devoted her time to students who needed individual help. Most students consulted about their research with her. There was always a problem to be discussed from checking the spelling to finding the facts and Rachel never looked bored in giving suggestions or answering the questions. She always showed her great interest every time a student came to her. She asked about the book the students read when she checked their writing to make sure that they knew the source from where they got the facts. This conference time continued to the third and early fourth week.

Since the students worked on the unit at school only, Rachel initiated to compile their works in one file so they would not be scattered around. Moreover, the students did not need to worry about losing their project. The teacher gave back the works to them when they continued doing it.

**Week three: Putting the facts together**

Mostly the activity the students had in the third week was the same as they did in the second week except for an illustration activity for their story. Some students had their draft done already, some others were still struggling to arrange the facts in order. The teacher reminded them the time left for the unit.

To those who were done with the draft, the teacher suggested they write their final draft before starting with the illustration. She urged them to use the computer for typing their story and assisted them in using it. Students who could not type but
wanted their story typed got assistance from a parent volunteer. There was a benefit in using the computer for typing; the computer helped them in spelling. However, some students kept writing their story manually.

When the students began making the illustration, the teacher reminded them that the illustration should match with the story so that it would help the reader understand the story. In order to create an illustration that represented their story, they had to reread the story carefully and reexamine the illustrations in the books to help them get ideas for their illustration. They were supposed to make the illustration using crayons or colored pencils. They used the same size paper for drawing as well as for writing for binding purposes. The teacher provided the supplies for them.

Like in writing, the students helped each other in drawing the illustration. A help could be giving ideas what to put in the illustration or helping to draw the illustration. S19, for example, drew a dragon that attacked a mailman for his topic: mail in colonial days. S3 came by him and saw S19's drawing. Immediately he told S19 that a dragon was not the animal that could be found in New England. He suggested that S19 draw an animal like a polar bear rather than a dragon. S19 thought that was an excellent idea and he accepted it, but then, the problem was how to draw the bear. While they had been discussing about it, S12 stopped by and joined the discussion. S12 suggested to draw a bear that stood on his two legs and scared the mailman (he demonstrated the act and growled). With his eyes glowing in excitement, S19 cried, "It was the picture I will going to do." (FN1/9)

While they were doing the research in their classroom, students were also having an activity that related to the colonial time unit in their art class. Every student
should make a map of the thirteen colonies and draw a self-portrait in colonial dress. At the end of the fourth week, all maps were displayed in the room. Some portraits had been displayed in the hallway since the end of the third week, and some others were not done until the first week of the Revolutionary War unit.

**Week four: Sharing the facts**

Rachel always monitored the students' progress. She wanted to assure that all students were doing the right thing. Sometimes she walked around the room and checked on them. In the beginning of the fourth week, she announced to the students that they should finish the research as soon as possible in order to have a time for sharing in that week. She also assigned three students who had completed both writing and illustrating to make the illustration for the class book's cover.

Despite Rachel's reminder about the due date for the research, some students could not finish it until the final day. It seemed that the last day did not mean they had to turn in their project. The last day meant that they would not have anymore formal class time for doing the unit. Students could continue doing it when they had time during individual activity. It meant that they had more things to do during the individual activity and they should be wise in using the time. They could turn in their report whenever they were ready. The teacher kept watching their efforts in fulfilling the assignment. The freedom to complete the assignment at any time was the benefit for students being in the informal classroom.

Three weeks later all students finally turned in their research. At that time they were in the second week of a new unit, the Revolutionary War. Rachel took some time
during the new unit to gather students on the rug for sharing the Colonial Time unit and discussing how to arrange their writing for the book to be bound. First, they did the sharing. Every student had a time to talk about the research and the others asked questions or gave comments. At the end, every student learned nineteen topics on colonial time and became an expert on one of the topics. Then they discussed the book arrangement, which topic should go first and so on. Rachel, then, had the art teacher bind the book so that it was ready to be shown to the parents in the student led conference day.

Summary

The Colonial Time unit was an integrated unit that involved language arts, art, geography, and social studies. This unit, which was based on the social studies course of study, was planned and developed by the teacher. Although the unit emphasized individual activity, the students were also experiencing whole class and small group activities. In order to facilitate the students’ learning situation, the teacher provided them with nonfiction books that covered the topics of the unit. In addition, she provided them with clear instruction, direction, and learning procedures. Individual help through one-on-one conference was conducted through the time.

Throughout the unit, the teacher read aloud some books and chapters of a book to challenge the students to explore other topics of the colonial times that were not selected by the students, and also to add information about the topics the students chose. She read Life in the Thirteen Colonies, 1650 – 1750 (Kallen, 1990), Kids in the Colonial Times (Wroble, 1997), and Growing up in Colonial America (Barret, 1995).
She discussed the content of the text with the students, as well as the vocabulary, the printing, and the illustrations.

The students engaged in various activities such as self-selected reading, writing, discussing, reading aloud, and illustrating. At the end of the unit the students shared their topics with each other through oral presentation before the teacher compiled their illustrated stories into a class book. Most students read more than one book. Although the students usually could not mention what books they read for the research, I noticed that almost all the books that the teacher provided for them were read. They used the books not only for getting the facts but also for inspiring them in making illustrations.

**The Revolutionary War Unit**

One morning before the students came to class in the third week of the Colonial Time unit, Rachel showed me five fiction books on the Revolutionary War and informed me that the next unit they were going to deal with was about the Revolutionary War. Those books that belonged to the class were: *The Fighting Ground* (Avi, 1986), *Johnny Tremain* (Forbes, 1987), *My Brother Sam is Dead* (James Lincoln Collier, 1985), *Son of an Earl Sold for a Slave* (David B. Weems, 1993), and *Sarah Bishop* (Scott O’Dell, 1980). Rachel said that those five books were interesting to read. I browsed the books while waiting for the students. Later, I noticed none of those books used by the students for their research on the unit; even the teacher did not mention or include them in reading aloud session or include them as the books the
students browsed. Instead the books had been especially provided for me as my introduction to the American Revolution.

As with the Colonial Time unit, the Revolutionary War unit was a long one that lasted for about six weeks. This unit required each individual student to do research on one aspect of the Revolutionary War through reading a book or a part of book that the student chose. The teacher provided thirty-one fiction and nonfiction children’s books (see Appendix F) for the students to choose. All the books she provided were borrowed from public libraries.

Differing from the previous unit in which the final product was a collaborative book about living in colonial times, the product of the Revolutionary War unit was a one-page written report and a creative project that represented what the student had learned. Subsequently, the students had to share their findings with the class at the end of the unit, so they learned from each other.

While students just began to engage in the Revolutionary War unit, the teacher informed them that they were going to have an economics unit. Unlike the other units, this unit would be learned together with the other split class of fourth and fifth grades. The two classes learned the unit through hands-on activities in which students experienced what it was like to be an entrepreneur. Rachel said that she wanted the students to do some productions and sell the products to students from other classrooms in the building (FN2/2). They performed the unit in relation to Valentine’s Day; therefore, they did it at the same time that the Revolutionary War unit was in progress. Consequently, they had to divide the time for social studies for two different activities and this slightly disturbed the progress of the Revolutionary War unit.
In the economics unit that lasted for two weeks the students were not supposed to read books since the emphasis of the unit was hands-on experiences. The teacher read a fiction book to introduce the unit, *Alexander, Who Used to be Rich Last Sunday* (1978) by Judith Viorst. Rachel showed the students some books (see Appendix F) on economics in case they were interested in reading them. For two weeks, the two classes took certain times together.

Although the economics unit took a lot of time, the students always found time to continue the Revolutionary War unit. Therefore, both units were carried out well. In addition, the students enjoyed doing two units in one area, i.e. social studies, because the two units required different learning experiences that kept the students away from boredom. The teacher’s strong classroom management also influenced a good learning situation. To see the progress of the Revolutionary War unit, the following pages describe the details of the unit. The description is divided into six phases and ends with a summary of the unit.

**Week one: Digging up prior knowledge**

Almost a week after they finished the Colonial Time unit, Rachel decided to begin the Revolutionary War. Although this unit was planned in the web, the students were not informed until the day the unit began. Students were conditioned to know they learned a new thing in the morning when they came to the class and read the schedule. I never heard a complaint from the students about the schedule. They seemed always to be ready for any kind of learning that the teacher prepared for them.
In the first day of the unit when the students were together on the rug listening to the teacher dealing with “house keeping” such as attendance, lunch count, and announcements, the teacher informed them that they would doing a new unit, i.e. the Revolutionary War unit. She displayed thirty-one fiction and nonfiction children’s books that she provided for the unit so that the students could have access to the sources.

Rachel told the students in the introductory session what they should do for the unit:

One of the assignments that I’m going to give you is you are going to choose a book that you’ll take home and either you’ll read all or a partial of it and share with your parents. OK, I want you to share with your parents, your mom or your dad. And what I want you to do is to find out some information, write down some facts and we’re going to share what we learn from these books. (LA 1/20)

To get the students interested in the subject and help them to choose the book, Rachel introduced each book to them. She briefly discussed all thirty-one books and tried to involve students in the discussion by asking them questions about the books, for example,

T: Can’t you make them behave, King George? Now, first of all, who is King George?
S9: The England King.
S11: He was the one, uhm ... colony.
T: He was the King of England during the colonialization that’s true. Now, when they said can’t you make them behave, King George? What them refer to?
S12: The colony.
T: S7?
S7: Uhm ... people ... London.
People of London? Well there are two different people, people of London who are living in England and people in colony, which one?

The colonists.

The colonists. That’s right. You like this book?

The students revealed their interest directly as soon as they heard about the book. Sometimes, more than one student expressed willingness to read a book at the same time. When Rachel introduced The Revolutionary Soldier 1775 – 1783 (1997) by C. Keith Wilbur, for example, students S3 and S8 said that they liked that book and Rachel told that “If there would be more than one who want to take this home, I can easily make a copy.” (LA 1/20)

Rachel told me that she wanted the students to experience different kinds of learning in the Revolutionary War unit. Therefore, two days after the introductory session, Rachel asked the students to fill out the KWL (what I know, what I want to know, and what I learned) chart. She explained to me the reason she used the KWL chart for this unit. She said:

Well, the KWL is just question that we talked about and the what, well, we talked about what they want to know, we talked what they want to find out. And what I want them to do and the purpose of having books here is so they could make connection, anything in particular that they want to find out, maybe they can find it in the book, or if it wasn’t exactly their personal questions that they ask, they can still find answer through it, and report on it, and ask questions, and answering it so we can share afterwards. So the major purpose is to share it so everybody can learn. (IN2/6)

This chart allowed the students to activate their prior knowledge, generate questions, and find the answers (Carr and Ogle, 1987). The teacher invited students to share their
knowledge about the Revolutionary War by filling out the K column together. Obviously, almost all students shared their knowledge about it. At the end, they acquired 15 things they knew about the Revolutionary War (see Appendix I).

The next step was to fill out the W column. In this column the students were encouraged to express what they wanted to know about the revolutionary war. The discussion about the column brought about 13 questions that the students wanted to know (see Appendix I). These questions were expected to guide the students in doing the research.

**Week Two: Designing the assignment**

Although the students had filled out the KWL chart, the real assignment was not decided until the second week. Helped by Kathy, the student teacher, Rachel developed a different assignment for the unit. The assignment was called The Revolutionary War Assignment: Fact-Finding Mission. It was an individual assignment that was divided into two parts: research and creative project. Rachel distributed a four-page paper to each student that described the assignment (see Appendix G). She said it was a contract paper that every student had to sign proving that she/he agreed to conduct the research and develop the creative project. In addition, her/his parents had to sign the contract, too. She explained the reason for using the contract as:

... So the parents also know what’s going on. It’s a way of communicating with the parents as well. And it is a way to, you know, make the children accountable to have a focus on signing the contract. This is what, in other words, when you are evaluated, when the time for evaluation, did you
fulfil what you had to do or did you write research report, did you take your notes. Did you do project at the end as part two which is more creative type of thing. So they can get better idea of why they get the grade they get. As a matter of fulfilling the criteria. (IN 2/6)

In the first part, research, students had to select a book to read. They had to read the whole book if the selection was a novel or biography, however, they might read two or three chapters if the book was an informational chapter book. In addition, they had to write a one-page report about what they learned from the book. While reading the book either at school or at home, students were required to take notes on index cards that were provided by the teacher. Actually the parents were requested to sign each card to prove that their child had already shared the facts with them. However, from my observation, only one student had their parents’ signature.

Unlike the research part that was conducted both at school and at home, the students were urged to do the creative part at home since this part needed a lot of time to do. At school, mostly they read the books, took notes, and consulted about their notes with the teacher or discussed them with their friends. For the second part the teacher gave some ideas that they possibly could do and also she encouraged students to find their own ideas that represented what they had learned. Both the written report and the creative project were shared and displayed at the end of the unit.

Having the contract paper, students then browsed the books for the research. The teacher provided them various kinds of books both in genre and reading levels to conform to the students’ learning ability. From 31 books, seven were informational picture books. This kind of book allowed students who had difficulty in reading the possibility of doing the research. Eight books were historical fiction. Rachel put them
in the selection although she wanted the students to do the research on nonfiction books (LA2/6). According to her, there were facts in the books, so they were still allowed to read historical fiction as long as they were aware of the difference between facts and fiction in the book.

Students selected the books based on their interest and reading ability. Despite the teacher's expectation to read nonfiction, five students (S4, S10, S11, S13, and S15) chose historical fiction for their research. Five students (S3, S6, S7, S11, and S16) took picture books for the assignment. Every student was to inform the teacher what book she/he chose for the research. No book was selected by more than one student. No matter what books they chose, the students tried their best to fulfil the assignment as they agreed to do in the contract.

Week three: Looking for the answers

To conduct the research, students had to pose a question which guided them to seek the facts in the book. It was so important to have the research question that the teacher reminded the students many times that they had to have the question in order to do the research. One time when the students were working on the research individually, she found out a student did not have the question. Immediately, she stopped the class activity and announced, “You have to find a research question before or after reading so that you can find the answer from the reading” (FN2/6). At other time, she gathered the students on the rug to share their research questions. By doing this she knew what questions the students had, what help she could provide for them in case they needed it, and who still did not have the question.
In the Colonial Time unit, students were encouraged to read more books to find detailed facts for their topics, however, in this unit, the students were only required to read the book or chapters that they chose and wrote in the contract paper; they did not have any obligation to read other sources. Their written report was based on the book or chapters they read.

During the research, students had to take notes about what they read on index cards provided by Rachel. She showed them an example of note taking so that they knew what to do. She explained that note taking was a very important skill. It was very useful, especially when they went to college, and had lectures. Therefore, they should practice doing it when they were young (FN2/3).

All the week the students were busy doing the research and taking notes. S17, for example, chose *Yorktown* (1997) by Michael Weber for her research. It was an informational book, so that she did not have to read the whole book. However, she read the book briefly before she chose the chapter that she would learn in-depth. After she decided the chapter, she changed the title of the chapter into a question, then wrote the important information from the chapter that she called problems. From the problems, she wrote the report. The following is the sample of her notes:

The title of the chapter was:
"The cause of the war through 1780"

Her notes:
What was the course (she meant cause) of the war through 1780?
1. The British also expected to win the war quickly.
2. Not all Americans supported independence. Some colonists known as loyalists or Tories remained loyal to King George. (FN2/3)
Other students had different styles in writing notes. S12, for example, liked his notes written in the story-like form. His notes from *The Boston Tea Party* (Stein, 1996) were:

**Why did the revolutionary war start?**
England and French had a war and England won. England lost a lot of people and supplies so they need the money. England made the colonists in America pay taxes. In 1774, Americans had a big meeting in Boston to discuss how to handle England. Americans meeting members decided to give a note to King George III asking for justice. King George III would not accept the American’s letter. The American and British started to fight. A lot of people started to die.

He said he would expand the note for the report.

At the end of the week, Rachel suggested that students review their notes in small groups. Every student should bring the book and notes for the review and make groups of three or four. The review was intended to get comments or feedback from peers in order to be ready for the conference with the teacher in the fourth week. In addition, the review allowed students to learn about each other’s topic and exchange their knowledge as represented in the following excerpt (LA2/6):

S8, S9, and S12 were in the same group, and S9 was explaining his notes.

**S9:** OK, and then I worked on hospital and I wrote down there were like three rooms, it has border parts and straw beds. And then I wrote down that diseases and it said that more people were killed by an illness than in the battlefield. And then I wrote down the type of diseases and it said 1,200 doctors worked in finding the treatment and the symptoms of the diseases. Now, I wrote down about the remedy like amethyst or wood springs.
S8: You’re good, S9!
S9: Uhm. I did some more in vaccination.
S8: What are those? (pointed to a picture in the book)
S12: Yeah, S9, what are those?
S9: It’s sort of bullets to chew on when they were having surgery.
S8: Why’d they chew them?
S9: Because the surgery was really bad, to keep them from screaming very hard.
S12: Because of so much pain.

The review also motivated others to read the book for self-satisfaction like the following excerpt (LA2/6):

S8: I’m studying about the soldiers.
S12: What?
S9: What about the soldiers?
S8: Like about they wore and what guns they had.
S12: They had musket
S8: In my book it said why they wore red; it because if they got hit by a musket ball, the people around them won’t get scare and run away.
S9: Yeah, so they can’t see the blood.
S8: I know, but he still can see the American blood, though.
S9: Cool. Let me see the book. Where does it say that, S8?

Week four: Writing-up

In the fourth week, Rachel scheduled one-on-one conferences with the students to check on their notes before they began writing the report. Students used their notes as their outline. In the conference the teacher read the students’ notes, asked their research question, and discussed the findings the students gained from the reading. Sometimes she offered suggestions to them such as to reorder their notes if it was necessary. She would say, “Group related ideas and find more details. Your notes should have detail. You have to have detail, do not jump from one to another”
Other times she praised the student’s effort by saying, “I’m glad that you’re doing great” (FN2/11). She was aware of the fact that students needed her direction as well as encouragement in order to have them learn better.

Having done the conference, students were encouraged to begin writing their report. Rachel announced from her desk that students should write at least a one-page report with double spaces in typing or single spaces in handwriting. A student asked what single and double spaces meant, and Rachel explained it. She also reminded them to be concerned about the writing mechanics such as punctuation and spelling. She concluded that their writing should have a beginning, middle, and end like in fiction although it was nonfiction (FN2/9).

The students were busy with their tasks. During the third week, the economic unit was started and continued throughout the fourth week which made students divide their time for social studies into two different activities. Moreover, the fourth week of the Revolutionary War unit was to be the last week for the economic unit. They used more time for manufacturing their product than writing the Revolutionary War report. One day in that week, students had to do manufacturing for the whole morning. Rachel wrote it on the schedule, and S9 commented, “Gee, all morning for manufacturing?” when he read the schedule. As a result, they spent some times at home for writing besides preparing their creative project.

To make sure that all questions the students wrote on the W column had been addressed by the students, Rachel checked on it. She asked each student’s question and checked the questions on the column. It was found that some new questions emerged as a result of the reading they did.
The last day of the week at the end of school day, two mothers came to school to discuss their sons’ projects. According to them, their sons (S1 and S19) did not have enough data for their research. The teacher explained the problems. Based on her observation, S1 read a book that was too difficult for him to understand. That caused him to not get enough data. She suggested that he find other books on the same topic that conformed to his reading ability, otherwise he could change to another topic. She showed the mother the list of topics that the students had so that she knew which topics had not been covered. Different from S1, S19 read a book that did not have enough details about the topic he chose. Therefore, the teacher suggested finding other books that talk more about the topic. Both mothers promised to help their sons find the books.

Week five: Getting ready for the report

This week was the last week for them to finish their project, both research and creative parts. Since the economic unit ended the previous week, students had enough time to work on the Revolutionary War unit. In addition, the teacher also had more time to pay attention to the students’ writing. Once again, the teacher provided time for one-on-one conferences, and in this conference they consulted about their writing.

Unlike the first conference in which Rachel concentrated her attention on the content, the second conference emphasized the flow of the writing and writing mechanics. She corrected spelling and punctuation, and suggested to cut and paste to reorder the writing. She encouraged the students to type their report whenever she found their draft was well written.
Some students had done their project, both writing and creative part in the fifth week, some others kept doing the project until the last day of the unit. S13 did not turn in her report at all, although she did turn in her creative project. I asked Rachel how she dealt with the problem. She explained that if the student later turned in her report, she would asked her to present an oral report to a small group of students or at least to her and gave her full credit. However, Rachel would give S13 an unsatisfactory grade if she did not turn it in. She told me, "We must go on, we cannot wait and wait because we have to continue to the next lesson" (FN2/26).

Week six: Filling out the L column

By the sixth week almost all students finished their writing; however, some of them were still struggling with their creative project. The teacher decided to begin the oral report. Giving the report was voluntary; anyone could come forward to give an oral report whenever she/he was ready.

When students presented their oral report, they read the report or explained the research they did on the topic and what they learned from the research. Then, students would tell about the creative part; what it represented or symbolized from the topic that they learned. Other students were encouraged to ask questions or give comments after each presentation.

Since most students read nonfiction books, their report was written in expository style. Although on the contract paper they were asked to write a one-page report, most of them wrote a report longer than one page. In addition, they had various kinds of creative projects. S2 made a miniature of Valley Forge monument from
cardboard that he coated with white paper. S8 drew colorful pictures of guns and uniforms used in the Revolutionary War by both British and American soldiers. S1 made a diorama that represented a scene in the battlefield. S15 wrote a drama to represent what she learned from reading The Keeping Room (1997) by Anna Myers. She recruited five students to help her perform the drama. S14 cooked Virginia pound cake, a cake from the Revolutionary War era. The cake was so delicious that almost all students took a second piece.

Every time a student finished the report, the teacher asked the class what they learned from it and wrote down on the L column of KWL chart. At the end of the unit the students learned eighteen aspects of the Revolutionary War and filled out 16 items on the L column (see Appendix F).

They displayed their report and creative projects in the hallway in front of their classroom so that students from other classrooms could read and learn some aspects of the Revolutionary War. The KWL chart was displayed along with them. Parent volunteers came to school to help the teacher to display the project. They also came to assist the students in typing their reports.

Summary

The Revolutionary War unit lasted for about six weeks. In this unit the teacher provided thirty-one books fiction and nonfiction, which she borrowed from public libraries. The teacher read each book briefly during the introductory session to invite the students’ immersion in the subject. She distributed a contract that consisted of a two-part assignment. Part one was research on one aspect of the Revolutionary War
and part two was a creative project to represent what they learned. The students, along with their parents, should sign the contract. During the unit, the teacher facilitated the students’ work with one-on-one conferences and individual help. She also involved parents in displaying the students’ project and typing the students’ written report.

The students began learning about the Revolutionary War by activating their prior knowledge about it. Using the KWL chart, they filled out the K column with their knowledge about the Revolutionary War, then they wrote down 13 questions on the W column to guide them to do the research. After doing the research, they filled out the L column so that they knew what they learned.

Through this unit, the students experienced several kinds of learning such as:

1. Making decision in selecting the book or topic for research that they thought was interesting.
2. Reading the book or chapters to get information or facts for the chosen topics.
3. Taking notes; differentiating the important and unimportant facts they need for their research and choosing which facts to take in and leave out.
4. Reviewing the notes in small group to exchange or share their knowledge about the topics they learned and to get feedback from their peers for their research.
5. Having conference with the teacher to ensure that they had the right facts; to get feedback from the teacher for their research.
6. Writing the report to express what they learned in written form.
7. Making creative project to express their comprehension or understanding about the topics they learned in different ways.

8. Presenting the report and project to share what they learned with others.

The Native American Tribe Unit

Unlike the two previous units that were taught and planned by the classroom teacher, Rachel, the Native American Tribe unit was prepared and presented by the student teacher, Kathy. Actually she had been in the classroom since January; however, at the time she came to school only twice a week and mostly for observation. She helped Rachel only a little in the teaching. Then, in the fourth week of March, she took over Rachel’s roles; she began to teach almost all the subjects and stayed in the room the whole day, five days a week. In other words, Kathy became the classroom teacher; she wrote the schedule, counted lunch, and led the learning activities. On the other hand, Rachel’s role changed to be an observer and supervisor; sometimes she became a helper. She kept staying in the room while Kathy taught; sometimes she sat among the students during the whole class activity on the rug area.

For social studies, Rachel asked Kathy to cover Ohio history. This theme was not written on Rachel’s web; however, according to Rachel, Ohio history was a big unit or theme that was written on the fourth grade social studies course of study and that was good for Kathy to practice teaching. In addition, she suggested Kathy divide the theme into several short units and one long unit in covering it. Besides giving Kathy an opportunity to experience different ways of teaching, the division had
another reason as described by Kathy, "(a short unit) is a kind of like an introduction, and Rachel said that in the beginning you really need to read a lot, try to immerse them in life that we’re trying to portray" (IN3/27). Therefore, she taught four short units, “the settlers”, “the American Indian in Ohio”, “the discovery of Americas”, and “Blue Jacket”, before she began with the Native American Tribe unit. I will describe the four short units briefly before I come to the Native American Tribe unit.

As she made her own journey in experiencing different kinds of teaching, Kathy brought the students to experience several kinds of learning. She presented the four short units through reading, discussing, answering questions, working in small groups and pairs, writing acrostic poems, drawing, and presenting a tableau. These activities were intended to accommodate the students’ different needs and interests as Kathy explained:

For me as having discussion with the kids and having them talk about their feelings and their experiences and what they think about situation. Also using music and drama and art to portray it in different ways and I think that’s really important as a kid can have a wide range of experiences. Also (by) using discussion and art and stuff like that, students can use their own experiences from their own culture. So their cultures can be involved in. That’s part of who they are. I think that, by teaching that way it allows all the whole child to be. (IN3/27)

Kathy introduced the first short unit – the settlers – through reading aloud. Prior to reading, she gave the students three “questions to think about” that related to the settlers. The questions were: (1) What was life like for the settlers? (2) What obstacles did the settlers face? and (3) How would you feel if you lived in the Ohio country 200 years ago? These questions were intended to help the students concentrate
on reading and express their feeling about the reading. Students were not given the passage; they only listened to the teacher reading a nonfiction book *Early Village Life* (1981) by Kalman. Discussions were held during and after the reading activity.

In the group of three, students discussed and answered questions that were posed before the reading. Each group wrote the answers; then, they shared their answers with the class before Kathy collected the group’s written answer to be graded.

In this unit, the students experienced a new activity. They were asked to write an acrostic, a poem that was built based on a word. Every line began with the letter that belonged to the word. Kathy asked the students to write the acrostic by using words that were written in the passage she read such as “scary”, “dangerous”, “frontier”, “lonely”, and “hard”. It seemed that this activity was another way to learn new vocabulary that Rachel usually presented through definition and sentences.

Kathy’s second unit was the American Indian in Ohio. She used *Ohio: Yesterday and Today* (1995) by Howe for the reading source. She wanted the students to learn about the Native Americans and compare their life with the settlers. To address this issue, Kathy proposed five questions:

1. What obstacles did Native Americans face?
2. How were the lives of Native Americans different from the lives of the settlers?
3. Did the settlers and Native Americans value the same thing?
4. How did the Native Americans feel when the settlers moved in?
5. Which life do you consider to be more desirable? Why?
According to Kathy, students needed to know the life of both sides. She said, "The really big thing in my teaching is I want students to not just see maybe how the white people settled in the US. I want them to see how the Native Americans thought about it. Just go into details on that so they can have more broad picture of history" (IN3/27).

Besides reading, discussion and group work, the students used art to convey their understanding on the Native American's values. For an art activity, students worked in a pair; they had to choose and draw symbols to represent what Native Americans value. Kathy provided them with colored construction paper, glue, tape, and staples so that they could arrange their symbols based on their way. They had to write about the symbols and the reason of the arrangement.

The third unit was the discovery of the Americas. This unit was an unplanned unit and emerged from student interest. It was taught to satisfy a student's curiosity about how the native Americans came to the land. Rachel, then, initiated to bring the students to trace back from prehistory to the age of Columbus through reading The Discovery of the Americas (1991) by Betsy C. Maestro. Rachel and Kathy presented the unit together. It seemed that Rachel realized that Kathy needed her help to teach this unit because it was beyond of her preparation.

The book was a nonfiction picture book that described with clear and simple language how the Stone Age explorers came to America. Gulio Maestro illustrated the book with fascinating and detailed pictures that invited readers to join the journey. By reading the book and examining the pictures, students could understand the history
that happened thousands of years ago. In addition, Rachel and Kathy showed students
the globe they had in the classroom as the comparison to the maps in the book.

The fourth unit was Blue Jacket. This unit was presented through reading,
discussing, and performing a tableau based on Blue Jacket, War Chief of the Shawnee
(1969) by Eckert. The book told about how Blue Jacket, a white man, became a brave
chief of a Native American tribe, Shawnee. Kathy used the tableau for her teaching
not only to enable students to experience a different learning activity, but also to help
them show their interpretation about another’s culture (FN4/22).

Finishing the four short units, Kathy presented the long unit, the Native
American Tribes. This unit was the first long unit as well as the last social studies unit
she taught in the classroom because this five-week unit was begun six weeks before
the school year ended. As typical of the long unit, students used nonfiction books that
were provided by the teacher (see Appendix F). Kathy mentioned in the interview that
she preferred using nonfiction books in presenting Ohio history, the whole theme. She
explained the reason of her preference as, “... fiction books, they’re hard to use unless
you want to use like a paragraph to kind of to introduce them to a point of view”
(IN/3/27).

She brought in about 40 nonfiction books to the class. She said that she got
help from the librarians in a public library as well as help from her social studies
methods course professor to find the books of six tribes who lived in Ohio: Delaware,
Wyandot, Ottawa, Shawnee, Miami, and Seneca. She compiled more than 70 books
about the Native Americans and selected about forty books for the class. Besides the
books that told about a specific tribe, Kathy also provided books that consisted of general information of the Native Americans.

Like the Revolutionary War unit, in this unit students were required to sign a contract (see Appendix H) to show their agreement to conduct research on one of the six Native American tribes who lived in Ohio. Moreover, their parents were asked to sign the contract so that they were aware of their children’s project and could help them whenever they needed in completing the project. It was obvious that both Rachel and Kathy attempted to involve parents in their children’s learning.

Different from two other long units in which the students experienced an individual project, the Native American tribe unit required them to work in a group of three or four to learn about one of the six tribes. Additionally, they did not write a report for their research. Instead, each group created a museum of their tribe with brief information written on index cards. Kathy was consistent in her statement that she wanted to give students various kinds of learning experiences.

In the group, students decided the aspects of their tribe’s life they were going to cover. The chosen aspects, then, became the topics that were going to be learned in-depth. They divided the topics among the group’s members. Each member, then, worked in-depth on the topics she/he chose, and shared the information with other members in the group. By doing this, all members in the group knew well about the tribe. In other words, all members became expert on the tribe. This was very essential since they needed to explain to the visitors who came to the museum.

To see how this unit was presented, the following is a step by step description of the unit. The description is divided into five phases: welcoming the future expert
historians, dividing the research topics, collecting the information, creating the artifacts, and displaying the museum. A summary will be written to end the unit.

**Week one: Welcoming the future expert historian**

In the third week of April, Kathy started to teach the Native American tribe unit. She prepared the unit quite a long time. She developed a contract that consisted of a complete requirement and the explanation how to do the project as well as the contract form to be signed. She had been collecting the books she planned to use for about four weeks. She got more than seventy nonfiction books which then she selected about forty to take to the school since she thought seventy books were too many to be carried (FN4/23). Among the books, eight were about Shawnee, two about Wyandot, two other about Miami, four about Seneca, Delaware and Ottawa got three books each, and the rest were general books. She made some artifacts like maps to show the place where the tribes lived, brief explanation about each tribe, and a poster to welcome the future expert historians.

On the day she began the unit, social studies was scheduled at 11:00 a.m. Before then students were not in the room and Kathy wisely used this time to prepare the room for social studies. She wanted to welcome the students when they came to the room by decorating it with the things she had for the unit. She said she wanted to impress the students so that they were motivated to learn about it. She put a poster in front of the class that said, “Welcome Future Expert Historians. Please, feel free to browse until we start our meeting.” She displayed the books in separate places based
on the tribes, hung the maps and explanation about tribes on each place. She displayed the general books on the bookcase in the rug area.

When the students entered the room, Kathy handed them the contract sheet and let them look around the room until everyone was already in the room. Then, she invited the students to sit on the rug to begin the unit. After she explained briefly about the unit, students took turns to read the terms of the contract and Kathy explained it.

The contract was returned in the second week after students knew what tribe they would study. Kathy told the students about the six tribes who lived in Ohio: Shawnee, Seneca, Ottawa, Wyandot, Miami, and Delaware and expected them to conduct research on one of those tribes. Each tribe was studied by a group of three or four students. They had to learn in-depth about the tribe so that they would become expert historians on their tribe. She explained that they had four weeks for doing the research, not including the introduction week. Listening to the teacher’s explanation, S9 commented on the length of the time provided. He said, “It will be a month to do that,” and Kathy agreed (FN4/23). S9 attempted to correlate math in their learning.

When S9 asked her how they would make a group, Kathy explained. She said that the students might choose the tribe they wanted to study. Each student could make three choices, then Kathy would assign the group based on the choice. She tried to assign them to the first choice, however, if it did not work, she went to the second, then the third choice.

Later, Kathy told me that the fifth graders mostly chose Shawnee as the first choice since they had learned the tribe the year before. Because of that, she decided not to assign any of the fifth graders to study the Shawnee; the Shawnee group
consisted of four fourth graders. She added that she failed to satisfy the students by putting them in their first choice. However, she succeeded in placing them in one of their three choices.

Before the students decided their choices, Kathy talked more about the project. She said, like in the Revolutionary War, they were allowed to take the books home. Rachel interrupted by asking how they could take the books home and Kathy replied that they should sign for them. Furthermore, Rachel asked the class, “What should you do if there is only one book and more than one person needs it?” S1 answered, “Make a copy of them (FN4/23).” Rachel raised the issue because she wanted Kathy to think about the possible problems that might appear when many students need the same book.

To help the students determine their choices, Kathy explained about each tribe briefly such as a place they lived, the famous chiefs, and things like food and weapons. She encouraged students to browse the books of each tribe that were displayed in the room. Shawnee and Wyandot were placed in the math center; Delaware and Miami shared the social studies center; Ottawa and Seneca were on each round table under the loft. While they went around the room to examine the tribes, students wrote down on a piece of paper their choices and ranked them from the first choice to the third one. They gave the paper to Kathy who then, decided the grouping.

Kathy did not introduce each book she provided for the students. Instead she let the students browse the books by themselves; as the students reviewed the books some of them uttered their admiration loudly. S19 cried, “Look at these masks, they are sweet,” and he continued, “Look at the axes, aren’t they awesome?” (FN4/23)
**Week two: Dividing the researched topics**

This week students were supposed to turn in their contract because they had known what tribe they would learn. S9, S17, and S2 were Delaware; S18, S7, and S4 were Miami; S11, S5, and S13 were Ottawa; S6, S3, and S12 were Seneca; S15, S8, S19, and S10 were Shawnee; and S14, S1, and S16 were Wyandot. The students had no problems in turning in the contract sheet except for two students, S13 and S12. S13 turned in the contract without her parents’ signature. When Kathy noticed it, she asked S13 for an explanation and S13 said she forgot to ask her parents to sign it. Kathy handed the sheet back and told S13 to bring it back to her the next day; S13 had her father sign it. Instead of turning in the contract sheet, S12 gave Kathy a letter from his mother which explained that she did not sign the contract because she had not received the description sheet of the project yet. When Kathy checked it with S12, she found that he left the sheet in his cubby; he did not know about it because he was absent when Kathy introduced the unit. She suggested that he takes the complete contract sheet home and show it to his mother. She reminded him to turn in the sheet the next day.

Kathy handled the two problems – her new experience – patiently and gently and left the students to feel secure. After she finished taking care of S13 and S12, she came to see Rachel and explained about it. Rachel looked satisfied with the way Kathy solved the problems. Rachel’s satisfaction supported Kathy in building her confidence in the teaching.

The students worked at the place that was assigned for each group. Delaware tribe worked on the right side of social studies center, while Miami tribe worked on
the left side of it. Ottawa tribe was assigned to work under the loft while Seneca tribe was on the loft. Shawnee tribe worked on the left side of math center while Wyandot was on the right side of it. The rug area was left empty. Kathy displayed the general books on the bookcase in that area so that everybody could easily go back and forth to the access.

Before they began the research, students had to discuss what topics they were going to cover and divide the tasks among them. Since they divided the tasks before reading the books, most of them chose the topics written on the contract sheet. The topics were clothing, food, family, jobs, ceremonies and rituals, chiefs, games, crafts, medicine, beliefs, enemies, war, and weapons. Some new topics for the research then, emerged as a result of the reading. The new topics were houses, marriage, roles of men and women, birth customs, and hunting and fishing.

The teacher did not dictate to the students how to divide the task. She gave them authority to decide in the group. Most of the groups divided the task through trial and error. Wyandot, for example, at first, sorted the task into three categories: reading, writing, and artifacts. Since there were three people in the group, each member was responsible to cover one category. S14 initiated to divide the task. She tried to be democratic by letting each member choose the category. The result was, she herself was responsible for artifacts, S16 worked on reading, and S1 worked on writing. But then, they realized that this technique did not work. They changed the technique. This time they began by deciding the topics they were going to cover, then divided the topics among the members. They agreed that S1 studied chiefs and weapons, S14
learned about clothing and food, and S16 researched games and jobs. They felt satisfied with the division.

The next step students did after dividing the task was searching the books that covered the topics they learned. Some of them looked for the information alone, some others browsed the books in a group. After students found the books they needed, they asked Kathy if they could borrow the books. Although she mentioned in the introductory session that the students might take the books home, none were allowed to do it. She realized that most books were used by some students together while she only had one copy of each book. Therefore, she suggested to them to mark the pages or chapter they needed and she xeroxed for them.

Anticipating that there would be a lot of things the students owned for the project, Kathy provided them six big cubbies. One cubby was for each tribe to keep their belongings such as artifacts, notes/index cards, and xeroxed reading materials. By putting the things together in the big cubbies instead of in their small cubbies, they would not lose their materials.

During the searching for information, as usual the students shared and helped each other. S15, for example, was looking for information about chiefs in Shawnee. S8 and S19, reading *North American Indian Tribal Chiefs* (Liptak, 1992), told her that the book they were reading had a lot of chiefs. S15 asked them to mark the pages with a paperclip and commented, "Oh gosh, this is so great, this is so great", when she read it. The sharing and helping did not occur only within the members in the group but also with other groups. S11 (Ottawa), for example, helped S15 (Shawnee) rub some Styrofoam cups for artifacts of S15's topic, food.
Kathy did not introduce the books to students prior to the activity; as a result, she needed to interrupt the students' activities several times to remind them about reading the books. One time she informed the students that they could read general books for their research because those books consisted of information about several tribes. She showed The Magic Moccasin: Life Among Ohio's Six Indian Tribes (2 volumes) (1980) written and illustrated by Jane B. Ross. She mentioned that the book had a complete explanation about the six tribes they learned. All groups, then, used those books for their reference. On another occasion, Kathy saw S10 take notes from a general book. When she checked it, the information was about another tribe while S10's tribe was Shawnee. S10 did not notice the heading of the chapter; she only read the sub-heading and thought it was the information she needed. Concerned that another student might do the same thing, Kathy warned the students to be careful in reading the general books.

Week three: Collecting the information

After the students decided the pages or chapters they needed, they gave the books to Kathy for xeroxing. When the books were compiled, it looked like hundreds of pages needed to be xeroxed. Predicting a lot of time was needed for xeroxing, Rachel, then, initiated to take over the task so that Kathy could stay in the room with the students. Xeroxing, then, continued until the fourth week because the students kept looking for more information for their topics.

With at least three topics for one student to cover, most students used more than one book for their resource of information. S15 who was working on four topics
- famous Shawnee, food, religion, and where they lived — read five books: Indians of North American: The Shawnee (Hubbard-Brown, 1995), North American Indian Tribal Chiefs (Liptak, 1992), The Shawnee (O’Neill, 1995), American Indian Foods (Miller, 1996), and American Indian Festivals (Miller, 1996). S3 and S12 shared four books to cover eight topics they studied about the Seneca. The books were: The Magic Moccasin: Life Among Ohio’s Six Indian Tribes volume two (Ross, 1980), Native American people: The Iroquois (McCall, 1989), People of the Longhouse: How the Iroquoian Tribes Lived (Ridington, 1982), and A New True Book: The Seneca (Duval, 1991). The topics they learned were houses, clothes, food, currency, society, hunting, daily activities and the famous chief Logan.

Most books had vivid illustrations that attracted the students to pick them up and read. Besides liking to see pictures, the illustrations also helped students in making the artifacts. With clear and accurate pictures found in the books, students produced authentic artifacts.

When they received the reading materials, they began to read and highlight the important information before they wrote it down on index cards. Although students were encouraged to read a lot of books and gather as much data as possible, they were not required to write a long report. Rachel explained the expectation in doing the unit,

You’re expected to get as much information as possible and just write it down on index cards so that at the end when we walk over the museum and you have your model and your artifacts, here’s going to be index cards put here and there all over the place (pointed some places in the room). (LAS/5)
Some students highlighted every single line of their reading materials. Kathy reminded them, "If you highlight every single line, you don't have any important point at all" (FN5/7). Realizing the problem, Kathy and Rachel demonstrated how to highlight the reading materials. Rachel xeroxed a chapter ("Tecumseh") from *North American Indian Tribal Chiefs* (Liptak, 1992). She put the text on the easel so that every student could see it, then she read a paragraph from the text. After that, she asked the students what information she needed to highlight. Then she continued to the next paragraph until the students understood the idea of highlighting. She modeled for the students the appropriate way to get important information. Some students changed the way they highlighted after the demonstration; some others kept doing as they did before - highlighted every single line. They said they needed all of the information in the text when Kathy reminded them not to do that.

The focus activity during the third week was searching and writing the information for their topics. During this week students were not supposed to develop their artifacts unless they worked on them at home. The teacher reminded them to do the research when she saw the students create the artifacts. Sometimes a reminder came from their peers. For example, when S1 and S16 argued about the size of the stick for an arrow that S1 was going to make, S14 came to them and said that they were supposed to do the research. Immediately, they stopped arguing and continued reading.

The copy machine sometimes caused problems for the students. When it was broken, the students did not have new materials to read. They would use that as an excuse not to do their research that day. S8 took that advantage. He did not do
anything with his research; instead he kept complaining about the machine while chatting with others. He continued doing the research after Kathy came to him and suggested he read the book and take notes on it.

Kathy always told the students to paraphrase the text when they wrote down notes on the index cards. The students tried to do that based on their ability. Following are three examples of the students' notes. S4 wrote the note for her topic, "transportation", that she got from Ross (1992). The text was written:

The Miami Indians do not use the birch bark canoe. A few of them have dug-out canoes made of hollowed-out tree trunks and called pirogues by the French. These they travel in only on their own water ways, as they are too heavy and unwieldy to portage and not at all suitable for use on the lakes.
The Miamis are great walkers. On marches of families or entire village the women carry the baggage with headbands or pack straps. (p.95)

S4's note was (in the original spelling)

Transportation
The Miamis mane transportation is walking. But sometimes they would travel in canoes called piragues made of hollowed out trees. But they did not use Breech for canoes. The Miami only traw in there own water ways because their canoes are to heavy for anyone else's waterways.

S14 wrote her note in the form of copy-like. She wrote the note for her topic, "appearance, dress and duties of women", from Ross (1980):

Wyandot women and girls dress much like the men. Many wear only knee-length skirts with many necklaces, bracelets, and earrings. Their hair is neatly combed, dyed, oiled, and arranged in a single tress hanging down the back tied with eel-skins. (p.47)

S14's note was (in the original spelling)
Appearance, Dress of Women
Wyandot women and girls dress much like the men. Many wear only knee-length skirts with many necklaces, bracelets, and earrings. There hair is neatly combed, dyed, oiled, and arranged in a single trees hanging down the back tied with eel-skins.

S7 included his friend’s story into his note blended with the reading from Ross (1980) for information about religion. The text was:

Most Indians believe the tortoise holds up the world. The Miamis believe the otter holds up the world. Miamis believe in a Supreme Being whom they call the spirit master of life. They worship him above all others because he is the maker of all things. They worship the sun, the earth, the thunder because, they say, these are attached to the spirit master of life. They have a number of lesser deities or manitous and, like their Delaware and Shawnee cousins, feel closer to them than to the mysterious and awesome master of life. The spirit master of life wishes to lead them and it is through the lesser deities, or manitous, he speaks, showing them in dreams and visions the animals, birds, or reptiles they must choose as guardians. They believe, their manitous have the power to give plants medicinal qualities to cure illnesses. These manitous include the buffalo, the bear, the cat, the lynx— as well as the birds mentioned in WARFARE, and many other animals. (p.91)

S7 wrote his note (in the original spelling)

The Miami believe in eating people hearts for the sweet of bravere one of my friends said they would fry it frist before they eat it. The Miami have smell frigers to represent a person they dislike or they wont died. They believe there manitous have the power to gave plants medicinal the Miami River is Right buy Cillicotte it is centered to the Ohio river.
The students' notes were compiled in the fifth week to be checked before they had the presentation. Noticing that S14 did not paraphrase the text but rather copied portions of it, Kathy warned her about her note and explained about the plagiarism. She told S14 not to copy again. However, she did not give any comment on S7’s note which its content was mostly based on his friend’s story rather than from the text he read from Ross (1980).

**Week four: Creating the artifacts**

Although some students had started doing their artifacts at home since the third week, the activity was “officially” begun in the fourth week. The students who made the artifacts at home brought them to class. For example, S12 brought “wampun”, a kind of money that the Seneca tribe used for trading. S3 brought an axe made of wood. He said it was the artifact to represent his topic about hunting. Both of them proudly announced that they made the artifacts by themselves.

Most students started creating the artifacts this week. They used school supplies such as colored construction paper, stems, “Klean Klay”, toothpicks, Popsicle sticks, and Styrofoam cups and plates. They tried hard to make authentic artifacts as always reminded by the teacher. They consulted with the teacher to be sure that they were doing the right thing.

S19 was making a Shawnee house from toothpicks. He made it like a house in modern times with some separate rooms. Kathy saw it and told him that it seemed that he was making the wrong house because, based on her knowledge, Shawnee’s or Native American’s houses usually consisted of one big room. She asked him not to
continue making that house before he found out some more information about houses in other books. She invited S19 to find the information. Both Kathy and S19 then, searched the information. Finally, S19 realized his mistake and began to make a new house.

Another time Kathy saw S10 was cutting a picture of a shoulder bag. S10 told Kathy that she would use it as the artifact for her topic about clothing. Kathy reminded her that they would have a museum and asked her what would be better to put in the museum, the real one or a picture. Thinking a moment, S10 replied the real one was better. Kathy suggested that she made a shoulder bag rather than just cut the picture. S10 was reluctant to do that since she did not know how to make it. Then, both the teacher and the student examined the picture in the book and Kathy explained how to make it.

To make the artifacts authentic and accurate, S9 and S2 were making a stick for a snow snake game in its actual size. They used poster paper for it. They read and read the information about the stick. According to the book (Ross, 1980), the stick was four feet long and it was painted like a snake. The stick they made was 36 inches and they thought it would almost reach the real size when they added a cone as the head of the snake that was about 10 inches at the tip of the stick. As well as other students, S9 and S2 attempted to do their project seriously.

**Week five: Displaying the museum**

By the third day of the fifth week, the students had completed their notes and artifacts. Then the time came for displaying their work. During the research and
artifact making, they remained doing their work at the assigned place. However, since they had a lot of artifacts, they needed more space; a table for two groups was not enough anymore. Kathy and Rachel changed the room to be fitted for their museum.

Before they changed the room, students were asked to share the topics they learned with their group. They had to be an expert on their tribe, not only their own topics. Kathy wrote down the reminder on the board for the students:

When people come to see our museum, you will be docents who will expertly explain information about your tribe. Therefore, ALL people in your group need to be knowledgeable about ALL the information about your tribe. (FN5/13)

When the students and teachers changed the room into a museum, they moved some of the furniture. They put their cubbies outside the room, and rolled bookshelves and chairs into the coatroom. No chairs, except Rachel’s were in the room. Then, six places were prepared for the tribes (see Figure 4.1). Delaware was at the math center, Seneca was under the loft, Miami was at the science center, Ottawa was at the teacher’s desk, Wyandot and Shawnee were at the social studies center. They displayed their artifacts and index cards on the provided tables. Every tribe displayed the map where their tribe was located among their other artifacts. This was required for the project.

A day before they had the presentation, Kathy asked the students to sit on the rug to develop a rubric for the assessment of their project. It was the first time for them to make a rubric; most students did not know the meaning of it. The reason to develop the rubric was for students to experience grading their work. They developed
a group rubric with the scale of 1 – 4 with 1 being the lowest and 4 being the highest (see Table 4.1).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had artifacts</td>
<td>Met deadline</td>
<td>Met deadline</td>
<td>Met deadline</td>
</tr>
<tr>
<td></td>
<td>Satisfactory quality</td>
<td>Good quality</td>
<td>Excellent artifacts</td>
</tr>
<tr>
<td></td>
<td>artifacts</td>
<td>artifacts</td>
<td>artifacts</td>
</tr>
<tr>
<td></td>
<td>Some effort shown</td>
<td>Put in effort</td>
<td>Put in lots of effort</td>
</tr>
<tr>
<td>Attempted at some research</td>
<td>Some research done</td>
<td>Did reasonable</td>
<td>Did a lot of research</td>
</tr>
<tr>
<td>Attempted group worked</td>
<td>Did fair in working together as a group</td>
<td>amount of research</td>
<td>Worked well together as a group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did fine in working together as a group</td>
<td>Encouraged &amp; helped group member</td>
</tr>
<tr>
<td>Presentation</td>
<td>Adequate presentation</td>
<td>Good presentation</td>
<td>Great presentation</td>
</tr>
<tr>
<td></td>
<td>Fair use time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant reminders to be on task</td>
<td>Time on task with reminders</td>
<td>Used time well</td>
<td>Used time very wisely</td>
</tr>
<tr>
<td>Started research</td>
<td>Fair research</td>
<td>Spent time on task</td>
<td>Spent time on task well</td>
</tr>
<tr>
<td>Needed help throughout project</td>
<td>Needed help working independently as group</td>
<td>Accurate research</td>
<td>Extended research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group work well independently</td>
<td>Group work well independently</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some artifacts</td>
<td>Artifacts finished/done</td>
<td>Realistic-looking artifacts</td>
<td>Authentic-looking artifacts</td>
</tr>
</tbody>
</table>

Table 4.1: Group rubric for the Native American tribe unit
While the students developed the group rubric, Kathy, helped by Rachel, planned the individual assessment. She said,

Rachel and I are going to grade, to look at the individuals and how they are on task-work during worktime; their accuracy of information; whether or not they have done enough information and did enough artifacts; whether or not they were participating enough. We also evaluated them as a group, and the individual grade was stronger. If a student worked very well in group but didn't really do much research, it really reflect because the individual part is a strong component. And in the presentation, we looked at how long they needed when they presented it. (IN6/1)

The last day of the week, they had the presentation. In the presentation, each student presented her/his topics orally and explained the artifacts she/he made. Everyone had a time and something to say. They learned similarities as well as differences among the tribes they learned. They found out that most tribes used "wampun" for their trading although trading across the tribes had not occurred. The youngsters in both Seneca and Ottawa liked to play the snow snake game. And most tribes lived in a house that had only one room.

Summary

The Native American tribe unit was the last social studies unit learned in the class. This unit was planned and presented by the student teacher, Kathy. Although this unit was the first unit for her, she succeeded in bringing the students to experience various kinds of learning activities.
This unit was a part of Ohio history, one theme that is written in the fourth grade social studies course of study. Through this unit the students learned more about their state, people who lived there before them, how they lived, and where they lived.

Using nonfiction books provided by the teacher, students learned about six tribes who lived in Ohio in groups of three or four. Each group learned about one tribe by reading the provided books. They had freedom to select the topics they wanted to learn in-depth in about five weeks. They were expected to be experts about their tribe and present their expertise through a museum of their tribe.

Students read the books as well as examined the illustrations to help them in making the artifacts. They shared the books with their peers in the group and across the groups. They helped each other in finding the information about their topics and making artifacts for the museum.

The teacher provided about 40 nonfiction books to be explored by the students. There were books that specifically talked about certain tribe as well as books that consisted of general information about the Native Americans.

The teacher did not set up a schedule for conferences, however, she always helped and monitored the students in doing the activities. She guided students to do the right thing such as when she saw S19 build a modern house instead of the Native American’s house. She encouraged the students to make better artifacts for the museum like when she encouraged S10 to make a real shoulder bag rather than cut a picture of it. Being around the students all the time made Kathy know well what the students were doing and made it easy for students to reach her whenever they needed.
A: class room  
B: coat room  
1: The Delaware  
2: The Seneca  
3: The Miami  
4: The Ottawa  
5: The Wyandot  
6: The Shawnee  

Figure 4.1: The Native American tribe museum
Overview of the Research Findings

Using children's nonfiction trade books yielded some benefits for the students in learning social studies and in becoming citizens in a democratic world. Looking across the three units, one can conclude that three patterns emerged when the nonfiction books were used. The patterns are: accommodating individual differences, providing access to the books, and enhancing development of social studies skills and attitudes.

Unlike using textbooks in which all students read the same books regardless of their reading ability (McGowan & Guzzetti, 1991; Moss, 1991; Holmes & Ammon, 1985), using trade books allowed Rachel to accommodate students with books that conformed to students' reading levels. She chose various genres of books from the juvenile section in order to provide students with the right books. Then, with the provided books, students in this classroom had opportunity to choose the books that matched their reading ability as well as their interest. It was found that some students - aware of their capability - were comfortable with picture books for researching their topic while others picked chapter books for their learning. When students could read and understand what they read, they were motivated to learn and carry out the assignments given by the teacher.

Another aspect to accommodate students' differences that emerged was students' freedom to choose topics they wanted to learn under the unit assigned. Although Rachel offered some possible topics for each unit, she never assigned or recommended specific topics for students to learn. She let students choose the topic by
themselves. Even when she knew the topic would be difficult, she let students try to work on that topic and helped them when it was needed.

Choosing a topic by themselves gave students a chance to have topics that interested them and made them curious to know. When students learned something that they were interested in, they were engaged in and enjoyed the learning. They might learn in-depth and detailed in that topic. S9 and S2, for example, read information about the stick that they made for the snow snake game over and over to get exact and accurate information about it. Students in this classroom also read more than one book for their topic in order to have detailed and in-depth information.

Choosing a topic by themselves also built students' feeling of responsibility and ownership. When students chose a topic to study, they felt that they owned that topic and they were responsible for the topic; they became active learners. Moreover, they were aware that when they learned the topic, the knowledge that they gained from learning it was not only for themselves, but also for their peers, their teacher, and for students in the building (by exhibiting it in the hallway). Therefore, they tried to have accurate information or knowledge about the topic. To have accurate information, S15, for example, read five books for her topics on the Native American Tribe unit.

Additionally, the teacher in this classroom accommodated individual differences by letting the students take notes using their own style. Rachel gave an example of note taking, however, it was not mandatory for students to follow the pattern she showed. Rather her example was an idea that generated other ideas for students in how to take notes. Rachel allowed students to develop their own ways in note taking without any attempts to interfere. She believed every student had her/his
own way to construct knowledge into her/his schema (Pappas, Kiefer, & Levstik, 1995). Moreover, letting students use their own way to take notes gave them opportunity to develop responsibility and ownership. Students knew what they had to do next. S12, for example, told me firmly that he would expand the note he had for the report on the topic he chose for the Revolutionary War unit.

Using children's nonfiction trade books in teaching social studies allowed the teacher to accommodate students to present their learning in various ways. Besides writing, students were encouraged to demonstrate their learning in other forms. In the Colonial Time unit, students drew illustrations to complement the stories they wrote about life in that period. In the Revolutionary War unit, students created various creative projects to represent the topic they learned. And in the Native American Tribe unit, they produced myriad artifacts after they learned about their tribe from reading the trade books. By allowing students to represent their knowledge in various ways, the teacher gave them opportunity to develop and improve their learning. Students might see learning as an activity that they enjoyed, not the one that they do as an obligation.

From the three units presented in the findings, it was noticed that the teacher in this study always provided students access to the books. The teacher herself selected the books that were used in the units the students learned. She borrowed the books from public libraries and brought them to school. She displayed the books for every unit they learned on a special bookcase placed in the rug area. She separated the unit books from other books in order to avoid students from getting the wrong books. The
fact that the bookcase was placed in the center of the room eased students access to them.

Providing the books for the units seemed to benefit both the teacher and students. Since the teacher herself selected the books, she knew the basic contents of the selected books; therefore, she could control students’ learning from the books. On the other hand, with easy access to the books, students did not need to go to library to look for the references. Since there were no public libraries near to school, not going to the library saved students’ time for doing the inquiry. Additionally, the fourth and fifth graders were relatively inexperienced in finding nonfiction trade books. Therefore, providing them with the right books to learn the units presented could be considered necessary.

Another pattern that emerged when children’s nonfiction trade books were used in learning social studies was that students developed social studies skills and attitudes. Skills such as reading/researching, writing, note taking, working with others, creating artifacts, sharing/helping each other, discussing, and reporting were developed as they learned social studies content. These skills were practiced almost all the time in this classroom.

Students read books and searched the facts as they learned the topic they chose. They took notes of important facts that they needed for writing the report. They also created artifacts to visualize their learning. They worked together in small groups or pairs. Discussing was practiced frequently whether in whole class sessions or individual learning time. In the discussion, students had opportunity to express their ideas, opinions, or feelings about subjects. S19, for example, was bold enough to
express his opinion about killing the Indians when the settlers came to American (the Colonial Time unit). This situation might not have happened if the teacher depended on lecturing in which she would be the main person who talked and students were only listeners.

The skills of sharing and helping each other and reporting were seen in this classroom. Since students learned different topics, they always had something to share with others. They shared their learning either when they had presentations or during the inquiry time. They also helped each other in the learning such as S3 did to S19 when he saw S19 had an inappropriate illustration for his story (the Colonial Time unit).

As with skills, attitudes such as accepting others’ ideas and opinions, respecting others, and taking responsibility were also revealed in this classroom. S19, for example, accepted S3’s idea and changed the illustration for his story about “mail in colonial days”. Students respected each other; they let their peers chose their own topic to be learned, and took responsibility for their choice.

They practiced skills and attitudes integrated in learning the content of social studies. By doing this, their learning became meaningful. It represented real life in which people perform skills and attitudes in their daily life. According to Jarolimek (1990), Jarolimek and Foster (1993), Jarolimek and Parker (1993), and Sunal and Haas (1993), practicing is the best way to make students proficient in social studies skills and attitudes. Moreover, they state that proficiency in skills and attitudes are invaluable for students’ lives. Teachers should include skills and attitudes as a part of social studies lessons.
The students in this classroom had opportunities to apply their social studies skills and attitudes since the teacher incorporated children’s nonfiction trade books in her teaching.
CHAPTER 5

DISCUSSION

Introduction

The purpose of this study was to explore how a class of fourth and fifth grade students learned social studies through children’s nonfiction books. Three research questions were investigated in this study. The questions were:

1. How does the teacher organize social studies instruction by incorporating children’s nonfiction trade books?
2. What learning activities do the students engage in when children’s nonfiction trade books are used in learning social studies?
3. What social studies perspectives do the students learn through children’s nonfiction trade books?

This chapter will discuss answers to the research questions. I will discuss the findings of the study under the headings related to the research questions investigated: organizing instruction, students’ learning activities, and social studies perspectives. Implications of the study and recommendations for further research are proposed in the final sections of the chapter.
Organizing Instruction

Observing the classroom for about six months, I concluded that the way the teacher incorporated children’s nonfiction trade books in her social studies instruction can be identified into five stages: planning the units, selecting the books, introducing the units, monitoring students’ activities, and assessing students’ learning. I will discuss how the teacher in this study organized her social studies instruction by incorporating children’s nonfiction trade books based on the stages. Because the teacher and the student teacher who participated in the study used a similar method in teaching social studies and the purpose of the study was to explore how children’s nonfiction trade books were used in social studies teaching and learning, I will consider their teaching together as one.

Planning the units

Looking into the classroom environment, perhaps one can say that Rachel arranged the room to meet the criteria of a literature-based program classroom in which children’s literature became the primary instructional material (Kellough, 1996; Sloan, 1995; Routman, 1991). She had four big tables for students to learn in groups, a rug area for whole class activities, a place for displaying students’ work and projects, and bookshelves and bookcases for children’s literature. She had a myriad of children’s books – fiction and nonfiction – for students to use in their learning and the books were displayed at the place that was easily accessible to them. I was always attracted to read the books while I was observing them learning because the books were within my reach.
Consulting the school district curriculum, the teacher planned her teaching by developing a web for a yearlong program. She chose "U.S. Government" as the central theme of her web and depicted connections to subject areas taught in her class such as reading, health, science, math, and social studies. Since the web was developed in the beginning of the school year, it changed as the school year progressed to meet student interest. Although the teacher did not explicitly write children’s books on the web, one who reads her web might assume the use of children’s books in her teaching since the kind of web she developed was a typical web used in the literature-based program.

From the web that the teacher made, she then developed some units, three of them for social studies which were described in Chapter 4. The step that the teacher chose in developing her plans was supported by Freeman (1992) who stated,

>A web is not meant to serve as a lesson plan, but rather it provides an overall structure of how the theme is conceptualized and how aspects of the theme are interrelated. As specific concepts are developed or learning experiences implemented, teachers engage in more detailed and specific planning. (p.147)

Although the teacher did not develop written lesson plans for her teaching the units, the findings indicate how well she planned her teaching. Kellough (1996) identified that some experienced and effective teachers do not have written lesson plans; they have their plans in mind. However, suppose there were written lesson plans, novice teachers and teachers who want to start incorporating children’s books in their teaching social studies could use them as the model.

From the findings described in Chapter 4, it is obvious that the teacher used children’s books, mostly nonfiction, in her social studies instruction. She excluded the
social studies textbooks and included children’s nonfiction trade books as the main sources for students conducting research on the units they learned (Greenlaw, 1992; Towery, 1991). Although she had social studies textbooks in her room, these books were only used when the students learned short units like “government” and “Ohio lawmakers.” As she mentioned in the interview, for long units she used children’s books because she believed that children’s nonfiction trade books allowed students to learn one topic from different perspectives. Those kinds of books provided students a different kind of learning rather than memorizing certain facts and information. Furthermore, the teacher said: “I think when you make available other trade books, you allow the children to really open up and doubt into a particular topic better than just saying, ‘this is the book, read this chapter and that’s all you learn’ (IN12/11).” Her belief was in relation to suggestions given by proponents of teaching social studies through children books such as Downs (1993), Davis & Palmer (1992), McGowan & Guzzetti (1991), Moss (1991), Towery (1991), Holmes & Ammon (1985), among others.

Selecting the books

The teacher in this study provided the children’s books that students used in their activities. She borrowed books from public libraries and utilized librarians as resource persons (Freeman & Person, 1998; Wooster, 1993; McGowan & Guzzetti, 1991; Moss, 1991; Towery, 1991) in finding books for her teaching. The librarians helped her select appropriate books for the units and students’ reading ability (Ross, 1994). Various genres of books — informational books, biographies, and historical
fiction — were pulled out from the juvenile section. To facilitate students’ ability — in reading fluency as well in comprehension — the teacher provided them with picture books in her selection in addition to chapter books.

Providing books in the classroom for students to learn seemed appropriate for this class. Selected books, then, were displayed in the bookcase placed in the rug area. This bookcase, assigned specially for books related to the current unit, was in an open area in the center of the room so that students easily accessed the books. They might go back and forth for the books anytime they wanted. Students felt that doing research was not difficult because the sources they needed were just around them. Moreover, the teacher could control the content of the students’ research since she herself selected the books. In addition, providing books saved time for students in finding the sources; they did not need to make trips to the library to search for the books.

Although providing books brought about some supports for students in conducting research on the topic they chose, students might get more benefit if they were involved in searching for the books themselves. Students might discover more facts if they had a chance to search the books by themselves because more books may be consulted. Furthermore, they might find more interesting topics to choose from the books they found. And the important thing is that searching for books by themselves helps students practice their library skill (Greenlaw, 1992), the skill that is needed by students to be independent learners.
Introducing the units

When the introductory session for a unit was begun, the teacher and students sat together on the rug. At this moment the teacher explained about the unit — its goals and expectations. The teacher tended to give detailed instruction before she released students to work independently on assignments. She wanted to make sure that the students knew exactly what to do and how to do it. The introductory session was essential because this was the time for students to step into the task. This is the crucial time to motivate students in the learning; and once students are motivated, they will engage in ongoing activities (Brophy & VanSledright, 1997; Marshall, 1987).

After she explained about the unit to be learned, the teacher introduced or reviewed each book she had selected for the unit. No matter how many books she provided for the unit, she always had time to review them with the class. I was amazed at her ability in keeping the review enjoyable. In the review, the teacher not only introduced the books, she also involved the students in discussing the books like she did with Fritz’s (1977) Can’t You Make Them Behave, King George? Although the teacher reviewed more than thirty books at once, she made the review interactive. Therefore, the students were not bored; they enjoyed the review time.

The book review benefited the students in many ways. It attracted students to read the books. By reviewing the books, students knew the content of the books and it helped them to think about the topics that they had to choose for the unit. Reviewing the books also guided students directly to the books that had information they needed for the topics they chose. It saved them time in searching for the right books for their topics.
To capture students' interest in the unit to be learned, the teacher also read aloud particular books. Her reading aloud program was interactive read aloud (Carter & Abrahamson, 1993) in which students were encouraged to be involved in the discussion. The teacher stopped several times to ask students questions about the reading, relate the reading with real life, or show students illustrations in the book. When she showed illustrations, she circled the book around in order that all students could see the pictures clearly. The students were also encouraged to stop the teacher from reading the book to ask questions or give comments. According to Roberts (1996), Pappas, et al. (1995), Huck, et al. (1993), and Routman (1991), reading aloud is necessary because it motivates students to read, gives exemplary reading, provides a pleasurable, shared experience, and stimulates students to learn more about the topic read.

Monitoring students' activities

The data indicate students in this room engaged in independent activities most of the time – individually or in-groups. During the independent activities the teacher circulated to monitor students' progress and give individual assistance; she became a kid watcher (Goodman, 1978), observing students' learning informally. She went close to students, took some time with them to listen to their problems and gave suggestion or asked students about their learning before she moved to another cluster of students. I seldom witnessed the teacher sitting at her desk; when she sat there, she was busy with some students that came to her with their problems.
By monitoring students’ activities intently, the teacher could give immediate assistance to students who needed it. She could correct the mistake before it got worse. When the teacher identified a student’s error, she could decide whether to correct it individually, only to the student who made the mistake, or to the whole class in order to prevent the same mistake from happening again. When the teacher found that S19 built a modern house instead of Native American’s house, or S10 cut out a picture of a shoulder bag rather than made the bag, she gave these two students individual help because she considered their cases were personal. However, when the teacher found a student did not have a question for the research, she thought this problem might happen to other students; therefore, she reminded the whole class about the question. She conducted a whole class activity to share students’ research questions in order to be sure that every student had one.

Monitoring students’ activities also can be used for reinforcing students in learning their topic. The teacher sometimes praised students when they made good progress in learning. Reinforcement might help students to develop self-concepts, motivation, and a sense of accomplishment (Good & Brophy, 1994).

Assessing students’ learning

Kellough (1996) suggests that teachers practice kid watching instead of giving tests to students. Being kid watchers allow teachers to follow a process that students experience in constructing their knowledge about topics they learn. The teacher in this study was engaged in kid watching almost all the time. Her assessment relied on informal evaluation rather than formal one. She gave a test or quiz only when
textbooks were used; however, she used authentic assessment when the students
learned social studies through the use of children’s nonfiction trade books. She
observed students’ learning to see how students were engaged in their task. She came
closer to students to see what they were doing.

She conducted one-on-one conferences in order to assess students’ learning.
She asked students to explain what they learned from the topic they chose. To check
the authenticity of the facts that students wrote in their notes or report, the teacher
asked them the books they read. Besides content knowledge students gained, the
teacher also checked students’ writing mechanics.

Authentic assessment was also noticed in students’ presentations. Instead of
giving some questions to answer, the teacher asked students to share their learning in
multiple ways. Students presented their knowledge through oral presentation, creative
project such as drama and diorama, and artifacts. The teacher also involved students in
assessing their learning by using a rubric. Students were involved in developing the
rubric. Using a rubric, students knew what evaluation criteria they had for their project
or report. According to Goodrich (1997), rubrics are powerful tools for teaching and
assessment. Moreover she says, “rubrics can improve student performance, as well as
monitor it, by making teachers’ expectations clear and by showing students how to
meet these expectations” (p. 14). Students should get informed about the rubric before
they begin their learning in order that they know the expectations (Routman, 1991).
They also should have a chance to revise their work to meet the expectations. Since
the rubric used in this classroom was developed after students had finished doing their
project for the Native American Tribe unit, they did not have a chance to revise their work.

Students' Learning Activities

From the three units described in Chapter 4, I concluded that students in this study experienced various kinds of learning activities when children's nonfiction trade books were used in learning social studies. Table 5.1 summarized the learning activities students engaged in and the objectives in conducting activities in the three units taught in the classroom studied.

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing books</td>
<td>To decide topics/books to be learned</td>
</tr>
<tr>
<td>Reading</td>
<td>To gain information about the topics learned</td>
</tr>
<tr>
<td>Note taking</td>
<td>To record important information about the topics learned for the report</td>
</tr>
<tr>
<td>Writing</td>
<td>To report the topic learned in written form</td>
</tr>
<tr>
<td>Discussing</td>
<td>To share, exchange, and confirm ideas and information</td>
</tr>
<tr>
<td>Note reviewing</td>
<td>To share their knowledge and get feedback from others</td>
</tr>
<tr>
<td>Conferencing</td>
<td>To communicate their learning with the teacher and assess their learning</td>
</tr>
<tr>
<td>Creating artifacts</td>
<td>To represent their learning in other forms</td>
</tr>
<tr>
<td>Presenting</td>
<td>To communicate and share their learning</td>
</tr>
</tbody>
</table>

Table 5.1: Learning activities experienced in the three units taught
In these kinds of activities, students employed higher order thinking that was promoted by Brophy (1990), Newman (1990), and Stevenson (1990). According to them, a task promotes higher order thinking when it requires students to analyze, interpret, and manipulate information. With the tasks the teacher gave and activities the students engaged in as summarized in Table 5.1, it is obvious that students experienced activities at higher level beyond recitation. Round-robin reading discussed by Durkin (1978, cited in Towery, 1991) or memorization of facts and information (Towery, 1991) were not practiced in this classroom. Every student actively engaged in independent learning facilitated by the teacher.

To see the benefit the students gained from the activities they engaged in the learning, I will elaborate these activities listed in the table 5.1.

**Reviewing Books**

As soon as the teacher finished the introductory session, students began inquiry-based learning (Freeman and Person, 1998) through independent activities. First step, they decided topics they wanted to learn about the unit. Every student decided her/his own topic to be searched when the task was individual such as in Colonial Time and Revolutionary War units; however when the task was for group working, i.e., Native American Tribe unit, the topics learned were decided by the group. Students usually chose the topics they were interested in, curious about, and wanted to learn more about them. Choosing topics by themselves and letting them find the information they needed helped students to be independent and responsible
learners and gave them the feeling of ownership. Students become active learners when they are given freedom to construct their own learning (Pappas, et al., 1995)

Reviewing books is essential when students are asked to do an inquiry. It helps students to know about the unit they will learn and later, decide the topics they choose to investigate. Freeman and Person (1998) state that teachers should review the parts of books before students begin research in order to help them use the books effectively. In this study, Rachel reviewed all the books she provided for the units she taught. Reviewing the books helped students decide the topics they wanted to learn and choose the books they needed to read.

Reading

Unlike the classroom described by Towery (1991) in which students passively waited for their turn to read the text assigned by the teacher, in Rachel’s classroom students read with enthusiasm. They revealed their excitement to read when the teacher was reviewing the books (e.g., S3 and S8 said they wanted to read the books Rachel read in introductory session of Revolutionary War unit). Reading activity in this classroom was perceived as an activity that students enjoyed. Students read the books that were provided by the teacher. All students were able to read and understand what they read (i.e., presented in their report); the provided books were varied in the reading levels and the students had choice to read the books that conformed to their reading ability. By reading books that they can understand, students have a feeling of success and motivation for learning (McGowan & Guzzetti, 1991).
Findings described in Chapter 4 indicated that most students read more than one book in order to gain information for the topic they chose. Although they only read the text related to their topic, reading more books allowed them to study their topic in-depth. When students had opportunity to study a topic in-depth, they gained more understanding about the topic.

Note Taking

While reading, students also engaged in another activity, i.e., note taking. In note taking, students tried to select, organize, and integrate information they had from the reading. Note taking was necessary in conducting research. Routman (1991) suggests that students practice note taking throughout the school year because it is the skill that students might use in their life. Aware of the importance of note taking for students’ research, Rachel provided them an example of how to take notes (e.g., Revolutionary War unit). Note taking was practiced in all three units studied. The teacher facilitated students’ note taking with index cards to write the notes and she also gave students a chance to consult their notes through one-on-one conferences. Besides for checking students’ notes, one-on-one conference was used for assessing students’ learning.

Writing

Harp (1989) and Shanahan (1988) are among researchers who suggest that teachers integrate reading and writing with content areas such as social studies, math, and science. According to them, reading and writing, when applied together, can
enhance learning. With the development of the reading and writing connection, teachers are encouraged to include writing in their content area instruction. Rasmussen (1997) and Tchudi and Tchudi (1983) state that writing is a means for achieving understanding of the subject matter.

Writing was another activity that was found in this study. In every unit, students performed writing as a product of their learning. In Colonial Time unit, students wrote “stories” describing the life in the era; in Revolutionary War unit, they wrote reports about interesting topics they chose to learn; and in Native American Tribe unit they wrote captions or short information for their museum. The teacher creatively assigned the form of writing students wrote in order to facilitate them experiencing various kinds of writing. Students enjoyed writing as the way to communicate their knowledge. Since each of students had different topics to learn, writing became exciting because students knew their peers and teacher would learn through their writing. In addition, the teacher provided students with instructional and environment support (Rosaen, 1990). The teacher gave guidance and direction, and allowed students to make their own decision in the writing process. The classroom environment supported students in writing; the students had enough time to create a written product, they had enough time to develop ideas (e.g., thinking of, exploring, researching, starting over again, changing or modifying the writing).

**Discussing**

One of the most widely used techniques in social studies teaching is discussion (Jarolimek, 1990). In this classroom, discussion was encouraged; it was a way the
teacher involved the students in the learning either in whole class or small group activities. In reading aloud, for example, Rachel asked students to discuss the content as well as the illustrations of the book she read. In the discussion, students shared their ideas, exchanged their knowledge, and confirmed information they had.

**Note Reviewing**

Note reviewing was an activity that students did in groups of three or four. Rachel provided this activity for students before they had a conference with her (e.g., Revolutionary War unit). Note reviewing benefited students in many ways. During this activity students shared their knowledge. Through sharing students learned each other’s topics and broadened their knowledge about the unit presented. Through note reviewing, students also gave each other feedback so they might revise their notes before conferencing with the teacher. Routman (1991) finds that students like to revise their writing when feedback comes from their peers. Note reviewing could also become a motivation to students to learn others’ topics or read others’ books. S9, for example, was interested in reading S12’s book when S12 reviewed his notes and showed the book he read.

**Conferencing**

Students had one-on-one conference with the teacher for their research. Conference was to check students’ writing progress and knowledge about their research. In conference students shared their writing with the teacher; she asked questions and made comments to extend their thought. As suggested by Roberts
(1996), Kellough (1996), and Pappas, et al. (1995), besides checking the content that
the students wrote, Rachel also helped students in writing mechanics such as spelling,
punctuation, and capitalization. She also used the conference for assessment.

Creating Artifacts

Jarolimek and Parker (1993) assure that many topics and activities in social
studies instruction inspire creative expression. Additionally, they say, “Through an art
medium the child may be able to symbolize experiences, express thoughts, or
communicate feelings that cannot be done through the use of conventional language”
(p. 443). Helping students master basic skills and knowledge is as essential as giving
them opportunities to apply what they have learned in creative ways. Teachers are
suggested to facilitate students to represent their learning in different ways such as
drama, music, and creative art.

The teacher in this study was aware of students’ different needs and interests.
She realized that students learned best when they were allowed to experience many
kinds of learning. Along with a written report that students’ produced as evidence of
their learning, they were asked to create artifacts and illustrations to represent their
knowledge. In the Colonial Time unit, students created illustrations to represent the
topics they learned. In the Revolutionary War unit, students were asked to make
something that represented their learning that they called “creative project”, and they
created many kinds of creative projects (e.g., monument, diorama, and drama). In the
Native American Tribe unit, students made artifacts found in their tribe to put in their
museum. All artifacts or illustrations were created by students themselves and they
were proud and satisfied with their creation. Some artifacts were excellent, some others were just fine. However, the teacher did not evaluate or judge students’ creation in terms of the product they produced, but in terms of the satisfaction students had (Jarolimek & Parker, 1993).

Presenting

Presentation was the culminating activity students had for every unit. It was perceived as an important activity to communicate and share students’ knowledge, opinion, and thought. In this classroom every student had an opportunity to present her/his learning. Usually the teacher gave them 10 to 15 minutes for presentation; and most students used the time effectively. They prepared the presentation carefully and seriously in order to allow their audiences, i.e., their peers and the teacher, to learn best from their presentation. They consulted about their report with the teacher before the presentation, and created creative artifacts to help the audience understand their knowledge clearly.

When students presented their knowledge, they took over the role of the teacher who in a traditional classroom was the main person with the knowledge. Presentation also encouraged students to be active learners (NCSS, 1994). Students, both presenters and the audiences, were actively engaged in the activity. The presenters actively made meanings of their presentation by selecting the information to be shared, interpreting the information, and speaking out their thoughts. The audiences actively made meanings from the presentation by listening, observing, and asking.
questions about the information they heard. When the presenters answered the questions asked by the audiences, it might give them new insights to their learning.

When a student presented her/his topic, some students might be interested in the topic. To allow students to learn more from each other’s topic, the teacher displayed students’ written reports for several weeks until a new learning was needed to be displayed. Then, students had opportunity to read and reread the display. Displaying students’ learning also allowed students from other classrooms to learn the unit because the display was in the hallway. Moreover, displaying students’ learning gave a positive impact to students; they were proud of their work.

Through presentation students might find similarities as well as differences in the topics they learned. In the Native American Tribe unit, for example, students found that most tribes lived in houses that consisted of only one room. Unlike when students learn from teacher’s lecturing, finding the fact by themselves might help students retain it for a long time.

Social Studies Perspectives

In the social studies course of study used in the school, this subject covers six perspectives to be taught (see Appendix A). The six perspectives are historical, global/cultural, geographic, economic, political/government perspectives, and participatory citizenship. The three units presented in this classroom emphasized the historical perspective. However, the use of children’s nonfiction trade books allowed students to learn other perspectives while they learned their topic in-depth. Geographical perspective, for example, emerged in the three units. In the Colonial
Time unit, obviously, students learned geography through making a map of the thirteen colonies. They learned how the Settlers traveled to America through reading aloud Kallen's (1990) *Life in the Thirteen Colonies, 1650 – 1750*. Although geography was not discussed as much as in the Colonial Time unit, students also learned geography in the Revolutionary War unit. They talked about places such as England, Valley Forge, and Boston. In the Native American Tribe unit, they learned a lot about geography through reading trade books. They learned the location where the tribes lived, and created a map of the location.

As with geographic perspective, global/cultural perspective was also covered when students learned their topics through trade books. They learned about who lived in Ohio and how they lived there in the Native American Tribe unit. Global/cultural perspective was seen clearly through topics such as religion, ceremonies and rituals, food and festival, and clothing. Moreover, in the Revolutionary War unit, they also covered this perspective through discussing some topics such as the life of King George III, the food they ate in the era, and women's roles in the period.

Although students learned economics in a specific unit designed by the teacher, economic perspective also appeared when they used trade books. They discussed about economics when a student presented "where did people in the colonial times get their clothes" or a student explained about "wampum" that Native Americans used for trading.

Political/government perspective along with participatory citizenship was also learned in specific short units such as government, community building, Ohio lawmakers, and what was our first national government like. These two perspectives
were also covered in the three units. Topics such as, “what happened to people who broke laws,” “what happened if you fell asleep in a town meeting,” and “what laws did people have to obey?” covered both political/government perspective and participatory citizenship. Moreover, skills that are needed in participatory citizenship such as working with others, taking responsibility, and respecting rights for others were developed through learning the three units.

Implications of the Study

The findings of this study had important implications to the area of children’s literature-social studies connection. First, the findings gave empirical evidence of the advantages students gained when children’s nonfiction trade books were used in social studies instruction. Second, the findings of this study supported the assumption written in Chapter 2 that trade books, with their various reading levels and appealing format, could help students learn social studies in-depth and develop critical reading skills. Furthermore, as McGowan, Erickson, and Neufeld (1996) express concern that,

Proponents of the literature-social studies connection make their case reasonably, persuasively, and often emotionally. They offer powerful and compelling arguments for using trade books to promote civic competence. Curiously, most advocates do not support their claims for the effectiveness of literature-based social studies teaching with research findings. (p.203)

This study responds to this concern by providing empirical evidence described in Chapter 4.
It is noticeable from the findings that students gained several advantages when they learned social studies through trade books. First, this study provided evidence that students had freedom of choice. The teacher in this study allowed students to choose the topic they wanted to learn under the unit being studied. Moreover, with more than one book available for students, they had a chance to choose the topic that interests them. Freedom of choice is a factor that is hard to find when textbooks are used in a classroom. Students who use textbooks for learning social studies mostly learn one topic for the whole class. When students are encouraged to choose topics for themselves, they have control of what they do which enhances responsibility and ownership.

Second, Brophy (1990) and Newmann (1990) raise an issue that students in social studies classrooms do not have opportunity to apply higher order thinking such as analyzing, interpreting, and manipulating. The findings of this study gave evidence to challenge this issue. Students in this classroom had enough opportunity and were encouraged to apply higher order thinking mentioned by Brophy (1990) and Newmann (1990). Since trade books were used for learning social studies, students have chances to read a lot of books. Reading more than one book gave students time to analyze, select, compare and contrast, and differentiate information and later decide which information is necessary to include in their report.

Third, some proponents of literature-based social studies programs, McKinney & Jones (1993), Levstik (1990), Sewall (1988), among others, agree that students have difficulty to understand social studies textbooks because these books are written above students' reading level. As a result, reading textbooks cause frustration in
students which leads them to dislike social studies. Instead of reading textbooks, students in this study read trade books that were written in various genres and reading levels. Students had opportunity to read the books that conformed to their reading abilities. Reading the books that matched their reading level, students in this classroom could carry out the task the teacher assigned for them. All students, including less able ones could finish the task; they felt success in learning. Feeling success motivates students for further learning.

Fourth, using trade books in learning social studies allowed students to learn topics they chose in-depth. When students had only one topic to learn, they concentrated the learning on the topic and had a chance to read a lot of books about the topic, and learn details about it. Students in this study read more than one book in learning their topic. They learned the topic in-depth, not only superficially.

Fifth, the findings of this study gave evidence that several important skills were developed as a result of the use of children's nonfiction trade books. Skills such as reading, writing, discussing, sharing, and working with others are among other skills that were found in this study. Such skills are necessary in order to prepare students to function in a democratic society.

From the implication written above, it is seen clearly that children's nonfiction trade books benefited students learning social studies. Then, what is the implication of this study for the Indonesian elementary schools, specifically for social studies teaching and learning? There are some promises as well as challenges to be considered when children's nonfiction trade books are implemented in social studies.
instruction in Indonesian elementary schools. Factors such as curriculum, teachers, parents, and the availability of trade books can be both promises and challenges.

Curriculum is the first factor to be considered when literature-based social studies program will be implemented. Although it is mandatory for every school in Indonesia to use the national curriculum, in fact, teachers are encouraged to use any kind of approaches in their teaching. The Primary Education Curriculum: Instructional Program Guidelines (Indonesian Ministry of Education and Culture, 1994) mentions that,

Teaching methods are not specifically defined in this program guidelines with the intention that teachers themselves will decide what methods to use based on the objectives, materials to be learned and condition of the students. To avoid boredom, teachers are suggested to use various approaches. (p.21)

This suggestion becomes an open space for teachers to use trade books in their teaching.

However, factors related to curriculum such as assessment, time available for social studies, and characteristic of curriculum (i.e., formal or traditional curriculum), can become challenges for this program. Standardized tests are still widely used in Indonesia. Using trade books encourages teachers to use more authentic assessment rather than standardized tests. In addition, Indonesian schools use traditional curriculum in which subject matters are taught separately at a specified time, while the classroom studied used informal curriculum with more flexibility in using time in teaching.
Teachers are also a decisive factor for the implementation of this program. Textbooks are the main source used in Indonesian schools. Teachers are comfortable to use these books because they conform to the curriculum; moreover, they provide teacher's guide that helps teachers in their teaching. Therefore, teachers who are used to using textbooks might be reluctant to use trade books. Furthermore, the belief that trade books are not worth learning might add to the reluctance. However, teachers who are concerned about students' learning rather than their own convenience might openly accept this program.

Parents are another factor to be considered. As with teachers, a lot of parents still believe that trade books do not foster learning. Many of them do not allow their children to read children's books unless they finish their school work. They might be questioning why trade books are used in classrooms. However, Indonesian parents usually easily accept innovation.

Availability of trade books can be a challenge as well as a promise. According to Anderson (1996), almost all elementary schools in Indonesia have a “library”. The library has books, both fiction and nonfiction, that might be able to be used to start the program. Since the collection is limited, it will raise a problem for teachers to find appropriate books to use.

Despite the challenges that might appear, the promises that support the program and the benefits the students would gain as shown from the results of this study, urge the possibility to implement this program in Indonesian elementary schools. Using children's nonfiction trade books in social studies instruction might assist teachers to have interesting and effective teaching. However, to have a
successful program, the literature-based social studies program to be implemented in Indonesia should be adapted to the Indonesian context.

**Recommendations for Further Research**

This study explored how a class of fourth and fifth grade students learned social studies through children's nonfiction trade books. The findings of this study gave several insights on the use of trade books for learning. The fact that this study involved limited numbers of participants, the class was a split class of fourth and fifth grades, and the classroom was an informal situation revealed chances for several further studies in different conditions and situations to be conducted.

Since the majority of classrooms consist of one grade level and apply formal education, it is necessary to conduct a similar study in this kind of classroom. It might be a challenge using trade books in formal education. Results of this study will give a valuable insight to the area of literature-based social studies program.

This study was an exploration study in which the main purpose was to understand students learning social studies by using children's nonfiction trade books. This study did not intend to assess students' achievement in social studies when trade books are used. Considering that standardized tests are still widely used to measure students' achievement, it will be necessary to conduct a study that focuses on the correlation between students' achievement and the use of trade books in social studies.

Finally, trade books are never used in Indonesian schools as learning sources. Textbooks are the main source used in the schools. If schools in Indonesia will implement the use of children's nonfiction trade books in social studies instruction, it
is necessary to conduct studies related to this program. For the first step it will be valuable to do a collaboration study. In this study, a classroom teacher who is willing to voluntarily use trade books in teaching social studies works together with the researcher. Experienced in conducting this exploration study, the researcher can give good feedback to the teacher. By doing this collaboration study, a literature-based social studies program that is suitable for the Indonesian context can be developed.

**Researcher Reflection**

When I began this study, I had self-doubts about whether I could conduct the research in this classroom. According to Ball (1990), a person cannot effectively research people that have different background from hers or his. Realizing that I had a totally different background from the participants of this study made me ask myself this question. However, thinking how the results of this study might help teachers in my country, strongly motivated me in doing this study. Then, I stepped into this classroom with this motivation.

Although I knew no one in this classroom, the teacher and students welcomed me warmly and I felt accepted. In a short time I could build good relationships with the teacher and students. And what made me so impressed was that at the end of the study every student gave me a thank you card. One of them said (in original spelling),
Dear Suratinah,

Thank you so much for choosing our class for your work. You helped me at least in our native American project by quizzing me for your notes. It gave me practice for my presentation. You were there to help us if we needed it. I hope you get your PhD. Thanks a lot.

Sincerely,
S15

After the study, I thought that conducting research in a place that had a different background from the researcher might give benefit to both researcher and the participants. In this case, I myself learned a lot about the classroom I studied; the teacher and students also learned about myself and my country. While I was doing the study, we learned each other’s culture through interaction. Moreover, in relation to social studies and to introduce more about my culture, I did a presentation about Indonesia at the end of the study. Students, as well as the teacher, learned about Indonesian culture, education, and its government. I believed my short introduction about Indonesia gave them new insights for global/cultural perspective. One of the students wrote about it in her thank you card. She said, (in the original spelling)

Dear Suritinah (she misspelled my name),
It was so interesting and fun to get to know you you. I wish I could get to know you more. Its so fun to talk and know someone with another back round country. You are so nice of you to always be giving us treats and different things from your country. Even though I didn’t get to be talk to you that much it will be a little different without you, and believe me you will be missed.

Yours truly,
S4
P.S Goodluck on your P.H.D.
LIST OF REFERENCES


168


CHILDREN'S LITERATURE CITED


APPENDIX A:

SOCIAL STUDIES COURSE OF STUDY
GRADE 4

**Students focus on Ohio, its past, its people, and its institutions. Ohio’s links with other states and the rest of the world are emphasized.**

The learning outcomes for Ohio’s Fourth-grade Citizenship Proficiency Test are considered part of the Columbus Public schools’ Social Studies Course of Study. Additionally, they are embedded in the performance and instructional objectives listed below.

**HISTORICAL PERSPECTIVES**

**Performance Objective:**
4.1 Identify historical people, events, and places in Ohio's history using appropriate resources.

**Instructional Objective(s):**
4.1.1 Identify significant people and groups who have settled in Ohio over time.
   Prehistoric:
   - Paleo-Indians
   - Archaic Indians
   - Woodland Indians
   - Hopewell (Mound Builders)
   - Adena (Mound Builders)
   - Fort Ancient

   Historic:
   - Wyandot
   - Miami
   - Mingo
   - Ottawa
   - Shawnee
   - Delaware
   - Iroquois

4.1.2 Use multi-tiered time lines to group historical events and people in Ohio's history (i.e., year, decade, centuries, and historical eras).

4.1.3 Describe interactions, both positive and negative, in the history of Ohio that occurred between and among groups over time.
GLOBAL/CULTURAL PERSPECTIVES

Performance Objective:
4.2 Analyze customs, heritage, and traditions of various cultural groups who have settled in Ohio over time.

Instructional Objective(s):
4.2.1 Identify contributions of various cultural groups to Ohio's development
4.2.2 Describe the obstacles and hardships experienced and overcome by various cultural groups as they settled in Ohio (i.e. economics, education, transportation, politics, stereotyping, labeling, intolerance).

GEORAPHIC PERSPECTIVES

Performance Objective:
4.3 Apply the five themes of geography to study Ohio and its surrounding area.

Instructional Objective(s):
4.3.1 Location: Use geographic tools and resources to determine the location of Ohio relative to other nations and physical features of the world.
   - Use geographic tools and resources to locate Ohio and its major cities, land forms and resources.
4.3.2 Place: Identify physical and human characteristics that make Ohio unique.
   - Use various resources to explore Ohio's physical/human characteristics.
4.3.3 relationships within Places: Describe how the population of Ohio affects the environment
   - Identify how environment and geography affected settlement and population distribution in Ohio.
   - Describe negative and positive ways humans have changed Ohio's land.
4.3.4 Movement: Describe how people, products and information travel within Ohio and to other places.
   - Identify reasons for population distribution in Ohio with respect to historical events, land forms, climate, and natural resources.
   - Describe the history of people who have influenced its development.
   - Examine the way information travels throughout Ohio.
4.3.5 Regions: Recognize the different regions in Ohio based on their unique characteristics.
   - Describe how regions of Ohio formed and changed over time.
ECONOMIC PERSPECTIVES

Performance Objective:
4.4 Identify the resources needed to produce a good or service and classify each resource by the factors of production.

Instructional Objective(s):
4.4.1 Recognize goods and services available in Ohio as well as their source and means of distribution.
4.4.2 Identify, compare, contrast products, resources, & jobs found throughout regions of Ohio.
4.4.3 Identify the factors of production involved in a good or service:
   - Land – All natural things that can be used to make things to sell
   - Labor – People who works plus their talents, training and skills
   - Capital – useful materials made by people
   - Entrepreneurship – People who risk their own capital and direct the making of decisions for selling of products and services

POLITICAL/GOVERNMENTAL PERSPECTIVES

Performance Objective:
4.5 Compare the structure, function, and purposes of local and state government.

Instructional Objective(s):
4.5.1 Identify the roles of the Ohio's state government
   - Executive – enforces laws; Governor
   - Legislative – makes the laws; General Assembly (House of reps., & Senate)
   - Judicial – interprets the laws; Ohio Supreme Court
4.5.2 Recognize and analyze democratic concepts such as:
   - Justice
   - Equality
   - Freedom
   - Responsibility
   - Diversity
   - Privacy
4.5.3 Understand how leaders are elected or appointed in state government:
   - Governor
   - Senators
   - Representatives
   - Judges
   - Attorney general
   - Auditor
   - State Coroner
   - Treasurer
   - Board of Education
   - Superintendent of Public Instruction
PARTICIPATORY CITIZENSHIP

Performance Objective:
4.6 Acquire, analyze, and interpret information regarding local and state issues.

Instructional Objective(s):
4.6.1 Identify democratic concepts of justice, equality, freedom, due process, responsibility, diversity, and privacy.
4.6.2 Work with others in facilitating a project to promote the common welfare.
4.6.3 Apply democratic concepts and legal rights responsibilities to real life situations.
SOCIAL STUDIES COURSE OF STUDY Grade 5

PERFORMANCE/INSTRUCTIONAL OBJECTIVES

GRADE 5

Students focus on regions and peoples within North America. The regions will vary in size (local to international) and type (physical and cultural). Students will read biographies and other stories to study people that develop North America from different times and recognize how these people dealt with a variety of challenges.

The learning outcomes for Ohio’s Sixth-Grade Citizenship Proficiency Test are considered part of the Columbus Public Schools’ Social Studies Course of Study. Additionally, they are embedded in the performance and instructional objectives listed below.

HISTORICAL PERSPECTIVES

Performance Objective:
5.1 Using appropriate resources, including primary sources, identify people who have influenced events and places in North America’s history (Canada, Mexico, and the United States).

Instructional Objective(s):
5.1.1 Identify people who have influenced the development of North America (Canada, Mexico, and the United States) over time by using biographies and historical narratives, primary sources, artifacts, and archeological findings.
5.1.2 Use multi-tiered time lines to group historical events and people in North America’s history by year, decade, century intervals and historical eras.
5.1.3 Analyze events throughout the history of North America (Canada, Mexico, and the United States) from the perspective of:
The time in which an event occurred
The various people involved
The significance to future events
Consider: perspectives; opinions; viewpoints; implications; cause and effect
5.1.4 Compare and contrast significant events and people in the history of Canada, Mexico and the United States.
5.1.5 Identify interconnections among Canada, Mexico, and the United States over time.
GLOBAL/CULTURAL PERSPECTIVES

Performance Objective:
5.2 Analyze the customs, heritage, and traditions of various groups who have settled in North America over time.

Instructional Objective(s):
5.2.1 Identify the contributions of people of various cultural groups to North America's development.
5.2.2 Identify customs, heritage, and traditions of various North American cultural groups over time by examining:
   - Festivals
   - Customs
   - Arts
   - Language
   - Dress
   - Family life
   - Schooling
5.2.3 Describe the barriers experienced and overcome by various cultural groups as they settled in North America (Canada, Mexico, and the United States):
   - Economic
   - Educational
   - Transportation
   - Political
   - Labeling
   - Intolerance

GEOGRAPHIC PERSPECTIVES

Performance Objective:
5.3 Apply the five themes of geography to study North America and its surrounding area.

Instructional Objective(s):
5.3.1 Location: Use geographic tools and resources to determine locations in North America relative to other nations & physical features of the world.
   - Use latitude and longitude to locate Canada, Mexico, and the United States, major North American cities, land forms, and the location of significant resources (absolute location).
5.3.2 Place: Identify the physical and human characteristics of North America that make it unique.
   - Introduce a variety of maps for students to explore analyze. (e.g., relief, road, political, time zone, historical, physical, regional resources, vegetation, population/ethnic groups, climate and weather patterns.)
5.3.3 Relationships Within Places: Describe how the population of North America affects the environment.
- Describe locations in North America relative to other states, nations, and physical features of the world (relative location).

5.3.4 Movement: Describe how people, products and information travel within North America and to other places.
- Examine instances of and purposes for contacts between people of different regions and determine the reasons for these contacts.

5.3.5 Regions: Recognize the different regions in North America based on their unique characteristics.
- Define and identify different regions located on the North America continent based and their unique characteristics.

**ECONOMIC PERSPECTIVES**

Performance Objective:
5.4 Identify similarities, differences, and examples of interdependence between the economy of the United States and other regions and nations in North America and the world.

Instructional Objective(s):
5.4.1 Understanding that a market economy is one in which goods and services are exchanged for money. A market is where competing buyers and sellers set the price of goods and services.
5.4.2 Identify the opportunity cost involved in determining a location for the production of goods or services in North America.
5.4.3 Recognize that goods and services move across borders and reflect the interdependence of our world.
5.4.4 Develop skills and knowledge that enable individuals to become informed consumers:
- Opportunity cost
- Supply and demand
- Scarcity
- Marketing
- Advertising
- Credit

**POLITICAL/GOVERNMENTAL PERSPECTIVES**

Performance Objective:
5.5 Describe the structure, function, and purposes of the executive, legislative, and judicial branches of the U.S. government.

Instructional Objective(s):
5.5.1 Examine the United States Constitution:
Identify and analyze the rights and responsibilities of American citizenship
- Rights: speech, religion, privacy, property, equal protection, vote, due process, life, liberty
- Responsibilities: vote, participate, be informed, obey the law, treat others fairly

5.5.2 Identify and analyze the three branches of government created by the Constitution:
Legislative – make laws; Congress (Senate and House of Representatives)
Executive – enforce laws; President, Vice president, Cabinet, Executive Agencies and Departments
Judicial – interprets laws, settles disputes; Supreme Court and Federal Courts

5.5.3 Compare and contrast the government of the United States with that of Canada and Mexico.

5.5.4 Identify the essential characteristics of American Democracy
The people are the ultimate source of the government’s authority.
All citizens have the right and responsibility to vote and influence governmental decisions.
Government is run by the people directly or through their elected officials.
Powers of government are limited by law.
People have basic rights and protections guaranteed to them by the Constitution.

PARTICIPATORY CITIZENSHIP

Performance Objective:
5.6 Acquire, analyze, interpret, and evaluate information regarding local, state, national, and international issues.

Instructional Objective(s):
5.6.1 Identify and analyze the rights and responsibilities of American citizenship
Rights:
- Personal (e.g., religion, live where you choose, associate with your choice of people, travel freely)
- Political (e.g., vote, free speech, criticize the government, join organizations, seek and hold public office)
- Economic (e.g., own property, choose one’s work, change employment, join a union, establish a business)
Responsibilities:
- Personal (e.g., take care of self, accept responsibility for consequences of actions)
- Civic (e.g., obey laws, respect rights of others, be informed as to needs of the community, vote, pay taxes, serve on juries, serve in the armed forces)

5.6.2 identify an issue that has local national, and international implications and develop a position regarding that issue based upon appropriate information (e.g., environmental, human rights, economic)
APPENDIX B:

LIST OF RECOMMENDED CHILDREN’S LITERATURE FOR
FOURTH GRADE PROFICIENCY TEST
Social Studies
Fourth Grade Proficiency Test Learning Outcomes With Supporting Literature
Compiled by Art Isennagle with Tammy Arndt

Though this may appear to be limited to fourth grade, all of the books on this bibliography are of such excellent quality that they can be used at a variety of grade levels across curriculum areas. We would encourage all teachers to use and enjoy this bibliography. In addition, several outcomes may be grouped together as particular books may suit more than one outcome.

*Denotes critical objectives

Citizenship outcomes

1. *Demonstrate knowledge of and ability to think about the relationship among events by:
   a. identifying sequence of events in history;
   b. group events by broad historical eras on a time line;
   c. recognizing that change occurs in history; or
   d. identifying cause and effect relationships.

2. Identify and use sources of information about a given topic in the history of Ohio and the United States.

3. *Relate major events in state history to time periods in the history of the nation and the world.

Anderson, J. (1986) Pioneer Children in Appalachia photographs by George Ancona
NY Clarion Books
With photographs from a living history museum recreating pioneer lifestyle from 1790-1830, this book portrays the lifestyle in accurate texts and pictures of the early pioneers that entered and settled Ohio. Changes in lifestyle can easily be made with this book.

This book’s excellent illustrations, text, and time line dates on the end covers are a wonderful resource for meeting the above objectives, especially in terms of time sequences and time lines.

This 1991 Golden Kite Award Honor for Fiction, set at an Ohio farmhouse, takes the reader from the Civil war into the early 1900s. An excellent extension for this book would be to make a time line for this book.

With bright photographs and up-to-date information, this book is an excellent resource to use for an overview of state history to put on a time line and compare it with
national events. Facts, time line, a glossary, and maps make this a perfect resource to meet these objectives.

The author/illustrator has done an excellent job with this book, including maps, a bibliography, lots of authentic facts, etc., creating a book that explodes with life. She goes into detail to explain how canal and locks work as well as providing national and local maps that truly are works of art as well as extenders of meaning. Again, this book could also be used to develop a time line.

Hiscock, B. (1991) The big Tree NY Atheneum
Combining science and history, this book parallels the growth of a sugar maple with inventions and the development of our country. An illustrated time line on the double page spread at the front of the book is an excellent teaching tool for these objectives. The rich ink and water color illustrations show not only the tree and its growth, but also the lives of the people and animals that lived near this ancient sugar maple.

This book is another book to show changes in time periods as can be noted in illustrations and sequencing and time periods come out well in this book.

The stories of courageous men and women, many little known in history, along with dates and an excellent bibliography make this a necessary tool for classroom use and enjoyment.

Another book combining history and science, this book has excellent time lines that sequence world and national history. Excellent illustrations also show math-related charts, graphs, and well-defined maps, too.

An excellent time line that relates world events to Edison’s life, a clear text, and a glossary make this well-written biography with lots of information a must in the classroom.

Students can extend their enjoyment from this book by using the dates of the African American women in a time line. Excellent text and pictures make this work well.

This book and his next two cover Ohio settlement and can help with objective #2.
Bright illustrations and authentic references make this book covering Ohio settlement come to life.

Text and illustrations take the reader back to the Ohio River country of 1815 in an effortless manner. The double page spread map on the end covers is another excellent resource.

Charles Dickens came through Ohio in 1842 and this book also includes a map showing his journeys through Ohio as well as through the rest of the country. An excellent biography, this book can help place Ohio in a world context of the time.

Another excellent book that combines science and history by providing a world context showing world events and the growth of a redwood on an ongoing timeline, text, and illustrations, this book is definitely a needed resource in the classroom.

4. Identify the various kinds of cultural groups** that have lived or live in Ohio.
5. *Identify or explain how various cultural groups have participated in the state’s development
6. *Identify or compare the customs, traditions, and needs of Ohio’s various cultural groups

General:
An excellent book to show the various cultural groups that have lived in Ohio.

African-Americans:
This book gives a clear portrayal of the life of the famous athlete with helpful author notes and dates at the end of the book.

With excellent text that is well documented with research and photographs, this book serves the subject well with further reading, a timeline, and well-written, at times almost poetic text.
Cooper, F. (1994) Coming Home From the Life of Langston Hughes NY Philomel
Langston Hughes once lived in Cleveland, Ohio. This excellent picture book also has a rich author's note and a helpful bibliography.

This book celebrates the African American spirit in excellent poems and illustrations.

Hamilton, V. (1995) Her Stories African American Folktales, Fairy Tales, and True Tales illustrated by Leo and Diane Dillon NY Scholastic
This book is a must. In addition to the folk and fairy tales are three autobiographical personal accounts with events in Africans American history, from slave times to the present.

Hamilton, V. (1993) Many Thousand Gone African American from Slavery to Freedom illustrated by Leo and Diane Dillon NY Knopf
This excellent book traces the history of slavery in America from its beginnings to its end in carefully researched and well written text with excellent accompanying illustrations.

Particularly useful in this extremely enjoyable and well-written book are the slave freedom tales. Students will want to note the story of Arnold Gragston, who rowed slaves over the Ohio River.

With a bibliography and well written text and time line, this book serves well, using authentic quotes and references in easy to understand text.

Medearis, A. (1994) Our People illustrated by Michael Bryant NY Atheneum
This picture book takes readers through great moments of African American history.

With extensive research, well-written text, award-winning illustrations, and an amazing portrait of two American trailblazers, this book packs a powerful punch at looking at African American in the early part of our nation's history.

Polacco, P. (1994) Pink and Say NY Philomel
An excellent look at an Ohio farm boy and a black soldier in the Civil War, this book is authentic in its story and illustrations.

This book brings award-winning illustrators together to work with Dorothy Strickland and son in a wonderful collection of African poetry that captures their spirit and life.

**Amish:** Some live as close as the Plain City area and many live in Holmes County. Children may have seen their buggies as they travel by and wonder about these people. These books and materials will help children understand the contributions of the Amish.

This book, from the point of view of an Amish daughter, includes recipes, songs, poems, and games as well as information about Amish culture. This is an excellent source for teacher to use as read aloud or for advanced students.

Beautiful color photographs and text describe homes, traditions, and crafts of the Amish. Sections of this make nice class read aloud or quick sharing. Kids can read from this as well as enjoy the pictures.

A large book with colorful paintings giving history and culture for teachers and kids.

A beautiful picture book with a bright autumn setting, this is one of the best introductions to the Amish I know. This a must for any classroom dealing with the Amish. Much is embedded in the text and the illustrations. Initial questions can come from the text to lead into the study. Why do the Amish refer to other people as English? Map out the journey of the Amish family into town and home or use prices in the illustrations for math problems. Locate Bird-in-Hand, PA and research settlements of Amish in Ohio and elsewhere in America.

Excellent picture book with easy to read text and full color paintings. This takes the reader into the world of the Amish and makes excellent use in any classroom.


**Shakers:** The Shaker experiment in religious community was brought to America in the late 1700s and had reached into Ohio by the early 1800s. Much of Shaker life was radical as they treated men and women equally. Work was regarded as worship.

Provensen, A. (1978) *A Peaceable Kingdom The Shaker Abecedarius* NY Viking
This is an authentic Shaker piece to teach reading to Shaker children in the 1800s. With an informative afterword, this is a nice quick share.
Based on the true story of Cornelia French, who was brought to the Shakers at Mt. Lebanon, New York in the 1842 at the age of two and lived there as a basketmaker until her death at the age of seventy-four. Beautiful color painting similar in style to the work of Barbara Cooney and simple text make this a nice read aloud or student used book. Makes nice compare/contrast with Shaker Boy by the same author.

This beautiful picture book details the life of the Shakers as seen from a boy’s perspective. Includes songs and fantastic Jeanette Winter (Follow the Drinking Gourd) paintings.

Asians Americans:

An autobiographical look at the life of a Russian Jewish community in the 1920s and the true story of a little girl who leaves to start a new life in America. With beautiful illustrations and authentic text, this book is excellent.

In words and pictures this book conveys 1910 immigration days in America.

Beautiful text and pictures combine to portray culture changes in the story of a Japanese family’s cross-cultural experience.

European-Americans:

Pioneer days in covered wagons are covered in this book that tells of the overwhelming emotions and changes that the pioneers experienced.

With beautiful text, pictures, and maps the author tells a detailed account of the building of the canal.

Hay, J. (1986) Rover and Coo Coo illustrated by Tim Solliday Hong Kong Green Tiger Press
The author tells of early Ohio pioneer days with a n authentic family account.

This delightful tall tale captures with excellent paintings the feel and look of pioneer days.
With authentic references and great research, this author gives us a real account of John Chapman.

This delightful book of verse on the tall tale character can be compared to the above carefully researched version.

The spirit of pioneer Ohio comes out in this beautiful book.

With map and authenticity, this book captures the time of early pioneer Ohio.

The timeless tale of two cultures and what they can learn from each other comes to life in this book.

Use this to compare to the Harness version of Erie Canal. Spier's historical note in the back is valuable because students could use the monthly wages, the cost of a canalboat, travel costs, and toll rates to set up a simulation that would tie in math and economics. Other questions he raises with one sentence answers could be developed into a question and answer book using other resources, too.

**Jewish Americans:**

With simple text and bright cut-paper illustrations, this book follows the children of one family as they celebrate holiday observances. An informative note on the holidays detailing the origins and history along with a glossary of terms make this an excellent book to use.

A collection of Jewish folktale beautifully told and illustrated is found in this book.

**Native Americans:**

Native Americans: The Mound Builders, the Delaware or the Lenni Lenape, the Mingo-Seneca (Iroquois), the Shawnee, the Wyandot, the Ottawa, and the Miami were the primary Native American peoples in Ohio. These books cover the prehistoric Moundbuilders as well as Iroquois and Delaware (the Lenni Lenape).
The Ohio Historical Society can furnish you with some resources including a map of Ohio tribes.

Prehistoric and Moundbuilder Native Americans

The Lenape or Delaware Indians have a legend regarding the mastodon. This picture book beautifully retells this legend. Though not specifically about Mound Builders, this book can be used in a study pertaining to prehistoric Ohio.

Simple text and clear photographs and drawings make this a great book to use with a study of Mound Builders.

A highly readable text and very accurate drawings bring together the latest research on Mound Builders excellent use for the classroom.

This older book can still be useful with text for kids, maps, diagrams, and drawings. Some things for kids to look at and draw include Adena and Hopewell arrow points on page 11 and a map of prehistoric mounds in the U.S. on page 10.

Woodland Indians: Iroquois, Delaware, etc.

General Reference on Woodland:

This picture book deals with Woodland Indians in both text and beautiful pictures.

Here in this collection of Native American tales are Lenape and Seneca tales in nice large print with beautiful illustrations.

This excellent teacher resource is also good for advanced students who want in depth information and pictures. Little know facts emerge from this book such as:
- Planting season began when the leaves of the white oak were as large as a mouse’s ears.
- Birch bark canoes were waterproofed with a mixture of spruce resin, animal fat, and powdered charcoal.
- Indian dogs were not pets but a reserve food supply to be eaten when game was scarce.
Iroquois: Also known as the Haudenosaunee Nation, “those who build the longhouse.” In Ohio the Iroquois or Haudenosaunee were known as the Mingo-Seneca.

Combined with the tapestrylike work of Native American artist Jacob, Bruchac’s stories are wonderfully told in easy to read print.

Poems with shimmering Locker paintings fill this book, giving one the sense of the Native American love for nature.

The author retells the creation myth of the Iroquois and then describes their history, beliefs, daily way of life, and their situation today. *This is an excellent student read.*

The fact-filled, carefully researched book tells of the real Hiawatha and the Iroquois culture.

A Newbery Honor book, this is based on a true story. Twelve year Mary Jemison traveled with the Seneca through Ohio as their captive.

A fictional tale of prehistoric culture that will accompany any unit on prehistoric Indians.

Sherrow, V. (1992) *The Iroquois Indians* NY Chelsea House
This book tells of the Iroquois people yesterday and today with informative text, illustration and photographs.

The Delaware or Lenni-Lenape

Bierhorst, J. (1995) *The White Deer And Other Stories Told by the Lenape* NY Morrow
Drawing upon sources never before published, this collection of Lenape stories comes to life, showing photographs of Lenape storytellers.

This beautiful picture book concerns the story of a rock-carved turtle that according to legend would watch with the eyes of Manitou over the Delaware people. Through primarily a tale of ecological pollution and recovery, this book still can be used, especially as a starting to explore the Delaware Nation.

This advanced piece of fiction is an excellent read aloud on the topic of a captured white boy released by his Lenni Lenape captors back into the hands of his own people.

Informative text and photographs make this an excellent classroom use.

Zeisberger, D. (1776) *Essay of a Delaware Indian and English Spelling Book* (Available through Ohio Historical Society) An excellent example of Delaware words, this book was used at Schoenbrunn in Zeisberger's missionary effort.

Shawnee:
Fleischer, J. (1979) *Tecumseh* Troll Associates
Includes map and tells the story of this Shawnee chief.

7. **Demonstrate map skills by:**
   a. identifying selected major reference points on the earth;
   b. locating major land forms and bodies of water;
   c. using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distance or a map, and a direction indicator.

8. Use maps and diagrams as a source of information to:
   a. recognize continents by their outlines and major physical features;
   b. recognize characteristics of major land forms and bodies or water;
   c. describe physical differences between places;
   d. explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation, and land use.

9. **Identify or describe the location of Ohio in relation to other states, to region of the United States, and to major physical features of North America.**

   An excellent book to teach continents and cultures with tons of photographs Eyewitness style.

   Knowlton, J. (1985) *Maps & Globes* illustrated by Harriet Barton NY Crowell
   An easy to read with excellent pictures that covers map and globe geography.

   With maps, facts, and summaries this books covers the states well.
In this book many different kinds of maps are explained as well as the methods used through history to convey information. Clear and simple explanations of scale, latitude, and longitude are covered. Excellent test that is clear and informative with do it yourself projects included.

10. Identify the factors of production (land, labor, capital, and entrepreneurship) needed to produce various goods and service.

11. *Name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors.

12. Classify various economic activities as examples of production or consumption.
Hall, D. (1979) The Ox-Cart Man NY Puffin
Objectives #11 and 12 can be taught using this book. Resources, goods, services, production, and consumption are all brought out in this book. Also, pioneer lifestyles are covered.

Supply, demand, and distribution are demonstrated in this wonderful simple tale.

With personal and informative text the author explains the process in a simple and engaging manner that combines with rich photographs to see the behind the scenes work. A recipe, glossary, and further reading are included.

13. *Identify the function of each branch of state government.

14. Identify the purposes of state government.

15. *Identify or explained the purposes of local government.

16. *Differentiate between statements of fact and opinion found in information about public issues and policies.

17. *Identify and assess the possibilities of group decision-making, cooperative activity and personal involvement in the community.

18. Identify the elements of rules relating to fair play.
Dolphin, L. (1993) Neve Shalom & Wahat Al-Salam Oasis of Peace NY Scholastic
In this book the reader meets an Arab Moslem Israeli and a Jewish Israeli, boys whose life styles and cultures are very different. Here they meet a school called Neve Shalom/ Wahat al-Salam where they learn each other's culture and language, discuss fears, develop friendship. With excellent photographs, informative text, a chart comparing Hebrew and Arabic language, and excellent maps this book is an excellent choice to use with the above objectives on cooperation and fair play.

Fritz, J. (1987) *Shh! We're Writing the Constitution* illustrated by Tomie de Paola NY Putnam's
De Paola illustrations show the three branches of government and the highly researched and careful text does and excellent job at explaining government. State government takes a lot from the information in this book.

Another excellent book to illustrate fair play, respect, and cooperation, this one gives the true of two men, courageous and fair who set an example for all. Easy to read text and wonderful photographs and pictures tell this story.

Harness, C. (1994) *Young John Quincy* NY Bradbury Press
With excellent drawings, maps, and beautiful text that is carefully researched, this book tells the story of John Adams and his involvement with the Declaration and the Constitution from the perspective of his son, John Quincy. Information on the three branches of government is covered in an entertaining way.
APPENDIX C:

THE COVER LETTER
Dear Parent/s,

My name is Suratinah. I am from Indonesia. I am a doctoral student in the Integrated Teaching and Learning program of the Ohio State University. I am going to do my dissertation research. Dr. Evelyn B. Freeman is my advisor and she will supervise my dissertation research and as such will be considered the principal researcher.

I am interested in children’s literature across the curriculum. I want to know how the teacher and students use nonfiction trade books in social studies instruction. This school is known for its use of children’s literature, therefore, I chose this school for my study. I hope what I learn from this school can be implemented in Indonesia.

The study, entitled: An Exploration of Fourth and Fifth Grade Students’ Learning Activities in Social Studies Using Children’s Nonfiction Trade Books, will focus on observing students and the teacher use trade books during social studies instruction. I will not interfere with the teaching-learning processes in the classroom. The length of the time for this study will be about twenty weeks. The results of the study will help teachers to understand the use on nonfiction trade books in social studies instruction. Specifically, the results will be very essential for Indonesian teachers, where trade books are rarely used in the classroom, to improve their teaching in the subject.

In the observation, I will capture the students’ and the teacher’s activities during social studies instruction on audio tapes and videotapes. I will also interview some students about their learning experiences and include their journal and projects of the subject. The data from audio/videotaping, interviews, and classroom assignment will help me in clarifying the observation data.

Your child’s participation in this study is solely voluntarily. The results of the study will be used strictly for academic and instructional purposes, and no personal identification of participants will be revealed in the report.

Your support for the conduct of this study will be highly appreciated. If I have your permission to include your child in my study, please complete the “Parental Consent for Participation” form and have your child return it. Should you not want your child to be a participant, it will not affect your child’s work in the class in any way.

If you have any questions, you may call me at ______ or Dr. Freeman at ________.

Sincerely,

Suratinah                                      Dr. Evelyn B. Freeman
                                                   Associate Professor
                                                   School of Teaching and Learning
                                                   The Ohio State University
APPENDIX D:

PARENTAL CONSENT LETTER
Parental Consent for Participation

I consent to my child’s participation in the research entitled: An Exploration of Fourth and Fifth Grade Students’ Learning Activities in Social Studies Using Children’s Nonfiction Trade Books. I understand that the principal researcher is Dr. Evelyn B. Freeman from the Ohio State University and that Dr. Freeman is supervising the research of Suratinah.

The purpose of the study, the procedures to be followed, and the expected time and length of the study have been explained to me. Possible benefits of the study have been described.

I know that any questions I have before, during, or after the study is done will be answered by either or both of the researchers. Further, I understand that I am free to withdraw my consent at any time and that my child can discontinue her/his participation in the study without any consequences to her/him.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date ______________

Signed ________________________________

Parent (Guardian) of ________________________________

Signed ________________________________
(Principal Investigator)

Witness ________________________________
APPENDIX E:

TEACHER’S PARTICIPATION LETTER
Teacher Consent for Participation

I consent to participating in the research entitled: An Exploration of Fourth and Fifth Grade Students’ Learning Activities in Social Studies Using Children’s Nonfiction Trade Books. I understand that the principal researcher is Dr. Evelyn B. Freeman from the Ohio State University and that Dr. Freeman is supervising the research of Suratinah.

The purpose of the study, the procedures to be followed, and the expected time and length of the study have been explained to me. Possible benefits of the study have been described.

I know that any questions I have before, during, or after the study is done will be answered by either or both of the researchers. Further, I understand that I am free to withdraw my consent at any time and to discontinue participation in the study without any consequences to me.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date ____________

Signed ____________________________________________________________________
(Participant)

Signed ____________________________________________________________________
(Principal Investigator)

Witness ____________________________________________________________________
APPENDIX F:

LISTS OF RECOMMENDED CHILDREN’S BOOKS FOR THE UNITS STUDIED
F1. The Colonial Time Unit

F2 The Revolutionary War Unit


211


APPENDIX G:

CONTRACT FORM FOR THE REVOLUTIONARY WAR UNIT
Inquiry Question: What were the effects of the Revolutionary War for the Americans and for Great Britain, both political and personal?

The Revolutionary War Assignment:
Fact-finding Mission

We will be looking at different parts of the Revolutionary war for this unit. This will be a 2-part assignment.

Part 1 Research

1. Browse through the books on the Revolutionary War, and select a book you want to read. Some of the books can be read all the way through. If you pick a long book that is not a novel, you can choose two or three chapters to focus on.

2. Sign the contract to show that you will follow all of the requirements.

3. Decide what you want to know about the Revolutionary war from your book. Pick a question that describes what you want to know. This will be the main question.

4. Start reading the books and taking notes as you read.

5. Each day write at least 2 facts on separate notecards. The notecards will help keep you organized.

6. Each night share your facts with an adult at home and have them sign each card.
7. Once you have finished reading the book, put your notecards together and write a 1-page paper on what you learned. The title of your paper will be your main question. For example, “How did the revolutionary War affect children?”

8. Share your findings with the class in an oral report.

Part 2 Creative part

For this part you will make or do something that represents what you have learned. Possibilities includes:
- designing a mobile
- building a sculpture
- writing a poem
- creating a painting
- making a time line
- preparing a food dish
- giving a speech from that time period
- performing a skit (you may work in a small group)

You are encouraged to think of your own ideas. You will be presenting these to the class also.
Contract for the
Revolutionary War Assignment

The book I will read is ________________________________

I will read ________________________________

(Tell if you will be reading the whole book, or certain chapters and page numbers)

I will write facts on note cards, and I will write at least 2 cards each day.

I will share these facts with an adult at home, and they will sign each card to show that I shared the information with them.

I will write a 1-page paper on the information I learn, and I will also create something that represents what I learn.

I agree to all of these conditions.

Signature _______________________________ Date __________________

I have read this information with ________________ and understand my role in this assignment.

Signature _______________________________ Date ________________
Important Dates for the Revolutionary War Inquiry

** DO NOT LOSE – PUT IN A SAFE PLACE WHERE YOU CAN SEE IT TO REMIND YOU, LIKE YOUR REFRIDGERATOR!!**

Monday, February 2: Turn in signed contract.

Monday, February 9: Bring to school all of your notecards that contain facts.

Wednesday, February 18: Report and creative project DUE!!
APPENDIX H:

CONTRACT FORM FOR THE NATIVE AMERICAN TRIBE UNIT
**Native American Adventure**

This unit will focus on Native American who lived in the Ohio Country. Those tribes are: Shawnee, Seneca, Ottawa, Wyandot (Huron), Delaware (Lenape), and Miami. You will be in a group that focuses on one tribe, and you will become an expert historian on your tribe.

**Steps to take to become an EXPERT:**

1. Research your tribe. Find out all that you can about the many aspects of your tribe’s life. This may include finding out about: clothing, food, family, jobs, ceremonies and rituals, chiefs, games, crafts, medicines, beliefs, enemies, wars, or other things you might find.

   **You may have great leaders or important people in your tribe that you can focus on**

You might want to label your research notes about a certain topic, to help you keep track of your information.

For example:  

<table>
<thead>
<tr>
<th>The Clothing</th>
<th>The Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes ------</td>
<td>notes -----</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
</tbody>
</table>

*In your group, you will ALL need to decide how to split up the research!*
2. Create artifacts representing your tribe. We will make a museum containing artifacts from Native American tribes in Ohio. You could draw pictures, make models, or design other artifacts. We want people, when they see the museum, to understand what life was like for the Native Americans.

**There will be days specifically set aside for creating artifacts. Keep this in mind as you do your research. You might want to start a jot list of ideas for artifacts to make later**

3. When you have completed your research, brainstorm ways to show what you have learned. Ideas include a poster display and a scrapbook. Your display should include all of your research, a map of your tribe's movement within this continent: where they began and where they ended up, as a timeline, so people can look at it and see the important events of your tribe.

**Do not write a paper. Be creative in the way you represent your research according to the topics, such as clothing and family. I will show you some examples as we near the due date.

4. When everything is complete, decide how you will present your tribe to the class. Possibilities include dressing in costume, using Native American music to do a dance or song, or putting on a skit. Use ____ , _____, and ____ as possible resources. Figure out a way that best shows what you have learned to become EXPERTS!!
A Note About Your Groups:

Everyone needs to participate in the group research, and in all other aspects of the unit. If there are problems, try to work them out. **You need to compromise to solve problems.** If you cannot find a solution, please talk to Kathy or Rachel, or write in your journal. Everyone has different talents. **THAT IS GOOD!** If everyone were the same, life would be pretty boring. So remember this when your group plans the work that you will do.

TIME:

Your project needs to be complete by May 21. There will be time provided in class to research your tribe, and make artifacts. You will be expected, however, to complete some work at home. This unit allows for your group to make a lot of decisions about what is best for you as a group. Remember to plan wisely, and to leave enough time for you to finish everything.
Native American Adventure Contract Sheet (good for one recess!)

I, ____________________, will become an expert on the ________________ (fill in tribe name). I will research the information, create artifacts, and work cooperatively with my group.

I have shown the project description handout to adults at home, and have discussed with them what the project requires me to do.

I agree to the terms in the above contract.

Signed ___________________________ date __________

____________________________________

I have read the project description sheet, and am aware of ____________________’s (student name) commitment to this project. I understand what s/he has to do to satisfactorily complete the project to become an expert.

Signed ___________________________ date __________

(if you have any questions or comments, feel free to write them here, or call Kathy at school)
APPENDIX I:

KWL CHART FOR THE REVOLUTIONARY WAR UNIT
### KWL Chart for the Revolutionary War Unit

<table>
<thead>
<tr>
<th><strong>K</strong> (What you know)</th>
<th><strong>W</strong> (What you want to know)</th>
<th><strong>L</strong> (What you learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The war that helped America win its independence</td>
<td>1. What were women’s roles in the war?</td>
<td><em>American (colonial) soldiers were trained and become stronger and had faith in general George Washington during their stay at Valley Forge.</em></td>
</tr>
<tr>
<td>2. Fought against Great Britain</td>
<td>2. What were some of the effects of the war on children?</td>
<td><em>British soldiers were well trained and looked professional, colonial soldiers weren’t as organized or well trained (red coats on British hid blood)</em></td>
</tr>
<tr>
<td>3. Our 1st president was General George Washington</td>
<td>3. What weapons were used in the war?</td>
<td><em>During the war, kids were used as secret agent. People’s lives were interrupted and people took a lot of risks.</em></td>
</tr>
<tr>
<td>4. The war started in 1776</td>
<td>4. What was the period of time of the Revolutionary War?</td>
<td><em>Colonies were divided into loyalists (for English rule) and patriots (for independence). Life could be dangerous for loyalists.</em></td>
</tr>
<tr>
<td>5. It was a deadly war, many people died</td>
<td>5. Did children participate in the war?</td>
<td><em>Schools were turned into hospitals. Colonial children witnessed a lot of hardships, of what life was like during a war.</em></td>
</tr>
<tr>
<td>6. Shay’s rebellion happened (angry farmers protesting for their rights – led to constitution)</td>
<td>6. What was the youngest age of the soldiers?</td>
<td><em>More people died from disease than from the fighting in the Revolutionary War. Not enough doctors for the sick. 1,000 died in battle; 10,000 died from diseases in 1776.</em></td>
</tr>
</tbody>
</table>
| 7. There were lots of survivors | 7. During the war, how were soldiers equipped? | *The Boston tea party was triggered by taxing the colonists greatly.*
| 8. It happened in Colonial times | 8. Was there a better breed of horse for fighting? (training) | *British troops would be housed in colonists’ home (like it or not).*
| 9. Many soldiers participated in the war | 9. How did citizens prepare for the war? | *Slaves were not allowed to learn to read. Quakers did not believe in keeping slaves.*
| 10. Food was scarce | 10. How were injuries taken care of? | *Revolutionary War started because King George III needed to tax colonists to pay war bills of French and Indian War.*
| 11. Unhealthy conditions | 11. How were soldiers (on both sides) clothed? | *Sam Adams was a representative from Massachusetts. He was a stylist dresser and on King George’s most wanted list.*
| 12. Kids were needed to take care of younger siblings | 12. How did people help each other? | *The colonists hid their guns in Lexington and Concord, Massachusetts.*
| 13. Citizens made sacrifices for soldier | 13. Friendships on other side? | *The Revolutionary War began when King George starting taxing the colonists without giving them a say in things.*
| 14. Scary time for everyone | | *The Revolutionary War started on April 19, 1775 and ended on October 19, 1781.*
| 15. Orphaned children | | *African Americans fought in Revolutionary War.*
| | | *Paul Revere, dentist, father, husband, #1 express rider, had some families deaths, rode a top-notch horse, leader of Sons of Liberty (a secret club against the British), silversmith.*