

“Social Studies is Boring”: The Role of Student Attitude and Achievement in the Middle School Social Studies Classroom

A project completed in partial fulfillment of the requirements for the Honors Program.

by

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Education

Ohio Dominican University

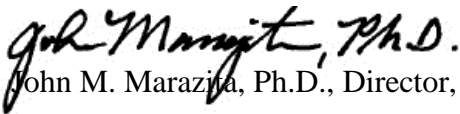
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Abstract

Student attitude, how students feel about the instructional strategies and curriculum standards in the core areas of school, plays an important role in student achievement in the classroom. Student attitude is especially relevant with social studies classes where students often have a preconceived notion that social studies is not important to study for their future because of the lack of instructional time in the classroom devoted to social studies and because it is not on standardized tests. However, social studies curriculum is vital for students to have an efficacious and active role in their community. Understanding the social, physical, and psychological factors that play a role in influencing student achievement is crucial for connecting student attitude with achievement. The current study examines middle school students attitudes on social studies curriculum standards, instructional strategies as well as their school attitude, study behaviors, and achievement goal orientation to determine if there is correlation between student attitude and achievement in the middle school social studies classroom. Results show that students with a higher attitude towards school social studies curriculum, and instructional strategies are on trend to have higher achievement in social studies classes.

“Social Studies is Boring”: Student Attitude and
Achievement in the Middle School Social Studies Classroom

In 2014, at Texas Tech University, a group of politically active students involved in PoliTech, went around campus asking their peers a series of three questions related to United States History. The three questions were: “Who won the Civil War?,” “Who is our vice president?,” and, “Who did we gain our independence from?” They received a shocking variety in the responses; the majority of which were wrong. Researchers during the 2016 Presidential election camp at Fairleigh Dickinson University contacted registered voters at the height of the campaign to gauge how much political knowledge voters had. Similar to the Texas Tech University survey on United States history, this survey focused on another aspect of social studies curriculum, civics and government (Fairleigh Dickinson University PublicMind Poll, 2015). Like the PoliTech researchers, the results from the Presidential election survey also contained vast amounts of incorrect information. The importance of learning from history and being able to make sound political decisions speaks to the need for increased social studies instruction in schools.

Coined during the Progressive Era, social studies curriculum and content focuses on the instruction of “history, civics, government, economics, and sociology” (Hertzberg, 12). Throughout the course of history, the curriculum, approach, and even federal support for a social studies program have been affected by community and world events. The focus on civic life helps students understand where their lives affect others in the local, national, and global communities (Obenchain, 2). The nature of our political system lends itself to a strong emphasis

on social studies, but that is not seen in schools. Students need to be educated on how to make informed decisions about the society they want to live in. This means educating students on the ability to find knowledge that is credible, and the skills needed to evaluate information (Obenchain, 2). In 2017, the U.S. Department of Education released a study on the differences and amount of instructional time for the different core subject matters in grades three and eight. In eighth grade, students spend the largest percentage of instructional time on English (Sparks, 4). The areas where standardized testing is covered the most coincide with the areas that are covered the most in the classroom. The current trend in schools places a higher emphasis on areas of standardized testing such as language arts and math rather than social studies, presumably because those subjects benefit students more. However, a primary value of social studies instruction is found in the “benefits to society” (Byrd, 22). When students are able to connect what they are learning in the classroom to their lives and future role in society, they are more likely to connect with the material and gain a stronger understanding. “Students learn better when they are actively involved in their own learning...many students dislike or are indifferent to the social studies subjects” (Hertzberg, 180).

The National Council for the Social Studies highlights five priority areas in their 2016 NCSS Strategic Plan. These five areas all focus on preparation for civic life. An area of emphasis in social studies instruction, civic life/engagement, focuses on “developing the skills and knowledge to promote the quality of community life both in political and nonpolitical processes” (youth.gov). During the adolescent age of a student’s life, growth and change impact their learning and the social interactions in the classroom.

The history of the study of social studies has been evolving over time, but it is still not as prevalent in schools as it needs to be. In the 1880s, only 4% of students took a history course (Hertzberg, 15). Over the years various curriculum adjustments and legislation have been enacted for social studies in the classroom. Social studies instructional strategies and education is often placed to the side compared to other subjects such as reading, writing, math, and science. These areas and subjects are used more in standardized high-stakes tests. (Misco, 1). In Ohio, from grades 3 – 8 there is no state test given for social studies curriculum. During high school courses, end of course tests are given only in American history (Ohio Department of Education). The lack of standardized testing in social studies directly correlates to the lack of class time devoted to the subject. The NAEP 2018 report and Hertzberg both raise the point that social studies class is not just history. The content and curriculum standards also include civics, geography, and economics. This break down in the amount of curriculum needing to be covered leads to a variety of different course options being offered. With this variety of courses, students in middle and high school might often miss one of the core areas of social studies instruction due to scheduling conflicts.

In the adopted Common Core State Standards there was not a section on social studies. The Common Core State Standards only apply to English language arts instruction and mathematics. Because of this, the importance and time spent on social studies instruction in the classroom was greatly impacted. Increasing the amount of instructional time on social studies can help with integration into other subjects as well as a deeper understanding of the importance for students (Ollila, 2018). In 2012, the average number of social studies instructional time per

week was only 2.3 hours compared to 5.6 for math and 11.7 for language arts (Ollila, 2018).

Traditionally, social studies has been considered one of the four core subject areas along with math, science, and language arts. The recent trends in instructional time and federal legislation shows that social studies was never equal to the other core content areas (Heafner, 2012).

Social Studies Curriculum Minimized Middle School Intersection with Social Studies Curriculum

Middle school is often a difficult and transitional time for students. Not only are they faced with an increase in academic rigor, they are also adapting to a variety of physical and social changes. Due to these factors, student motivation and performance, especially when it comes to academics, declines during middle school (McGill, 2012). This is especially prevalent in late elementary and middle school. (Leming, 2006). This time period in students' lives is foundational for skills and knowledge they will carry with them through to high school and their adult life. With the decrease in instructional time and the time of dramatic change in life, it is important for them to understand the importance of social studies instruction. Students are beginning to define who they are and what beliefs are important to them. Social studies allows students to understand more fully their place in society as they grow up and also gives them the resources to make educated decisions in their community.

Student attitude plays a huge role in school. Attitude refers to the acquired emotional tendencies that exist for an individual, situation, event, idea, etc. (Faiz, 2020). Attitude is connected to achievement and motivation. When students are motivated to complete their work or do well on an assignment, they have a higher achievement. In their 2020 study, Melike Faiz and colleagues found that students have an increased motivation and attitude towards social studies instruction when it connects to the "study of history, having an interest in the course, and

the way the course is taught” (Faiz, 2020). This connection shows that the instructional strategies a teacher uses in a social studies classroom have an impact on student attitude and achievement. Students often find lectures and PowerPoints boring and want to engage in other forms of learning that is more active and engaging. Generating interest in the social studies content is also important. When students are able to make connections to their learning, they will be more engaged.

The Current Study

The current study focuses on the role and impact of student attitude in the classroom by asking: Does student attitude on social studies content and instructional strategies affect their achievement in the classroom? Achievement in the classroom varies in how it is measured. There is debate in the educational community on how achievement or mastery should be measured. The current study aims to address the relationship between student attitude and achievement with an emphasis on looking at students’ feelings about school and social studies, social factors of adolescence, and theories of intelligence. Within this context, the goals of the current study are:

1. To examine whether middle school students’ attitude impacts achievement in the social studies classroom
2. To examine whether middle school students have a positive attitude towards social studies instructional strategies and social studies curriculum
3. To examine whether middle school students’ implicit attitude towards school affects subject specific attitude

In order to address these questions, students were given scales to measure attitude and achievement. All of the participants completed the same survey, which addressed general school

attitude and achievement strategies, and also focused on social studies specific instructional strategies and curriculum statements. I predict that students with a higher attitude towards school and social studies in general will have a higher achievement in the classroom.

Participants

The researcher surveyed 30 middle school students from one Catholic school in a central Ohio school district. Participants at the time of the data collection for the study were in 7th or 8th grade. For purposes of this study, gender was not considered a factor and, therefore, is not being considered in the results of the data analysis. Figure 1 illustrates the breakdown of the grade level participation for the number of students.

Grade Level Participation

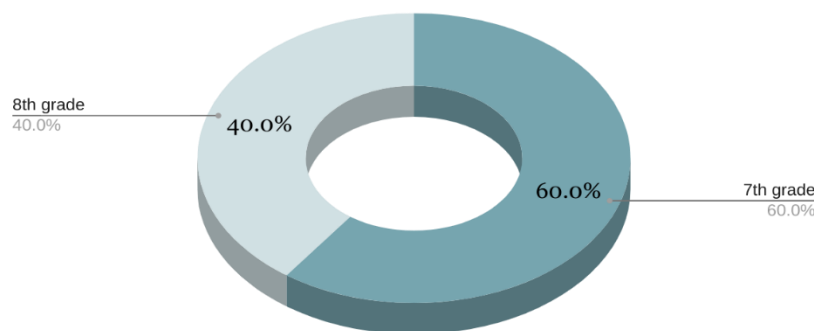


Figure 1: Grade Level Participation at time of Data Collection

Materials

The survey for students was an adapted Likert attitude survey that encompassed questions from the School Attitude Assessment Survey – Revised from D. Betsy McCoach and Del Siegle from the University of Connecticut (see Appendix A). The questions on the Likert survey were inspired and created by the researcher in connection with the Ohio Learning Standards from the

Ohio Department of Education. Also, the Likert survey questions were adapted to the middle school (sixth, seventh, and eighth grade) learning standards about what students want to learn more about in social studies.

School Attitude and Mindset

Adapted from the School Attitude Assessment Survey – Revised (McCoach, 2003), this survey measures student attitude towards school, teachers, goal-valuation, and motivation. This survey was designed to measure students who are achievers and underachievers (McCoach, 2003). When focusing on student attitude and motivation in the classroom, the important perspective comes from how students engage with the curriculum. Middle school for students is typically very social and full of engagement in the classroom. When the students are able to connect with their peers and their teacher, the relationship that is built helps form the foundation for education. Student achievement in the classroom depends on the instructional strategies being used and the curriculum being covered in the classroom. Students with a positive attitude towards school often enjoy what they are learning in school. They are able to engage in the social aspect of school with their peers, but they can also engage with the curriculum. The final adapted version of the SAAS – R had thirty-five questions on a 7-point Likert-scale that connected to the five different hypothesis points to test for student attitudes in school. On the five-point Likert survey 1 equaled “Strongly Disagree” and 5 equaled “Strongly Agree”. The middle point of the survey, 3, was neutral. In their study, Laerhoven and their colleagues found that children preferred completing a Likert survey over a VAS survey. Children found Likert surveys the easiest to fill out and researchers concluded that the least number of questions were missed or skipped in a Likert survey (Laerhoven, 2004). These attitudes included towards teachers,

schools, goal valuation, self-perceptions, and motivation in school were all addressed in the Likert survey. For the Student Attitude and Achievement survey, students responded on a five-point Likert survey instead of a seven to help reduce the variation in student responses and help students assign their thoughts and attitudes more effectively.

Social Studies Curriculum and Assessment

The Ohio Learning Standards for Social Studies were revised in 2018 and adapted to existing school curriculum during the 2019 school year. For the Ohio curriculum, it is the goal of student learning to focus on civic competence, history, geography, government, and economics (Ohio Dept. of Education). When focusing on the content standards for social studies, those questions encompassed 14 questions on the survey for students. Content information from the Ohio Learning Standards was adapted for the survey questions. There are several standards for eighth grade social studies that connect to the American Revolution. On the survey for the participants, they were asked, “I want to learn more about the American Revolution”. The other questions on the survey are about the variety of instructional strategies that are used most commonly in the social studies classroom. Along with the Ohio Learning Standards, the Diocese of Columbus has adapted curriculum standards that help connect the social studies curriculum with the teachings of the Catholic church. The Diocese of Columbus is currently operating under a standards-based grading system. The students do not receive letter grades for their work in the classroom but instead are assessed on the standards put forth by the state and how well they are meeting the specific standard. The importance of social studies curriculum and social studies enjoyment is the last questions of the survey numbers 22-35. Social studies instructional strategies are the basis for ten questions on the survey, including the way that students prefer to

learn social studies in the classroom. There are a variety of classroom strategies that teachers use when teaching social studies curriculum. There is one question on the survey concerning student study behaviors. Four of the questions on the survey are concerning achievement goal orientation in the social studies classroom.

Procedure

The study was approved through Ohio Dominican University's Institutional Review Board (IRB). Parents received consent letters explaining the purpose and intention of the study and asking for parental consent for their students to participate in the study. After receiving parental permission, students were given assent. Students who assented were given the surveys via Google Forms during their social studies class in the third quarter of the school year. Prior to starting the survey, students were given instruction on the Google Forms explaining the different sections of the study. Students that did not participate in the study were given an alternative activity to work on while others completed the survey. All of the students were given the same survey.

Results

It was important to consider initial mindset and attitude towards the different subjects in school. Out of the survey results, four of the thirty students said that social studies were their favorite class in school. This compared to 33.33% of students stating that science or math was their favorite subject shown in Figure 2.

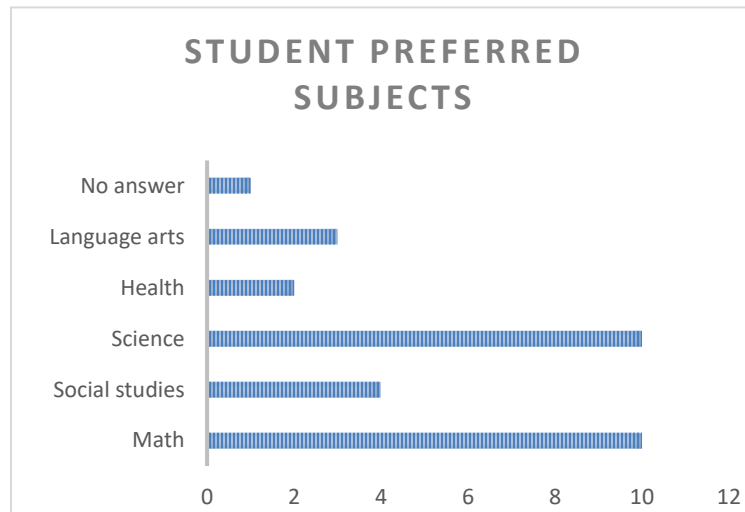


Figure 2: Student responses of their favorite subject in school. Total number of participants in the study was 30 students.

When it comes to social studies instruction, students often do not like to engage in social studies instructional strategies because they find them boring.

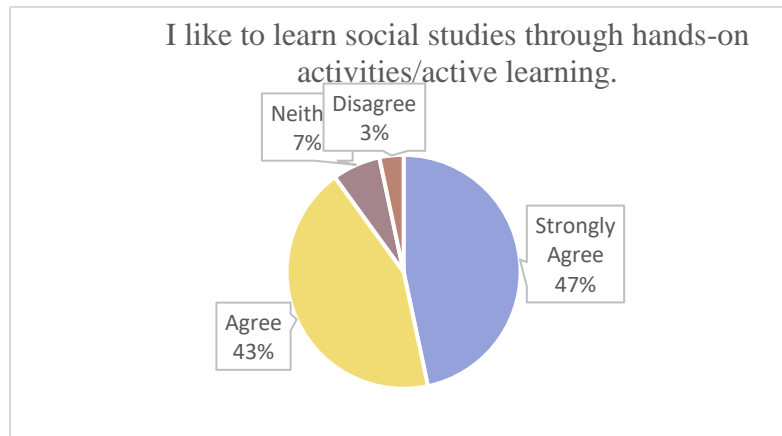
For the results of the school attitude, study behavior, and achievement goal orientation, a one-way ANOVA was used to determine if there were any statistically significant differences in the data being reported (see table 1). The school attitude questions include I like school, I like my teachers, School is easy for me, my classes are interesting, and I like learning new things in school. Question 7 on studying for tests and quizzes relates to a student's study behavior in school. Four questions on the Likert survey ask students to focus on their achievement goals: I am intelligent; I want to do my best in school; I want to get good grades; and Doing well in school is important to me allows students to focus on how they want to succeed in school. Student achievement is connected to school in general and allows students to connect their learning to their own goals for school. In Table 1 the average refers to the average rank from the

Likert Scale 1-5 of how students agreed or disagreed with the statement. The variance is shown amongst all thirty participants of the study.

Table 1: One way ANOVA reporting table

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
I like school	30	95	3.166667	1.316092
I like my teachers	30	122	4.066667	0.409195
School is easy for me	30	98	3.266667	0.96092
My classes are interesting	30	98	3.266667	0.754023
I am intelligent	30	115	3.833333	0.695402
I want to do my best in school	30	131	4.366667	0.929885
I study for tests/quizzes	30	131	4.366667	0.516092
I want to get good grades	30	146	4.866667	0.11954
Doing well in school is important to me	30	137	4.566667	0.391954
I like learning new things in school	30	120	4	0.689655

To test the relationship and correlation between student attitude in the social studies classroom and student achievement, a correlation coefficient was used. Based on the results of the survey questions regarding social studies curriculum standards, students had the highest attitude towards wanting to learn more about the American Revolution, the Civil, World Wars I and II, and the history of slavery (see Figure 3). The numerical value represents the number of students who responded strongly agree or agree with the I want to learn more about...statements. Students who participated in the study also had a high correlation with active learning strategies in the social studies classroom as opposed to the more traditional strategies.



Students would prefer learning through projects, hands-on activities, and review games than textbook assignments or guided notes presentations. It is important to have a healthy balance between all of the different instructional strategies because the assessment on each one is different and allows the students to show their learning in different ways.

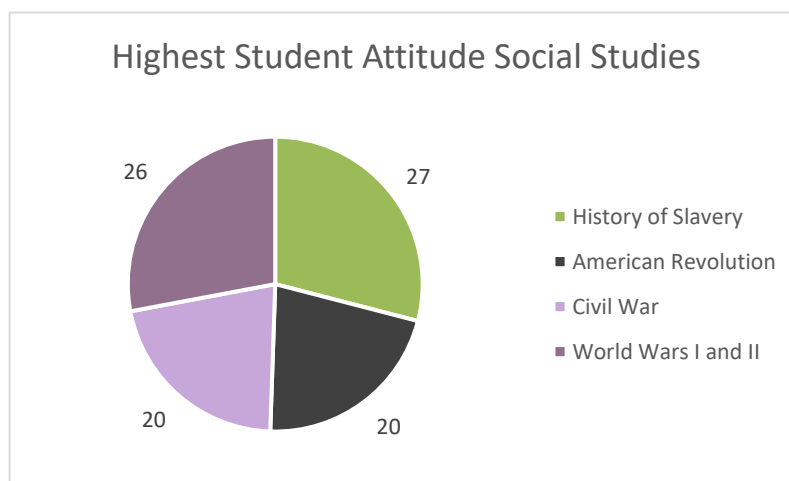


Figure 3: Social Studies curriculum standards with the highest positive student attitude towards learning

In the current study, student attitude on the Likert survey was compared to the National Assessment of Educational Progress 2018 Social Studies test. In 2018, fifteen percent of eighth grade students were at or above the proficient level for U.S. history (Heafner, 2020).

Discussion

The goal of the current study was to examine if student attitude towards school and social studies had an impact on their achievement in the classroom. The research aimed to focus on attitude for social studies curriculum and instructional strategies. Throughout the study, it was found that students with a higher attitude towards school and social studies had a higher correlation with high achievement in the classroom. The research participants who answered with an agree or strongly agree from the Likert survey had higher achievement in the classroom.

Limitations and Future Research

While the current study helps further understanding of the importance of student attitude in the classroom, it does have its limitations. The survey shed light on the different instructional strategies that students are used to seeing in a social studies classroom. Because of the length of the survey and wanting to keep it manageable for the middle school students, not every instructional strategy or curriculum standard could be addressed in the survey. More specific questions that connected an instructional strategy to a curriculum standard such as, “I want to learn more about the American Revolution through a timeline project,” might help distinguish student attitude and achievement correlations.

One of the biggest limitations to this study was the population of students who participated in the study. All of the students came from the same school. This limitation makes it difficult to discern if there was any bias from the population of students surveyed. The response of student participation was also low. The total number of middle school students who could have participated in the study was 98; however, there were only 30 participants. In the study, students were more likely to have a higher attitude towards school and learning in general, but

this could be due to the nature and expectations of the school. The students who participated in the study had very high expectations for themselves because of their teachers, family members, and even themselves. This was shown in the data collected in the survey when 93.33 % of students responded agree or strongly agree with the statement, “I want to do well in school.” 100 % of students responded agree or strongly agreed with the statement, “I want to get good grades.” As explained by Trivitt and Wolf, parents and families are more likely to choose a Catholic school because of the “elements established...that is academic rigor and discipline” (Trivitt, 2011). The school in the study is a private Catholic school with high emphasis on educating the whole child. The Diocese of Columbus office of education releases a district wide report card and students within the district score 10-15 points higher than the national average on the Terranova test. Terranova is an assessment given to students to assess achievements, mastery, and performance level-information.

Another limitation to the study is that gender was not considered as a factor when evaluating student attitude and the impact on achievement. Numerous studies have been conducted about the biological factors and differences in male and female students. Especially in consideration with the transitional time period of adolescence. Traditionally, male students excel more in math and science courses, and females excel in the more social classes such as English and social studies (Cvencek, 2012; Halpern, 2014). Gender differences were not considered in the current study. It would be interesting to examine in future research if student attitude towards different schools’ subjects, not just social studies, are influenced by preconceived and societal notions about school subjects and gender.

One of the biggest areas for future research is assessing the role of society and its views of social studies instruction. The view of the importance of social studies in the classroom and concrete reasons for why it should be studied in school need to be emphasized and explained. Students are often confused as to why they need to learn a variety of curriculum standards in the classroom. When students are able to make connections to their lives and their learning, that increases their understanding. The 2018 National Assessment of Educational Progress study on student achievement in the United States found that students had significantly lower scores in 2018 compared to previous years. “Many students are struggling to understand and explain the importance of civic participation, how American government functions, the historical significance of events...” (Heafner, 2020). Students, parents, administration, and society need to understand the importance of studying social studies and learning from the past. “The past can never be a perfect or infallible guide to the present, but it can be much more of a guide than we have allowed it to be” (Hertzberg, 1981). Emphasizing the importance of studying social studies in the classroom and showing how it connects to student attitude and achievement in the classroom...finish your thought. When students have a positive attitude on school in general and also on the specific content areas, they are more likely to have a higher achievement in the classroom.

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Appendix

Google Form Survey Materials

Student Attitude and Achievement Student Assent Form

Hi all! My name is Caitlyn Kelley, and I am currently a senior at Ohio Dominican University. Just like you all have honor roll, I am a part of the Ohio Dominican University Honors Program. Part of the requirement for the program are that I conduct a research study question. I am asking for you to participate in a study of student attitude and how it impacts their achievement. I am looking at how your feelings about school and social studies impact how you act and succeed in the classroom. I am wanting to learn more about the best ways to teach social studies and how as a teacher, I can support your learning even more. If you agree to participate, you will be asked to answer questions on a survey. The survey will be 35 questions long. There is no grade or point value associated with the survey and your teachers will not know if you chose to participate or not. You do not have to participate if you do not want to.

There are no risks outside what you might experience in everyday life.

Please talk this over with your parents. I will also be asking for their permission for you to participate but if they say that you can participate and you do not want to, you absolutely do not have to. You can also choose to stop participating in the study at any point. No one will be upset with you if you do not want to participate, even if you change your mind after the study has started.

You can ask me any and all questions that you might have about the study. I am still learning, and sometimes you might have questions that I have not even thought of yet. You can email me if you have any questions or ask me the next time, we see each other. Signing the bottom of this form means that you WANT to participate in this study.

I am in grade:

- ☐ 7
- ☐ 8

My favorite subject in school is: _____

School Attitude

Please rate how much you agree or disagree with each of the following 10 statements using the scale:

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like school.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I like my teachers.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

School is easy for me.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

My classes are interesting.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I am intelligent.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to do my best in school.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I study for tests/quizzes.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree

STUDENT ATTITUDE AND ACHIEVEMENT

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- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to get good grades.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

Doing well in school is important to me.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like learning new things in school.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

Social Studies Content and Instructional Strategies

Please rate how much you agree or disagree with the following statements using the scale

1 – strongly disagree

2 – disagree

3 - neutral

4 – agree

5 – strongly agree

I like to learn social studies through PowerPoints and teacher lectures.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through guided – notes/note taking.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree

STUDENT ATTITUDE AND ACHIEVEMENT

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- 5 – strongly agree

I like to learn social studies through study guides.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through review games (Kahoot).

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through graphic organizers and foldables.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through technology such as videos, movies, and the internet.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through hands-on activities/active learning.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through worksheets and textbook assignments.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through group work.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I like to learn social studies through projects.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to learn more about the American Revolution.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to learn more about the Civil War.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to learn more about Manifest Destiny and westward expansion.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to learn more about Ancient Civilizations including Egypt, India, Mesopotamia, and China.

- 1 – strongly disagree
- 2 – disagree
- 3 - neutral
- 4 – agree
- 5 – strongly agree

I want to learn more about the Incan, Mayan, Aztec, and Olmec civilizations.

STUDENT ATTITUDE AND ACHIEVEMENT

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- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about geography, maps, and graphs.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about Ohio history.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about the 50 states.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about Native American culture and people.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about Greek and Roman mythology.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about the European Renaissance and other world events.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral

STUDENT ATTITUDE AND ACHIEVEMENT

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- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about different government types.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about World War I and World War II.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree

I want to learn more about the history of slavery.

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 - neutral
- ☐ 4 – agree
- ☐ 5 – strongly agree