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A DESIGN AND IMPLEMENTATION PLAN FOR PROFESSIONAL DEVELOPMENT AND
CURRICULUM MODULES OF HISTORICAL LITERACY IN THE SOCIAL STUDIES
CLASSROOM

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Summer Term
2015

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ABSTRACT

The goal of this dissertation in practice was to create professional development and curriculum modules focused on historical literacy in order to help teachers fully engage students in learning historical literacy skills. Historical literacy is the ability to understand the importance of the source of a document, being able to close read a text, to place a source within its proper context, and to corroborate the information from one source to another. The implementation of a program of this nature is designed to help teachers and students develop these skills with the hope that it positively impacts not only student learning in the social studies classroom, but will also have a positive impact on student test scores, student college experiences, students' future careers, and students' role within our civic society.

Included within this dissertation in practice is a model for how to facilitate an effective professional development program that helps increase teacher efficacy, teacher skill level, and teacher use of historical literacy. This model pays special attention to ensuring that teachers also see how the demands of various standards and teacher evaluation systems can be addressed through the use of historical literacy.

Suggested use for this dissertation in practice is the creation of professional development programs that help schools implement best practices throughout the learning organization.

This work is dedicated to my unbelievably supportive family. To my parents, thank you for instilling in me a tireless work ethic and a desire to keep learning. To Graham and Hannah, thank you for the patience in understanding that Daddy just needs to write one more page. And most of all, thank you to my wife Kristin for putting up with my constant work and for providing me with the encouragement to keep going. Thank you all for your love and support.

ACKNOWLEDGMENTS

I would like to thank all of the professors who helped guide me through the doctoral process while at UCF. It is because of the time that I spent with you that I was able to develop into the professional I have become. I will forever cherish the knowledge and skills that I was able to develop through your mentorship.

Dr. Carolyn Walker Hopp, the guidance that you have provided me throughout this entire process has been invaluable. You have watched me grow as a scholar throughout all of my graduate studies. Words cannot express the impact you have had on my life.

Dr. Teri Fine, the feedback that you have provided to me throughout this process has truly strengthened this work. I genuinely believe that your guidance has taken this dissertation in practice to a level that would not have been achieved without your feedback.

Dr. Thomas Vitale, thank you for service as I have progressed throughout this program. It has been an experience that I will carry with me forever.

Dr. Cicely Fisher, thank you for your guidance throughout my fieldwork. Your expertise was truly appreciated.

Dr. Scott Waring, thank you for instilling in me a love for the social studies and for historical literacy. The mentorship that you have provided me throughout my graduate studies has impacted my career path tremendously.

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LIST OF ACRONYMS AND ABBREVIATIONS

- C3 Framework (C3)- A framework designed to be a social studies specific companion to Common Core State Standards
- Common Core State Standards (CCSS)- A set of standards developed primarily by the Council of Chief State School Officers and the National Governors Association that are intended to prepare students for college and career readiness
- Florida Standards Assessment (FSA)- The Florida high stakes standardized test was first implemented in the 2014-2015 school year. This assessment is based upon Florida State Standards, a set of standards modified from the Common Core State Standards
- National Council for the Social Studies (NCSS)- A professional organization that advocates for strengthening of social studies education

CHAPTER ONE: AN INTRODUCTION TO THE IMPORTANCE OF HISTORICAL LITERACY AND ORGANIZATIONAL CONTEXTS

Understanding the Context

Overview

The purpose of this dissertation in practice was to design a model for professional development that could be utilized to help Graham County high school social studies teachers develop their ability to implement historical literacy skills into their teaching practices. A design dissertation in practice is meant to improve educational practices by designing a model or program that is designed, for specific contexts utilizing the work of researchers and practitioners (Wang & Hannafin, 2005). Design dissertations in practice are also supposed to be used to help solve current real-world problems by taking existing curriculum theories and refining them so that they can address the performance gap being focused on (Design-Based Research Collective, 2003). The intent of this model was to help high school social studies teachers in Graham County Public Schools to be able to more effectively utilize historical literacy skills to help students gain a better understanding of content, to perform better on standardized testing, and to be more informed citizens in our democratic society.

Needs Assessment

The need for a model of this nature was determined by examining the goals that were set forth by the state of Florida and by Graham County Public Schools. Administrators throughout the county have identified social studies as a subject area that has the ability to help improve overall literacy issues within the school. Social studies teachers have been directed, as proposed

by Common Core, Florida Standards, and a wide array of literature, to utilize literacy techniques in social studies classrooms that are inherent skills to the discipline of social studies.

In order to achieve this goal it was important to understand the intricacies of historical literacy. In order to fully understand this concept I have sought out the work of authors such as Sam Wineburg, Bruce VanSledright, Linda Levstik, John Lee, Kathy Swan, Keith Barton, and Chauncey Monte-Sano. These authors are viewed as the key scholars in the field of historical literacy and historical constructivism. Each author has a wealth of literature supporting the use of historical literacy skills, some of which has been cited in this dissertation. Their writing provides a framework for the design of the professional development and curriculum modules found within this dissertation in practice.

It was also important to appropriately communicate the ideas of historical literacy. To do this effectively, I sought the help of instructional coaches, our county's curriculum specialist, key department members in my school, and school-based administrators in order to gain a better understanding of quality professional development. This was all integral to the development of the modules included in this model.

County Context

With Graham County public high schools being the focus of this professional development model, it is important to understand whom this model will effect. Graham County is a relatively small county in Central Florida. Graham County Public Schools is comprised of 36 elementary schools, 12 middle schools, and 9 high schools, and is responsible for serving the needs of over 66,000 students. According to the 2010 census, Graham County Public Schools

serves a population that is predominantly white (81% of the county's population) and middle class (a median income of \$58,577) (United States Census Bureau, 2014).

Graham county has evolved from a small rural county into a more metropolitan area. Graham county's population has grown from 54,947 in 1960, to an estimated 2014 population of 442,516 (United States Census Bureau, 1995; United States Census Bureau, 2015). With this change in population, greater diversity has found its way into Graham County Public Schools (GCPS). Since the 2003-2004 school year, GCPS has seen the Hispanic population increase from 15.2% to 21.6% and has seen the economically disadvantaged population increase from 30% to 42% (Florida Department of Education, 2004; FLDOE, 2011). With such an increase in language diversity and economically disadvantaged students, it became necessary for GCPS to find a way to be able to meet the needs of a more diverse student population. While the concepts found within this implementation plan can be modified to be incorporated into primary and middle school classrooms, the main focus of this implementation plan is to aid high school social studies teachers in the implementation of historical literacy skills within their classes.

Graham County Public Schools have a long history of academic success. Graham County Public Schools have annually received A grades from the Florida Department of Education (FLDOE, 2014e). Of the nine high schools in GCPS, no school has received lower than a B grade since the 2010 school year. The grades for these schools are based upon a variety of factors that include graduation rates, performance on the math and reading FCAT, the performance of students in a variety of demographic groups, and the performance of lower quartile students (FLDOE, 2013). In addition to the consistently high grades each school has received, many of Graham County's high schools are also recognized annually by the

Washington Post as being among the top 500 high schools in the nation (Washington Post, 2014a; Washington Post, 2014b; Washington Post, 2014c; Washington Post, 2014d; Washington Post, 2014e). The criteria used by the Washington Post to determine these rankings include looking at the number of Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education tests given, divided by the number of seniors who graduate in May or June.

GCPS academic success is supported by their mission statement, which states that, “the mission of Graham County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our country and in the global economy” (Graham County Public Schools [GCPS], 2014a).” The mission statements for each of the nine high schools in the county state similar goals and largely focus on making sure that students are college and career ready when they leave their respective institutions.

The organizational model throughout GCPS is largely hierarchical. Policy that is implemented at the school level generally trickles down from directives made by county leaders. Those directives are communicated to teachers by school-based administrators, who then monitor their faculty to ensure that there is compliance with these directives. There has been a recent push by county leadership to encourage teacher leadership through conferences such as Elevating and Celebrating Effective Teachers and Teaching (ECET2) and through an increased commitment in the use of professional learning communities (PLCs) (Assistant Principal Alpha, personal communication, 2014; Professional Development Facilitator Beta, personal communication, 2014; School Principal Gamma, personal communication, 2014).

Problem of Practice

A Note on Incorporated Research

Much of the research that has been included in this design dissertation in practice falls heavily into the qualitative realm of research. Qualitative research is conducted when detailed data is collected through the use of open ended questions and through observation (Key, 1997). Much of the research conducted by Keith Barton, Bruce VanSledright, Sam Wineburg, and other prominent historical literacy scholars, has been conducted through classroom observations, think-aloud analysis, and teacher student interviews. In 2003, Barton (2003) described classroom situations in which many teachers failed to utilize historical literacy skills in favor of using traditional stand and deliver methods of instruction. In Wineburg's seminal 1991 study of student ability to utilize historical literacy skills, the author observed how many times students utilized the skills of close reading, sourcing, contextualization, and corroboration. Here Wineburg (1991) was able to determine that students had very underdeveloped historical literacy skills. In 2001, Afflerbach and VanSledright (2001) analyzed student skill to read and analyze primary sources and analyzed how their readings changed their interpretation of historical events. In this study, it was determined that students do try to adapt to the challenges of reading complex primary sources, but often have a hard time with the language used within these sources. Students also often failed to corroborate information from one document to another. While these studies tend to use broad language regarding the use of historical literacy skills in the social studies classroom, the body of literature that exists on the use of these instructional methods is consistent. It is because of the issues described within this literature, and due to the

mandates provided by Graham County Public Schools, that a model to aid teachers in their development of historical literacy skills is needed.

Teachers within GCPS also provided information that was integral to the design of this model. Since a dissertation in practice is supposed to use specific contextual information from researchers and practitioners (Wang & Hannafin, 2005) to fix a performance gap, it felt necessary to include information from teachers who work within GCPS, so that this professional development model would be applicable to their needs. These teachers have been provided with pseudonyms in order to protect their privacy.

Defining the Problem

The implementation of historical literacy skills is framed around the idea that students should be able to mirror the skills that historians employ when trying to understand a particular historical event (Barton & Levstik, 2003; National Council for the Social Studies [NCSS], 2013; Wineburg, 1991). The type of skills that are included in historical literacy include being able to understand the importance of the source of a document, being able to close read a text, being able to place a source within its proper context, and being able to corroborate the information from one source with the information found in other sources (Barton & Levstik, 2003; Reisman & Wineburg, 2008; Wineburg & Martin, 2004). The NCSS argues that the development of these skills can help prepare students to actively engage in our society as informed citizens in our democracy, as well as to actively engage in our globally connected society. The vast majority of these skills are rooted in the social efficacy ideology of curriculum development, which focuses on ensuring that students have the capability to interpret the information being presented to them (Schiro, 2008). This dissertation in practice has focused on the development of historical literacy

professional development and curriculum modules that help teachers within Graham County public high schools to more consistently utilize historical literacy skills.

According to NCSS (2010), the purpose of social studies is to “help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (Executive Summary, para. 1). According to the NCSS standards for social studies, the skills that students need to develop in order to meet that mission include listening, reading, writing, speaking, differentiating fact from opinion, determining author’s purpose, evaluating sources for validity and credibility, investigating and interpreting sources, and constructing reasoned arguments from diverse sources and viewpoints. Utilizing the NCSS to help define the purpose of social studies is important because NCSS is the largest organization in the United States devoted to social studies and the organization has devoted itself to the promotion and development of the social studies since 1921 (NCSS, n.d.)

Despite decades of academic arguments for the inclusion of historical literacy skills in the social studies classroom, the implementation of historical literacy instruction has largely been ignored (Barton & Levstik, 2003; VanSledright, 2009; Whelan, 1997; Wineburg, 1991; Wineburg, 2001). Teacher centered instruction and a lack of teacher efficacy regarding the development of historical literacy skills pervades the social studies classroom (Cantrell & Callaway, 2004; Hall, 2005; Peck & Herriot, 2014; Whelan, 1997). In this traditional model of instruction, what Schiro (2008) refers to as the scholar academic model of education, teachers view students as passive consumers of knowledge. In this model of education, students are required to internalize the information provided by the teacher as fact, without the opportunity to explore the information for themselves (Schiro, 2008). All information in each academic field is

objective reality passed down from university experts to classroom teachers, and then again from classroom teachers to students. With this information coming from experts, it is believed that there is no room to allow for the interpretation of what is taught (Schiro, 2008). While this is not the only factor that hampers student development of literacy skills, this can unfortunately lead to students who lack the ability to analyze a situation for themselves. It is argued that a failure to help students develop historical literacy skills prevents students from being able to develop the skills needed to effectively work in complex jobs or actively take part in our democratic society (Levinson & Levine, 2013; NCSS, 2013).

For decades, history teachers have generally focused on the direct instruction of what are considered to be the most important historical events, dates, and people (Wineburg, 2004). This type of instruction has unfortunately not provided society with individuals that know even basic historical knowledge and has also limited student ability to develop skills that would allow them to analyze either history or contemporary issues for themselves (Wineburg, 2004). This lack of analytical ability could possibly cause further harm when students are tasked with trying to pass the next generation of standardized tests currently being rolled out in Florida. With the Florida Standards Assessment which now requiring students to participate in the analysis of multiple documents in order to come to a conclusion, it seems that students would be served well if teachers focused on historical literacy skills (Florida Standards Assessment, 2014).

Since teachers and students do not consistently utilize literacy skills in the social studies classroom, this dissertation in practice seeks to design professional development and curriculum modules that increase teacher historical literacy skills and classroom practice within a Graham County public high school. Teachers will be assisted with the development of their skills to

teach historical literacy skills by being provided the opportunity to engage with and create their own historical literacy activities. The historical literacy professional development in this dissertation in practice is designed to enhance teaching skill. Although professional development in public schools offers teachers in-depth information about teaching strategies or new curriculum, there is seldom time to practice skills or reflect on the process (Danielson, 2007).

Who is Affected?

Effects on Teachers

A limited use of historical literacy skills can have negative impact on how a teacher does their job. Social studies is often recognized by students as one of the most boring classes they encounter while in school (Chiodo & Byford, 2004; Grant, 2013; Russell & Waters, 2010). The lack of student interest in social studies is largely due to the fact that teachers often rely on outdated teaching methods (Chiodo & Byford, 2004; Russell & Waters, 2010) and because students do not see the content taught in social studies as relevant to their daily lives (Shaughnessy & Haladyna, 1985). With students insufficiently engaged in the classroom, teachers are missing out on the opportunity to help students develop 21st Century learning skills such as creativity, innovation, critical thinking, problem solving, information and media literacy, technology skills, and life skills (Grant, 2013; Johnson, 2009; Schmoker, 2009).

The implementation of historical literacy skills can also have an impact on what teachers seek to accomplish in other subject areas. If teachers help students become more able to develop their reading, writing, analytic, and speaking skills in social studies, students will be able to

apply those skills to learning in other content areas (Cantrell & Callaway, 2004). This transference of skills therefore makes instruction more effective for teachers.

The use of primary sources in the classroom can help teachers affect the perceptions of social studies instruction. Primary sources are those texts that were written at the time an event took place and are often looked at as a direct window to the past (Morgan & Rasinski, 2012). Primary documents often include sources such as diaries, newspapers, political cartoons, speeches, and the like. After being presented with the opportunity to analyze history through primary source documents, many students indicate that they feel frustrated and irritated with the way history has been presented to them (Davis, 1997). Teachers providing the opportunity to see the diverse, and often conflicting stories of our past, students no longer feel satisfied with the often story book way our history has been presented to them (Afflerbach & VanSledright, 2001). With the use of document analysis coupled with appropriate questioning and discussion, gives teachers the power to better engage students (Barton, 2005).

Effects on Students

A failure to develop appropriate writing, reading, argumentative, and analytical skills can limit students' ability to be successful on standardized tests. A lack of success in the classroom and on standardized tests can prevent students from gaining grade promotion or can prevent a student from graduating from high school (Florida Department of Education [FLDOE], n.d.a; FLDOE, n.d.b). Even if students graduate from high school and gain admittance into college, close to 20% of university freshman are required to take remedial literacy classes and more than 50% of students are required to take remedial classes at two year colleges (Complete College America, 2012). While a lack of historical literacy instruction is not the only cause of these

issues, it can be argued that failing to provide students with the opportunity to develop these very important skills could be a contributing factor to the need for remedial instruction. By ensuring that students have the opportunity to develop many of these skills through the implementation of historical literacy, students would have more opportunities to better prepare themselves to enter post-secondary learning institutions (NCSS, 2013).

Effects on Schools

School and county-based administrators are also impacted by the missed opportunity to include historical literacy skills in the social studies classroom. Administrators are constantly trying to assess student weaknesses with the intent of raising student test scores, largely focusing on literacy as a way of impacting these student outcomes (Assistant Principal Alpha, personal communication, 2014, School Principal Gamma, personal communication, 2014). The way that literacy is addressed though, is done through platitudes such as “all teachers are literacy teachers” and “every teacher can impact student literacy” (Assistant Principal Alpha, personal communication, 2014). The need for a discussion on how content-specific literacy strategies can be infused in the teaching of classroom content is vital in convincing teachers to implement these inherent literacy strategies into their teaching (Hall, 2005; Sandholtz, 2002; Sandholtz & Scribner, 2006). In teacher feedback from professional development sessions, and in conversations with administrators, it has been expressed that teachers view the teaching of any literacy skill as an add-on to the content that must be taught (Assistant Principal Alpha, personal communication, 2014, School Principal Gamma, personal communication, 2014; Teacher Theta, personal communication, 2014; Teacher Eta, personal communication, 2014). This feeling has pushed many social studies teachers to ignore skills inherent in historical literacy such as the

development of reasoning, writing, and speaking skills. With these skills viewed as subordinate to factual knowledge, school administrators are missing a key component of the instructional puzzle that will aid them in trying to raise student test scores (Lee & Swan, 2013; VanSledright, 2013; Long, 2013).

Effects on Non-Primary Stakeholders

In 2010, NCSS wrote the C3 (College, Career, & Civic Life). With the C3 framework, the NCSS discussed how integral the development of inquiry and historical literacy skills are to a student's ability to thrive in collegiate classes, in their future careers and the impact these skills have in shaping our civic culture (NCSS, 2013). Stakeholders such as post-secondary institutions of learning, businesses, and our government are just a few of the stakeholders that are negatively affected by a student's lack of historical literacy skills (NCSS, 2010; NCSS, 2013). In order to be effective participants in each of these arenas, students must develop the ability to understand bias, analyze complex concepts and written documents, and communicate opinions in a clear and educated way. Since many students are not being provided enough opportunities to develop these important critical thinking skills, they are unable to apply these skills to opportunities outside of the classroom (Barton & Levstik, 2003; VanSledright, 2009; Whelan, 1997; Wineburg, 1991). With these skills being largely neglected, colleges are being deprived of students who come into complex classes ready to learn and businesses lack employees who can complete complex analytical tasks. Beyond these serious implications, if the educational system continues to ignore these skills in our classrooms our society could end up with a citizenry unable to make appropriate decisions regarding who best represents their needs in publically elected office (Facione, 2004; Levinson, 2014; Paquette & Kaufman, 2008; NCSS, 2013).

Lessons that focus on historical literacy skills allow for the development of basic reading skills as well as the development of higher order thinking skills such as synthesis, argument, writing, speaking, and civic literacy skills. Historical literacy also helps students develop an ability to communicate about complex and controversial matters in a coherent and skillful way (NCSS, 2013). When these types of activities are ignored in classroom lessons, it prevents students from developing skills that are integral to being successful in a world past K-12 education.

History and Conceptualization of the Problem

The National Level

The definition of what it is to be literate has changed drastically from the beginning of the 20th century to the dawn of the 21st Century. According to the National Council for Teachers of English (NCTE), the definition of what is considered literate has changed from being able to read and write one's own name to having the ability to read, write, and complete other language tasks needed to get through the day (NCTE, 1996). The NCTE (1996, p. 2) also discusses the need for students to develop ever increasing literacy skills to deal with increased use of complex technology and social demands being placed upon all citizens in today's world.

The development of historical literacy skills not only allows teachers to address basic literacy, it does so in a way that is more inherent to the social studies. Historical literacy pushes students to utilize the skills and language that those within the field of social studies would actually use (Barton & Levstik, 2003; National Council for the Social Studies [NCSS], 2013; Wineburg, 1991). The skills considered to be integral to the teaching of historical literacy include understanding the importance of a document's source, close reading a text, placing a

source within its proper context, and being able to corroborate the information from one source with the information in found in other sources (Barton & Levstik, 2003; Reisman & Wineburg, 2008; Wineburg & Martin, 2004). The development of these skills, even though done in a way that is very specific to the social studies, has the ability to impact the overall nature of a student's literacy abilities (Barton & Levstik, 2003; Wineburg, 1991; 2008).

There has been little change regarding how historical literacy skills should be implemented at the national level. The calls to implement historical literacy skills throughout the United States has existed for decades (Barton & Levstik, 2003; NCSS, 2010; NCSS, 2013; Wineburg, 1991; 2001). Next generation standardized tests, like Florida Standards Assessment (FSA) and the Partnership for Assessment of Readiness for College and Careers (PARCC), now contain questions that require the use of higher order thinking skills. The skills that are taught through historical literacy enhance student ability to apply higher order thinking skills and provide social studies teachers with the opportunity to have a greater impact on student outcomes. (Wineburg, 2008)

There have been a variety of efforts undertaken at the national level to try and promote the use of historical literacy skills in the social studies classroom. One of the main proponents of adopting these types of instructional strategies has been the National Council for the Social Studies (NCSS). NCSS reissued their standards in 2010 and proclaimed that social studies teachers need to use activities that thoughtfully engage their students in the classroom (NCSS, 2010). It is believed that through better student engagement, teachers will be able to not only teach their students more content, but they will also be able to better motivate students to be

active participants in our global society (Grant, 2013; NCSS, 2010; NCSS, 2013). Historical literacy is one of the key components of the most recent NCSS standards.

Throughout these standards, the NCSS has proposed the idea that students need to be actively engaged in the analysis of primary and secondary documents, that they need to be constructing their own historical knowledge, and that students need to see the relevance of the content being taught to them in the classroom (Fragoli, 2005; Grant, 2013) . The NCSS standards provide social studies teachers a framework for improving social studies instruction. In many iterations of their national standards, NCSS has called upon teachers to allow students to be able to discover and construct their own historical knowledge (NCSS, 2010; NCSS, 2013). NCSS has also supported the publication of countless articles that are designed to help teachers fulfill the standards that they themselves have set forth.

One of the central tenets of these curriculum and professional development modules is that teachers must see the overlap in all of the models that they are being asked to implement in their classrooms. Simplifying these concepts for them should make it much easier to comprehend what is being asked of them, and should help them feel more at ease with what they are being asked to accomplish in their classrooms. The overlap found within these models is illustrated in Appendix G.

Most recently, NCSS authored what they refer to as the Civics, College and Career (C3) framework. The C3 framework was developed as a companion to the Common Core State Standards and provides teachers with a social studies focused guide to making sure that students are prepared for college, career, and civic life (NCSS, 2013). While not a set of standards in itself, the C3 framework is designed to demonstrate how inquiry can be used to facilitate the

implementation of historical literacy skills (Lee & Swan, 2013). Throughout the C3 framework, NCSS demonstrated how inquiry based assignments can have an impact in history, economics, government, and historical literacy instruction (NCSS, 2013, NCSS, 2014).

The implementation of concepts pushed by NCSS through the C3 framework have been echoed in social studies literature for decades and there have been many national efforts to create programs that promote historical thinking (Barton & Levstik, 2003; Hofer & Swan, 2005; Waring & Bentley, 2012; Whelan, 1997; Wineburg, 1991). Sam Wineburg, a prominent scholar who largely focuses on historical literacy, played a part in the creation of websites such as historicalthinkingmatters.org and readinglikeahistorian.com in order to promote the cause of historical literacy (Stanford History Educators Group, n.d.; Historical Thinking Matters, n.d.). Each of these programs was created to provide teachers with free resources that would allow them the opportunity to implement historical literacy skills.

There have also been a number of other institutions that have provided teachers with free resources to help teachers encourage the development of historical literacy skills in the classroom. Institutions such as the Library of Congress and the National Archives have provided teachers with document analysis templates that scaffold student analysis of complex documents (Teachers Guide and Analysis Tools, n.d; Document Analysis Sheets, n.d.). The Library of Congress also created what they refer to as Teaching with Primary Sources Institutes. These institutes train teachers how to scour the freely available Library of Congress resources. Those who attend these institutes are then encouraged to coach others about how to utilize their primary sources, premade curricula, and various teaching aids provided by the Library of Congress (University of Central Florida, n. d.). Unfortunately, many of these free resources are either

underutilized or not used at all by classroom teachers (Hicks, Doolittle, & Lee, 2004; Friedman, 2006; Lee, Doolittle, & Hicks, 2006; Lee, 2002; VanFossen & Waterson, 2008).

In recent years, there have been a number of businesses that have tried to develop curricula tools to aid social studies teachers with the implementation of historical literacy skills. Two of those companies have been the Teachers Curriculum Institute (TCI) and the Document Based Questions (DBQ) project. TCI has developed a great number of social studies curriculums that ask students to authentically engage in the subject area in which they are studying. This is done through roleplaying, document analysis, project based learning, and through the use of a variety of other activities (Teachers Curriculum Institute, n.d.). The DBQ project has provided teachers with pre-constructed document based question activities that push students to analyze a variety of documents in order to answer an overarching question about the topic being studied. They have also provided guiding questions and document analysis guides that help scaffold student understanding of these complex topics (DBQ Project, n.d.). The teaching practices promoted through TCI and the DBQ Project differ from the use of direct instruction, and are designed to have students think critically about the historical knowledge with which they are presented. These analysis sheets go far beyond what traditional worksheets require of students in the classroom. Rather than requiring students to answer questions with one “right” answer, students are guided through the analysis of multiple documents in order to reach a unique conclusion based upon factual evidence. It is through the use of constructivist techniques such as these that TCI and the DBQ Project fit the mold of historical literacy and historical inquiry instruction.

Designers of new standardized tests, such as the Florida Standards Assessment (FSA) and Partnership for Assessment of Readiness for College and Careers (PARCC), have also included a variety of skills that demand the teaching of skills that can be developed through the use of historical literacy skills. Many of these new assessments require students to source materials, contextualize arguments, make appropriate inferences, discover main ideas, and apply knowledge in complex ways (Common Core State Standards, 2012; CPALMS, 2014; Florida Standards Assessment, 2014; Hannah High School, 2014b). The development of those skills is central to historical thinking, and now students will be required to demonstrate such abilities in order to successfully pass standardized tests such as PARCC and FSA.

Despite all of the factors that promote the use of historical literacy skills in the classroom, literature shows that activities that utilize historical literacy concepts often go unused (Hicks, Doolittle, & Lee, 2004; Friedman, 2006; Lee, Doolittle, & Hicks, 2006; Lee, 2002; VanFossen & Waterson, 2008. Barton and Levstik (2003) describe groups of teachers who seem disinterested in the concerns that there are students who lack the ability to interpret and analyze primary and secondary sources. Mayer (2006) describes history classrooms where a student's primary work is to listen to lectures, read textbooks, complete worksheets, and take quizzes.

The State Level

Change regarding how social studies is instructed in Florida classrooms has stemmed from the modified Common Core State Standards, known as Florida Standards, and through the adoption of the new Florida Standards Assessment. The new Florida Standards have helped to re-emphasize the types of instructional techniques that can be used in the social studies classroom. These skills include the analysis of primary and secondary sources, a commitment to

ensuring that students have appropriate writing and argumentation skills, and a push to expand historical inquiry in the classroom (CPALMS, 2014). The Florida Standards also help to explicitly tie these instructional techniques used to actual content that needs to be taught in the classroom (CPALMS, 2014.).

The Florida Standards Assessment also helps to shed more light on the need for the inclusion of historical literacy skills in the classroom. The FSA requires students to engage in the analysis of a variety of primary sources and other non-fiction sources and then write a cohesive argument about the information that has been analyzed (Florida Standards Assessment, 2014). A large portion of the skills that are going to be evaluated with these new standardized tests are skills inherent to the social studies. This shift in how standardized testing is being conducted allows for the social studies to reinsert itself into educational prominence, as long as appropriate instructional changes are made in the social studies classroom.

The International Level

When comparing the United States to other world leaders in education, it is apparent that our educational system does not effectively compete with the rest of the world. When looking at the 2012 Program for International Student Assessment (PISA) rankings, the United States is considered to be below average in math, average in reading, and average in science (National Education Association, 2012). The figure one illustrates where the United States currently ranks in relation to the other countries that participate in PISA testing. It has been argued that the United States has not done enough to identify what these countries have done right in their educational programs in order to try and reproduce their success (Tucker, 2011).

In order to try and mimic much of the success that exists in these high performing countries, changes must be made in how teachers instruct their classes. Countries that outrank the United States on PISA exams tend to push a more student-centered style of instruction (Tucker, 2011). This means that teachers are trying to go beyond merely teaching students what they need to know for standardized exams, and to teach students how to be creative and to think critically about problems they are faced with (Tucker, 2011). These countries also push teachers to acquire a greater degree of content knowledge and require teachers to seek out higher levels of teacher training (Tucker, 2011).

In order to help teachers develop student creativity and critical thinking ability, the National Governor's Association, along with a number of other educational think tanks, created the Common Core State Standards (Common Core State Standards, 2012). CCSS have been internationally benchmarked, and promotes the use of many of the skills utilized by the highest performing countries around the world (Common Core State Standards Initiative, 2012). Many of these skills include the analysis of multiple documents, understanding author's purpose, understanding the bias of the document, and other higher order thinking skills (Common Core State Standards Initiative, 2012).

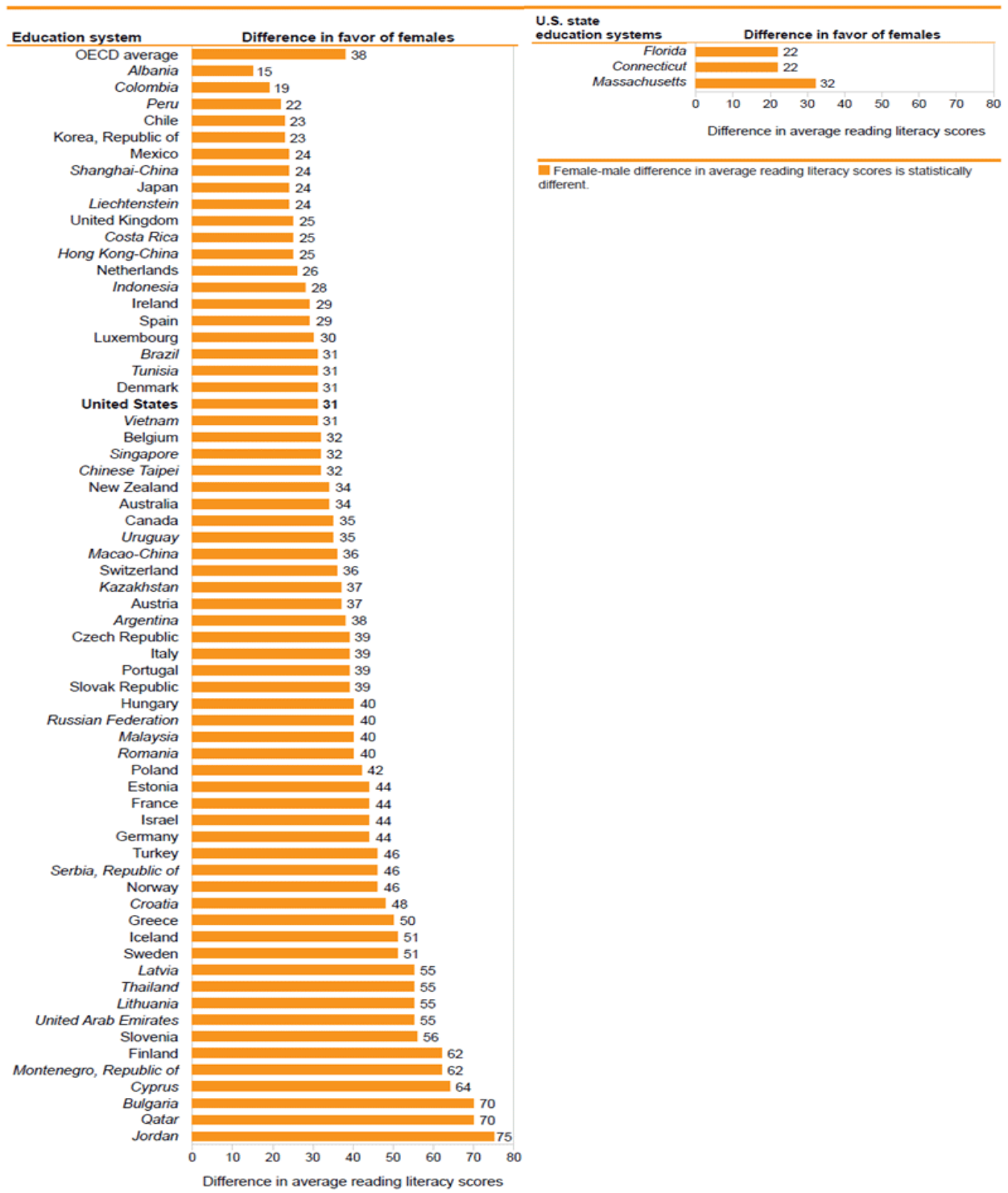


Figure 1: PISA Reading Data (National Council for Education Statistics, 2012a)

Graham County Public Schools

One of the main ways that district and school personnel have tried to address literacy deficiencies is by stating that “all teachers are literacy teachers” (Assistant Principal Alpha, personal communication, 2014; School Principal Gamma, personal communication, 2014). Administrators normally add to that statement by saying that all teachers should be implementing reading and writing strategies into their classes, but rarely provide useful professional development sessions that help teachers develop strategies that are relevant to their own subject area (Butler et al., 2004; Fishman et al., 2003; Sandholtz, 2002). Teachers are unfortunately largely left to themselves to determine what types of literacy strategies they will use in the classroom. With little to no guidance as to what should be done in the classroom, this literacy directive is largely ignored outside of English/Language Arts classrooms.

Even as our schools move into the implementation of CCSS, the phrase of “all teachers are literacy teachers” has been pushed in an extremely generic fashion (Assistant Principal Alpha, personal communication, 2014; School Principal Gamma, personal communication, 2014). This is despite the fact that CCSS explicitly states students should be learning literacy skills in ways that are authentic to the field of study through which they are taking their classes (Common Core State Standards Initiative, 2012b). This means that if a student is in a social studies classroom, he/she should be learning literacy strategies that are authentic to the types of literacy strategies that someone who worked in the social studies would use on a daily basis (Grant, 2013; Lee & Swan, 2013). This, therefore, has a direct connection to why social studies teachers need to be implementing historical literacy skills into their classes with greater consistency and fidelity.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

Figure 2: CCSS Statement on Utilizing Content Specific Language (CCSS, 2012b)

Professional Development

Attempts to change how teachers implement historical literacy programs in GCPS have come through professional development opportunities where social studies teachers participate in trainings to help them understand how to implement Document Based Question (DBQ) activities and other inquiry activities (Professional Development Sessions, 2012-2014). DBQs are generally unit assignments that require students to analyze a set of documents that center on a specific historical topic. Students are supposed to utilize document analysis guides to analyze documents, answer guiding questions that are there to help scaffold student understanding, and then eventually write a research paper that answers an overarching question about the documents presented to them (DBQ Project, n.d.). Despite district efforts to train teachers in the implementation of these types of activities, issues such as a lack of teacher interest, lack of teacher skill, lack of planning time, lack of grading time, and a need to get through an enormous amount of content in a short period of time, have limited the implementation of these teaching strategies (Lee & Swan, 2013).

Despite the push for professional development centered on historical literacy and the inclusion of new teachers into many social studies departments at the 6-8 level, attempts to consistently implement historical literacy are still in progress at the 9-12 level. The structure of standardized tests has also had an impact on the implementation of historical literacy. These tests, which have largely focused on low-level multiple-choice questions, have been implemented in schools and have pushed teachers to focus on test taking strategies, rather than actual content skills.

Factors that Impact the Problem

A History of Teacher-Centered Instruction

The focus on content knowledge is largely based upon the belief that factual information is required to engage in deep analysis of a problem (Schiro, 2008). One of the main focuses of social studies instruction throughout the history of social studies has centered on the ability to answer questions about basic factual content (Mayer, 2006). With direct instruction and a focus on the development of factual knowledge being the main model of instruction for many social studies classrooms, one could argue that citizens should have a detailed understanding of the events that have taken place throughout our history (Wineburg, 2004). This however has not come to fruition as study after study shows that students do not remember history (Wineburg, 2004). This issue may exist because the history that we teach our students, and the way in which we teach them this history, is irrelevant to their daily lives (Chiodo & Byford, 2004). Despite the lack of success that social studies teachers have had in imparting historical knowledge onto their students, many social studies teachers continue to use less effective methods of instruction (Barton & Levstik, 2003; VanSledright, 2009).

The idea that students should be responsible for learning a pre-determined set of facts related to history was reemphasized in the early 1990's, when the Department of Education put together a writing team to develop a set of national history standards. These standards were supposed to provide an all-encompassing perspective on the history of mankind that would include multiple perspectives, highlight the impact of women and minorities, while still teaching content that centers is considered to be the most important historical events in our collective history (Ravitch, 2010). The history standards were eventually panned due to severe political

backlash that criticized the standards for being too liberal and too interpretive (Ravitch, 2010).

This focus on detail, rather than on understanding context and purpose of historical events, is still very indicative how of many social studies teachers still approach their jobs.

Contextual Issues

A Struggle for Implementation

The implementation of historical literacy skills in the social studies classroom has been advocated for in the literature for decades (Barton & Levstik, 2003; Hofer & Swan, 2005; Waring & Bentley, 2012; Whelan, 1997; Wineburg, 1991). Historical literacy skills include analysis of primary and secondary sources in a way that allows students to construct their own historical knowledge (Vansledright, 2004). Allowing students to actively engage in the study of historical sources allows them to gain a deeper understanding of the multi-causality of historical events that have led to formation of our current society (Wineburg & Martin, 2004).

The utilization of primary source activities provides students with the opportunity to investigate historical events through a variety of perspectives, in a more authentic manner, and allows them to construct meaning from events that took place in the past (Barton & Levstik, 2003; Marino, 2012; Tally & Goldenberg, 2005; Waring & Scheiner-Fisher, 2014). Vansledright (2004) argues that the use of primary sources in the classroom provides students with the opportunity to understand distortions in historical texts, such as bias, exaggeration, ideology, and partisanship. This type of thinking is very different from other forms of problem solving, because rather than trying to determine a question with a pre-determined answer, one is attempting to reconstruct an event that can often be vague and open to interpretation (Bickford, 2010; Breakstone, Smith, & Wineburg, 2013; Wineburg, 1991).

The analysis of primary and secondary sources also provides students with a framework for identifying a relationship between historical evidence and the construction of the events that took place in the past (Barton & Levstik, 2003). It can also be argued that by engaging in historical inquiry, students are able to develop appropriate historical thinking skills and are able to understand the essential facts, concepts, and generalizations that underlie historical knowledge (Lee, Doolittle, & Hicks, 2006).

The exposure to primary sources also allows students to ground their experiences in real world concepts and realize that even multiple sources from the same time-period can have conflicting accounts of what took place (Morgan & Rasinski, 2012). Further, by rooting social studies instruction in the analysis of primary documents, students are required to constantly interrogate documents and their validity (Vansledright, 2004), therefore engaging students in true historical interpretation (Hicks, Doolittle, & Lee, 2004). Engaging students in this type of analysis also provides students with a sense of autonomy, allowing students to potentially develop an intrinsic motivation to analyze further documents (Ryan & Deci, 2000). Allowing students to engage in the thoughtful analysis of historical documents can result in a more complete understanding of historical events and in authentic opportunities for students to recall historical events with more specificity and detail (Barton, 2005). The repetition of this type of analysis should then teach students how to independently arrive at reasonable, informed opinions (Seixas, 2000).

Resistance to Implementation

Despite the strong advocacy for the implementation of historical literacy skills, the literature suggests that even though there have been pushes to implement historical literacy into

the classroom, teachers still overly rely on teacher centered instruction (Barton & Levstik, 2003; Fragnoli, 2005; Fillpot, 2012; Peck & Herriot, 2014, VanSledright, 2009). It seems that many teachers throughout the nation have gotten the message that historical inquiry is important for student development and skill development, but the literature demonstrates that many social studies teachers continue to ignore the implementation of historical literacy strategies and continue to use teacher centered instructional methods (Lee & Swan, 2013).

This resistance to the implementation of historical literacy skills in the classroom is partially due to the perception of what teachers think teaching social studies is supposed to be (Peck & Herriot, 2014) and since social studies teachers often focus on the teaching of factual knowledge (Wineburg, 2004). Some of the resistance to the implementation of historical thinking strategies is also tied to a lack of teacher efficacy, lack of teacher training, a belief that students are incapable of completing an activity of this complexity, and a lack of planning/grading time (Hall, 2005; Peck & Herriot, 2014).

The Impact of Standardized Testing in Florida

The standardized testing movement has also played a role in the continued use of teacher-centered instructional methods in the social studies classroom. Social studies has largely been omitted from standardized tests and from the conversation about what types of knowledge students should have when they leave high school classes (Lee & Swan, 2013). When looking at standardized tests from a national perspective, most institutions test students' ability to be successful in both math and reading (Partnership for the Assessment of Readiness for College and Careers [PARCC], 2013). These tests also heavily rely on low-level multiple-choice questions that do not allow students to justify the answers that they have selected. While many

of these skills, such as document analysis, corroborating information from multiple sources, synthesizing and making arguments supported by evidence, are inherent to the social studies, they have often been presented as an add-on to curriculum instruction, rather than as an integrated way of teaching historical content. Since many of these tests do not include content that is taught in the social studies classroom, many social studies teachers have distanced themselves from the testing environment of modern education (Mayer, 2006)

High School Competency Test (HSCT)

Florida's modern standardized testing history began in the in the 1980's with the implementation of the High School Competency Test (FLDOE, n.d.d). The High School Competency Test (HSCT) was used to determine whether students had developed a sufficient base of knowledge to earn a high school diploma. The HSCT, which was written at an 8th grade reading level, tested communication and mathematics skills (FLDOE, n.d.d). This narrow testing focus helped to establish a state history that would largely neglect subjects like the social studies. The HSCT was used in the state of Florida through the 2001-2002 school year, when it was replaced by the Florida Comprehensive Assessment Test (FCAT) (FLDOE, n.d.e.).

Florida Comprehensive Assessment Test (FCAT)

The FCAT examination was administered as a high stakes test from the 2002-2003 school year, through the 2013-2014 school year. This norm-referenced test was designed to determine whether students were proficient in both math and reading skills during a student's 3rd, 8th, and 10th grade school years (FLDOE, 2014b). The student data that resulted from the FCAT test administrations have been used in a variety of ways over the years.

Student test scores in the math and reading sections of the test had a direct impact on whether or not students would be promoted to the next grade; a student who did not pass one or both sections of the test in 10th grade would not be permitted to graduate from high school unless they received concordant scores through the SAT or ACT (FLDOE, 2014c). Additionally, student results from the FCAT were used to grade districts and their schools (A-F) to demonstrate the quality of teaching and learning (FLDOE, 2014a). These grades have had a significant impact on the prestige of school districts and have affected the amount of money that schools and counties have received to improve education (FLDOE, 2014a).

The implementation of the HSCT and the FCAT, tests that narrowly focused on reading and math skills, have had significant negative impacts on student outcomes as well. Schools now have to focus a greater deal of attention to making sure that students will be able to pass these narrowly focused skill bases, rather than focusing on making sure that students had a well-rounded education (Lee & Swan, 2013). With administrators so focused on ensuring that math and reading scores increased throughout the school, social studies teachers were largely left to teach their courses as they saw fit (Teacher Delta, personal communication, 2014; Teacher Epsilon, personal communication, 2014; Teacher Eta, personal communication, 2013; Teacher Zeta; personal communication; 2014). This lack of oversight, therefore, allowed social studies teachers, who largely see themselves as teachers of fact and concrete knowledge, the ability to largely ignore literacy concepts and use outdated instructional methods (Wineburg, 2004).

Florida Standards Assessment (FSA)

During the 2014-2015 school year, Florida Students took the new Florida Standards Assessment (FSA). The FSA was designed to assess a student's ability to employ the skills

developed through a teacher's instruction of Florida Standards, which were modified from the Common Core State Standards, which have been implemented on a wide scale basis throughout the nation (Dunkelberger, 2014). Many of the test items students encountered when taking the FSA are inherently historical in nature and are integral parts of historical literacy. A student must be able to cite strong textual evidence from primary and secondary source documents, while also corroborating this information with other primary and secondary sources. The ability to analyze and synthesize information from multiple documents in a cohesive fashion in order to make an argument about a historical topic is the type of skill that students will be asked to demonstrate when taking the FSA (CPALMS, 2014).

Changing Standards

With the implementation of Common Core State Standards (CCSS), teachers are being asked to create and use instructional activities that provide students with the types of skills needed to be successful in both college and careers (Common Core State Standards Initiative, 2012a). Common Core State Standards (2012a) have been adopted in forty-three out of fifty states, and with this adoption the American educational system is undergoing a change in the types of skills that will be assessed in the classroom. According to the Common Core State Standards, a set of standards has been created in order to ensure "that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live," (About the Common Core State Standards, para. 1).

The skills that CCSS focuses on include developing a student's ability to read, write, speak, listen, complete research-based projects, and use language of professionals (Common Core State Standards, 2012b). More specifically, CCSS requires that students be able to cite

textual evidence from primary and secondary documents, determine central ideas from primary and secondary documents, determine author's point of view, analyze charts and graphs, distinguish between fact and opinion, and analyze relationships between primary and secondary documents (Common Core State Standards, 2012b). The skills being assessed include a student's ability to read, write, speak, listen, complete research-based projects, and use the language of professionals who work in the field of study that correlates to the classes that they are taking (Common Core State Standards Initiative, 2012b). In essence, students are being asked to use 21st Century thinking skills, which require making educated arguments based upon factual information and then communicate those arguments in an authentic way.

One portion of these standards specifically addresses the types of skills that students need to develop in order to be successful in English/Language Arts and History/Social Studies. With an increased focus on students' use of authentic subject area skills, it is important that students use appropriate historical thinking strategies. Instructional techniques that require students to think like a historian are widely supported in the literature and largely focus on the development of student historical literacy skills (Vansledright, 2002; Barton & Levstik, 2003; Martin & Wineburg, 2008; Monte-Sano, 2011). An effective and necessary instructional strategy for fulfilling the history component of CCSS is to integrate the curriculum with the use of primary sources (Britt & Howe, 2014; Callison, 2013; Lamb, 2014; Woyshner, 2010). The types of skills needed to engage in historical thinking include understanding distortions in historical texts, bias, exaggeration, ideology, and partisanship (Vansledright, 2004). Using primary sources is strongly advocated as a means for completing historical inquiry and analysis (Fragnoli, 2005; Waring & Robinson, 2010), which then allows students to participate in the construction of

historical knowledge (Martin & Wineburg, 2008). Historical inquiry allows teachers to break the pattern of overly relying on the textbook and allows students to synthesize information and engage in an authentic research activity (Whelan, 1997).

Barriers to Success

Effective Implementation

In order to effectively implement primary source activities into the classroom, teachers need to be knowledgeable about the pedagogy that would assist students in reading, understanding, and constructing meaning from primary documents (Vansledright, 2004; Barton & Levstik, 2003). Despite the need to develop knowledge regarding the implementation of primary source document activities, it has been identified that pre-service, as well as in-service, teacher knowledge of what primary sources are and how they can be implemented in the classroom, can at times, be limited or non-existent (Neumann, 2010; Waring & Torrez, 2010).

Many teachers also have a hard time letting go of the notion that social studies is designed to be based upon a teacher-centered method of instruction and thus have a hard time adjusting to the idea that social studies teachers need to become facilitators of knowledge (Lee & Swan, 2013; NCSS, 2010; NCSS, 2013). Further, teachers have had difficulty grading historical literacy assignments because they are not sure what types of details they should be focusing on in their assessments (Mayer, 2006).

The historical literacy deficiencies that exist can be overcome by implementing effective professional development and by tailoring pre-service social studies teacher instruction in a way that it will allow for the development of implementation skills and grading skills (Garet, Birman, & Suk Yoon, 2001; Marrongelle & Smith, 2013). The implementation of these professional

development sessions will not only lead to teachers who can appropriately engage their students in historical literacy, but will also lead to students who have the ability to critically analyze historical content. Unfortunately professional development is viewed to be largely ineffective. (Marrongelle & Smith, 2013). Teachers often leave professional development sessions without activities that can be implemented immediately in their classroom, or they leave feeling even more confused and frustrated than they did before the PD (Garet, Birman, & Suk Yoon, 2001; Marrongelle & Smith, 2013).

Another mitigating factor that prevents proper historical literacy skill implementation centers on a lack of teacher motivation to change their instructional practices. Many social studies teachers lack the motivation to change their teaching practices for a variety of reasons. One hindrance to the change of instructional practices centers on the fact that even when history standards are actually tested on a standardized basis, those tests are generally implemented in a multiple choice fashion (Lee & Swan, 2013), which rarely address historical literacy skills. With the vast expanse of history that most of these tests cover, teachers are incentivized to teach a very shallow perspective of history over a very short period of time, rather than allow their students to take long stretches of time to construct and refine their understanding of history.

Organizational Challenges

As with any issue, there are a variety of organizational issues that have hindered the implementation of historical literacy skills in the social studies classroom. One of the main hindrances to the implementation of historical literacy skills is due to the current structure of education throughout the United States. Traditionally education is a state issue, with the 10th Amendment outlining that any power not granted to the Federal government by the Constitution

belongs to the states. Throughout the 20th and early 21st centuries, the Federal government has been able to take a greater role in education through programs such as the Elementary and Secondary Education Act, No Child Left Behind, and Race to the Top. With the struggle over whether the federal government or state governments should be in charge of how states structure their educational system, a variety of educational priorities have been established. Despite the variety of priorities that exist, a common theme among measures of district, school, and state accountability is that reading and math are the most tested subjects.

The focus on reading and math is largely due to the passage of No Child Left Behind (NCLB) in the year 2000. Since NCLB mandated that students be 100% proficient in math and reading by the 2013-2014 school year, the vast majority of educational resources went to help students achieve at a higher rate in those categories (Hutton, Curtis, & Burstein, 2006; United States Department of Education [USDOE], 2001). This meant that STEM teachers, those who have a direct impact on math scores, were given greater pay rates and greater incentives to become part of the educational system. Many grants were given by the federal government in order to increase the math skills of students throughout the country (USDOE, 2009). English classes were also well taken care of, as a large number of companies focused on creating specialized curricula materials that would help students pass standardized reading tests. This lack of focus on social studies improvement has led to stagnant scores on national history exams and a stagnant way of instruction in the classroom (National Center for Education Statistics, 2011).

A byproduct of the implementation of NCLB was the development of school grading systems that focused heavily on how well students did on reading and math standardized tests.

With school grades so heavily tied to how students performed on standardized tests such as HSCT and FCAT, districts pushed to ensure that students performed exceedingly well on reading and math exams (Assistant Principal Alpha, personal communication, 2014). Even with the implementation of the Florida Standards Assessment in 2014-2015 school year, schools are still largely focusing on math and English classes as the venues for improving student test preparedness (Assistant Principal Alpha, personal communication, 2014; Hannah High School, 2014b).

The 2014-2015 school year brought about a new grading system for the state's public high schools. Unfortunately, the new grading system only takes one social studies class into account, the United States History end of course exam (EOC) scores, when determining a school's grade (FLDOE, 2014a). This leaves social studies teachers still feeling that they do not directly contribute to the success of a school's grade. With these structural issues impeding social studies teachers from being directly responsible for the overall grade of the school, teachers are given little incentive to change their teaching practices.

Resource Issues

A lack of appropriate resources has also plagued the implementation of historical literacy strategies in the social studies classroom. One of the main issues is a lack of both financial and concrete resources. Since 2010, school funding throughout the state of Florida has dropped by about one billion dollars (FLDOE, 2011; FLDOE, 2014d). This stagnation of academic funding has placed a significant strain on making sure that students have the resources that they need to be successful in the classroom. This lack of appropriate resources places a large burden on social studies teachers. As mentioned previously, the bulk of school resources have gone to

ensuring that students pass the reading and math portions of their standardized tests. This lack of resources often leads teachers to miss out on pre-constructed resources that could be utilized in the classroom as a way of increasing the student interest and the use of historical literacy skills.

A lack of planning time also greatly reduces the ability of teachers to move towards the implementation of these more complex learning activities (Lee & Swan, 2013; Sandholtz, 2002). This lack of time prevents teachers from searching for many of the free resources that are made available to social studies teachers. Even when teachers do find resources, they have difficulty finding the time to figure out how to integrate these new concepts into their own instructional repertoire. This can be exacerbated by PLCs that require teachers to use identical activities or overly detailed instructional plans that leave little room for modification. This lack of time also prevents many teachers from being able to construct their own original materials, preventing professional growth. Moreover, teachers continue to utilize ineffectual teaching methods with which they are already comfortable.

Tension at the Local Level

County Viewpoints

Despite the fact that it is Graham county's goal to provide students with the opportunity to "acquire the knowledge, skills, and attitudes to be productive citizens in our country and in the global community, (GCPS, 2014a)," many of the practices that are promoted throughout the county do not mirror this mission. In order to be productive citizens in our country and in the global economy, students need the opportunity to develop appropriate 21st Century thinking skills (Johnson, 2009; Schmoker, 2009). These 21st Century thinking skills include the development of proper public speaking skills, the ability to analyze complex situations, the

ability to cite textual evidence, and the ability to write clearly and concisely (Johnson, 2009; Schmoker, 2009). These 21st Century thinking skills are also concepts that make up a great deal of what historical literacy entails (Levinson & Levine; Wineburg, 2004). Despite the fact that GCPS has attempted to promote the teaching of these 21st Century thinking skills/historical literacy skills, the restrictions and implications of state mandated testing have also prompted leadership to concurrently promote teaching practices that run counter to teaching 21st Century skills.

End of Course Exams (EOCs)

This tension between promoting the development of 21st Century thinking/historical literacy skills and ensuring that students are adequately prepared for end of course exams is largely felt throughout social studies classes in GCPS (Teacher Eta, personal communication, 2014). In order to make sure that students are adequately prepared for their end of course exam, social studies teachers are largely required to teach their full year courses in complete fashion by the end of the third grading period. This is due to the fact that end of course exams are scheduled by the state to take place during the third week of April (Hannah High School, 2014a). The scheduling of the test during this part of the school year is to ensure that grades can be processed quickly enough so that final student grades can be calculated. Pushing teachers to instruct a class in such a short timeframe promotes shallow instruction of historical information, which runs counter to the purpose of the instruction of historical literacy.

The United States History EOC counts for 30% of a student's overall grade and student performance on the EOC will soon have an impact on teacher pay and a schools state grade (FLDOE, 2014a). Since a large amount of information must be covered in order to make sure

that students are adequately prepared for their EOC, teachers are once again being provided with an incentive to utilize direct instructional methods, rather than allowing teachers to provide their students with the time and opportunity to construct their own historical knowledge. The teaching of United States History in this manner is counterproductive, as the United States History EOC includes questions that rely on the use of historical literacy skills. This issue is illustrated by the United States History EOC scores throughout the county and the state. During the 2013-2014 administration of the United States History EOC, only 66 percent of students passed the exam (FLDOE, 2014f). This was slightly better for GCPS students who passed at a rate of 77 percent (FLDOE, 2014f). These pass rates remained largely stagnant from the 2013-2014 administration to the 2014-2015 administration of the test as Florida students passed at a rate of 63 percent (FLDOE, 2014f) and GCPS students passed at a rate of 78 percent (FLDOE, 2014f). Although GCPS EOC scores are better than state averages, there remain approximately 20 percent of students whose scores are below acceptable state and county requirements. Table 1 represents the pass rates found throughout the state and GCPS.

Table 1: United States History End of Course Exam Pass Rates for the State of Florida and Graham County Public Schools

	GCPS United States History EOC Pass Rates	State Wide United States History EOC Pass Rates
2013-2014	77%	66%
2014-2015	78%	63%

This lack of instructional change is also supported by the fact that many social studies teachers have largely been left alone to teach as they see fit due to the fact that they are viewed as marginally responsible for impacting student achievement on standardized tests. This has led to many social studies teachers developing a level of complacency regarding the implementation of quality teaching practices in their classroom (Assistant Principal Alpha, personal communication, 2013; Teacher Theta, personal communication, 2014; Teacher Eta, personal communication, 2014).

Instructional Plans

There have been attempts by county leaders to try to change the instructional culture of social studies classes. The instructional plans that have been developed by GCPS curriculum specialists, in partnership with many teachers throughout the county, have attempted to include lessons that promote historical literacy in the classroom (GCPS, 2014b). This can be seen by the promotion of DBQ assignments and the inclusion of assignments from the Reading Like a Historian program. Unfortunately, with the short amount of time that each teacher has to devote to each topic in their classroom, the implementation of these types of activities can be quite difficult. This is because these activities tend to go much deeper into a historical topic, miss many of the concepts that students need to know for their exam, take up large amounts of class time, and require lots of time to grade (Barton & Levstik, 2003; Teacher Theta, personal communication, 2013; Teacher Eta, personal communication, 2014). Each of these issues provides teachers with a disincentive to incorporate historical literacy strategies into the classroom.

The Impact of Teacher Evaluation

These timing and content issues become even harder to mitigate when issues such as the value added model are added to the mix. Very soon teachers around the state will potentially see their pay checks tied to student performance on examinations like the FSA and various EOCs (FLDOE, n.d.c). Schools will also see their grades affected to a greater degree as student performance on tests like the FSA and EOCs will almost assuredly drop as they test more complex skills (FLDOE, 2014a). Since school grades and teacher pay are so closely tied to the performance of students on the examinations, teachers are provided with an incentive to make sure that every possible piece of information that could show up on the test is covered, even if that coverage is shallow, one sided, and ultimately unfruitful for the students long term future. Despite a desire to ensure that students receive a world-class education that makes them productive citizens in a global society, teachers are unfortunately being prompted to prepare students to take multiple-choice tests on information that provides little insight into how that world works.

Teacher Viewpoints

The lack of quality teaching practice, and the limited focus on literacy instruction, can be quite perplexing even with school districts touting the message that “all teachers are literacy teachers (Assistant Principal Alpha, personal communication, 2014; School Principal Gamma, personnel communication, 2014b).” Unfortunately, the message that all teachers are responsible for literacy instruction in Graham County Public Schools has had unintended consequences. Since many teachers, especially social studies teachers, see the teaching of literacy as an additional instructional requirement rather than as an integrative instructional process, teachers

tend to reject the teaching of literacy strategies in their classroom (Department Meeting Discussions, 2012-2014; VanSledright, 2013). Subject area teachers often see the teaching of literacy, along with the implementation of Common Core, Florida Core, Marzano, and other learning strategies as being an additional chore in their classrooms, rather than as a skill that should always be integrated throughout their curriculum (Faculty Meeting Discussions, 2012-2014).

How Historical Literacy Skills Can Help

As a new generation of standardized tests are being implemented through the nation, social studies has the opportunity to take a step towards becoming a more active agent in our educational system. FSA and other state level exams are now asking students to participate in the process of analyzing multiple documents in order to be able to provide a cohesive argument on a specific topic (Hannah High School, 2014b). Students are being asked to cite textual evidence on a regular basis (Common Core State Standards Initiative, 2012a) and are even being asked to evaluate the trustworthiness of sources and develop an understanding of the context in which documents exist (Common Core State Standard State Standards Initiative, 2012a).

Teachers are now required to ensure that 70% of student reading at the high school level should be focused on informational/non-fiction text. This shift toward the analysis of non-fiction text will require social studies teachers to change the mindset that teaching literacy skills is the sole responsibility of English/language arts teachers (Informal Colleague Discussions, 2012-2014). This perspective can put students at a greater disadvantage as they prepare to take tests that require them to analyze multiple non-fiction documents, synthesize information from multiple documents, and then attempt to author a piece of writing that has cohesive voice and

utilizes cited information. The skills assessed in these standardized tests are the same types of skills found in the design of historical literacy (Barton & Levstik, 2003; Fragnoli, 2005; Wineburg, 1991). This shift in how instruction is delivered will be an extremely difficult shift to make, largely because so many teachers are used to teaching to multiple-choice tests, and will now need to develop a way to teach that will allow students to analyze the world and come to their own conclusions (Lee & Swan, 2013; VanSledright, 2013).

The value in implementing primary sources in the social studies classroom, and the value of using primary documents, as a means of promoting historical inquiry, has largely been supported by classroom teachers (Hicks, Doolittle, & Lee, 2004; Lee, 2002). Despite this identification of importance, the implementation of primary source activities in the K-12 history classroom has been limited (Lee, 2002; Friedman, 2006). This lack of primary source use can be attributed to the perception that these activities are too complex to design, implement, and grade (Vansledright, 2004). Many teachers also feel that the complexities of primary source analysis exercises are too difficult for students to complete (Vansledright, 2004). While it has been established that students often struggle with the analysis of primary source documents (Wineburg, 1991), it has also been shown that students as young as seven years old have the cognitive ability to engage with and analyze primary source information (Fertig, 2005; Hicks, Doolittle, & Lee, 2004). With evidence to suggest that even the youngest students have the capability of analyzing primary source documents, coupled with the increased standards focus on these types of analytical skills, it is imperative that the use of primary documents be implemented into the classroom with fidelity.

Even when dealing with barriers such as lack of prior knowledge, lack of analytical experience, or a lack of confidence, teachers can help students participate in historical inquiry. The use of scaffolding techniques such as the use of analysis sheets, probing questions, and constant teacher monitoring, can help students overcome deficiencies in critical thinking skills and help build student confidence. Allowing students to participate in historical inquiry not only allows teachers the ability to meet the demands of Common Core State Standards, but it allows them get away from the stand and deliver methods of instruction, which if used in excess can actually hamper a student's ability to learn (Barton, 2005; Whelan, 1997). The implementation of digital primary sources also allows a social studies teacher to fulfill the National Council for the Social Studies (NCSS) goal of using technology in a transformative and powerful way (NCSS, 2010). The implementation of digital primary sources has the ability to dramatically alter how social studies instruction is handled, as it provides a view of history that is tentative and malleable (Lee, 2002).

Implementation of historical literacy skills in the social studies classroom is not meant to be a cure all to the issues that contemporary classrooms deal with, but is meant to supplement other high yield instructional practices. This dissertation in practice is not meant to diminish the need and practicality of the use of direct instruction in certain instances, but rather to demonstrate how the implementation of historical literacy activities can aid students in their development of both historical content and historical literacy skills.

Research to Inform Practice

Overview

In addition to the research question designed to inform the study, the researcher also collaborated on a research study that guided the construction of the professional development model. This research study sought to analyze student and teacher ability to effectively use primary and secondary sources. The research was also very important to the development of this model since it was conducted in Graham County Public Schools and provided insight into how teachers and students currently utilize historical literacy skills.

Purpose of the Study

The purpose of the study conducted by Cowgill and Waring (Under Review) was to partially reproduce the Sam Wineburg (1991) study entitled *Historical Problem Solving: A Study of the Cognitive Process Using Historical Evidence*. In the original study, Wineburg (1991) analyzed how students and historians analyzed primary and secondary sources that revolved around the Battle of Lexington Green. This analysis examined how often and how skillfully students and historians used the skills of sourcing, corroboration, and contextualization, three heuristics that Wineburg (1991) sees as essential to historical literacy. In later work, Wineburg (2008) described a fourth heuristic known as close reading, which the author also feels is critical to proper historical thinking.

In the Cowgill and Waring (Under Review) reconstruction of the Wineburg (1991) study, the researchers examined student and teacher ability to analyze primary and secondary sources. Teachers were selected as participants in this study in order to determine their preparedness to teach students the types of skills that will be evaluated on new standardized tests

such as Partnership for Assessment of Readiness for College and Careers (PARCC), Florida Standards Assessment (FSA), and End of Course (EOC) examinations.

Participants in the Study

Participants in the Cowgill and Waring (Under Review) study included seven social studies teachers who taught classes including Advanced Placement (AP) Human Geography, AP Economics, United States History, and World History. The study also included six senior level students who had previously taken and passed the AP United States History examination.

Methods and Materials

In this study, teachers and students were asked to participate in a think-aloud analysis of eight textual documents and three images that centered on the Battle of Lexington Green. A think-aloud is when a study participant explains what they are thinking about as they analyze a document. This allows the researcher to gain perspective about how the participant thinks when reading primary and secondary sources. Six of the documents were primary sources that include a deposition of 34 minutemen, two British diary entries, a newspaper story from London, a letter protesting British actions in the colonies, and an excerpt from a personal narrative written by a British soldier. Two documents included a 1963 United States History textbook version of the events of the battle and a 1961 American novel detailing what happened during the battle. The three images used included a depiction of the battle from 1775, a depiction of the battle from 1859, and a depiction of the battle from 1886. All three pictures depict the Battle of Lexington Green taking place in different ways. This was done so that students and teachers would be forced to use information from the documents to choose the most accurate portrayal of the Battle of Lexington Green.

Procedures

This study began by videotaping teachers and students engaging in a think-aloud analysis of the eight textual documents. A think-aloud takes place when study participants discuss what they are thinking about while participating in the analysis of a document. Students and Teachers were asked to “try to understand what happened at Lexington Green on the morning of April 19, 1775” (Cowgill and Waring, Under Review) as they read each document individually. No questions were asked of participants as they read, and the only prompts they received were after moments of silence. In these instances of silence, participants were asked “what are you thinking?” or “why did you pause?” (Cowgill and Waring, Under Review).

After all documents were read aloud, each document was presented again, this time chunked into individual sentences that were placed on 5in x 7in index cards. The documents were chunked in order to slow down the thinking process of the participants and to allow for deeper analysis of each document (Johnstone & El-Banna, 2006). Participants were then asked to rank each document in the order of trustworthiness.

After the documents were read for a second time, participants were provided with a reference sheet that contained all of the documents together. This was done so that it would be easier for participants to reference the documents as they analyzed the three pictorial representations of the Battle of Lexington Green. Participants were asked to review each picture and provide statements as to what they saw. After each picture was reviewed, participants were asked to determine which picture “most accurately depicted what happened during the Battle of Lexington Green.”

After all document analysis had taken place, participants were asked to provide definitions for 12 terms relating to the Revolutionary period in United States History. The terms included: Olive Branch Petition, George Grenville, virtual representation, salutary neglect, Townshend Acts, Quebec Act, Proclamation of 1763, Pontiac, Battle of Saratoga, “one by land, two by sea”, internal taxation, and Fort Ticonderoga.

Data Analysis

Document Evaluation

Participant statements made during the document analysis portion of the study were coded as either sourcing, corroboration, contextualization, or close reading. Sourcing takes place when the reader identifies source information prior to reading the rest of the document. Corroboration takes place when a reader references other documents while analyzing the text they are reading. Contextualization takes place when the reader tries to place the events of the document that they are reading, within a greater historical context. Close reading takes place when readers try to gain understanding of textual features and the tone of the work that are beyond what is actually in the document. These concepts are discussed further during chapter two of this dissertation in practice and in the following table. Reliability of the document coding was determined by comparing author codes with that of a trained external rater. The interrater reliability for the raters was found to be $Kappa=.72$ ($P<.001$), 95% CI.

Table 2: Document Analysis Code Guidelines

Sourcing	Sourcing is the first step in the document analysis procedure in which a student looks at the source material to try and gain an initial understanding where the document came from, who stated the information in the document, and when the document was written (Wineburg, 2001).
Contextualizing	The contextualization heuristic requires that students be able to place the events of the document into a broader timeline, therefore helping them to understand how the events of the document fit into the greater picture of the event being studied. Placing something into context moves beyond just a simple restatement of when an event took place, but really is student analysis the importance of when/how the event took place (Wineburg, 1991; Wineburg, 2008).
Corroboration	The corroboration heuristic requires that students try and verify that the information in one document is reliable, by determining if what they have just read matches with information in other documents. Ensuring that information is reliable is an important skill that students need to develop in a world where information is a ubiquitous commodity and in a world where anyone has the ability to publish whatever they want (Wineburg, 1991; Wineburg, 2008).
Close Reading	The close reading heuristic requires that students look for deeper meaning in the words being used within the document. Close reading should be used to question the intent of the author, should be used to interpret the tone of the document, and should be used to construct a deeper understanding of the motivations behind the creation of a document (Wineburg, 2008).

Results

Identification of Terms

Students were able to identify an average of 3.333 terms out of the 12 terms for which they were asked to provide definitions (standard deviation=1.93338). Teachers on the other hand, were able to only identify an average of 1.714 terms of the 12 terms they were asked to provide definitions for (standard deviation=2.42997). The smaller standard deviation for students means that students were able to more consistently name terms, while there was a wider degree of deviation between the number of terms teachers were able to identify. This can be seen by the fact that one teacher was able to identify seven of the 12 terms, while no other teacher was able to identify more than two terms.

Document Analysis Results

To analyze the difference between student and teacher use of the four historical analysis skills, an independent T-test was run to compare the number of times teachers and students utilized the four historical literacy heuristics. After running the independent T-test it was found that there was no statistical difference in teacher and student use of any of the four heuristics. The results were reported as: categories of sourcing $t(11)=1.326, p<.05$; close reading $t(11)=.109, p<.05$; corroboration $t(11)=.199, p<.05$; and contextualization $t(11)=-1.738, p<.05$. Since there is not statistical difference between student and teacher use of the four heuristics, it can be argued that teacher's need to further develop their historical literacy skills in order to be able to help students develop their skills. This can be further explained by the way that the four heuristics were used throughout the think-aloud process, the description of which can be seen below.

The use of the sourcing skill was only used on three different occasions during the teacher think-alouds and was never used during the student think-alouds. Failure to use the sourcing skill caused many participants to be confused from what point of view they should be reading the document. This was best highlighted when one participant stated “Ok, so before this, thinking about who is it? Now, right now, I’m thinking that it’s the British army people. Um, but who knows?” Had the source information been consulted prior to the reading of the document, it would have been clear from what perspective the document had been written.

The use of the corroboration was utilized by both teachers and students during the think-aloud portion of the study. Teachers and students referred to other documents in order to try to determine the validity of what was said in various documents. The main concepts that teachers and students sought to understand through the corroboration heuristic focused on who shot first during the battle and how many individuals were injured or killed during the battle. Even though teachers and students utilized this skill, they were unable to use that skill to come to conclusions about what actually happened during the Battle of Lexington Green (Cowgill & Waring, Under Review).

The use of the contextualization skill was also limited throughout the think-aloud. Teachers and students were very good about restating the information that they had just read and were able to put events in chronological order. However, they were unable to place information from what they read into a greater historical context, which is an essential component of contextualization. The limited use of contextualization by teachers and students prevented them from gaining an understanding of the overall importance of the information in the documents.

The use of the close reading heuristic was used on a consistent basis by both teachers and students, but each group focused on different concepts. Teachers had a tendency to focus on text features such as ellipses and quotation marks while also analyzing the word choice used in the United States History textbook excerpt. Students on the other hand continually looked at how each document could be used for propaganda purposes.

Table three describes the average number of times that teachers and students utilized each historical literacy skill. The table also describes the standard deviation found within each group.

Table 3: Teacher and Student Use of Sourcing, Close Reading, Corroboration, and Contextualization

Subject	Category			
	Sourcing	Close Reading	Corroboration	Contextualization
Teachers (n=7)				
M	.43	25.14	12.29	3
SD	.7868	10.65	8.28	1.15
Students (n=6)				
M	0	24.50	11.33	7.83
SD	0	10.59	7.31	7.3

Significance

There are a variety of reasons why the information from this study is significant in regards to the designing of the professional development model found within this dissertation in practice. One reason the information from this study is significant is there is no discernable difference in teacher and student ability to participate in historical literacy activities.

Additionally, without a discernable difference in ability, it becomes difficult to expect that teachers will be able to effectively instruct students to develop these skills in a deeper manner. Further, two of the four skills, (sourcing and contextualization) which are considered to be key in the process of historical literacy, were not consistently used in teacher analysis of primary and secondary sources. These issues are exacerbated by the fact that even though teachers and students use the corroboration heuristic, they were unable to do so in a way that allowed them to come to any text-based conclusions.

The model discussed in chapter two seeks to aid GCPS social studies teachers in their development of historical literacy skills by addressing the inconsistencies found in the research conducted by Cowgill and Waring (under review) as well as in national research. By focusing on ensuring that teachers further develop their ability to participate in the process of sourcing, corroboration, contextualization, and close reading, we can better ensure that students will develop the skills needed to be successful both in and out of the classroom.

CHAPTER TWO: MODEL RATIONALE AND EVALUATION

The Problem of Practice, Contextual Issues and Expected Outcomes

The goal of this dissertation in practice was to create a model of professional development that would specifically help GCPS high school social studies teachers to further develop their ability to utilize historical literacy skills in the social studies classroom. The model described herein was designed from a practitioner's point of view so that appropriate guidance could be provided to teachers as they attempt to meet the various demands placed on them in their classrooms. These demands include preparing students to be successful on the FSA and EOC, helping students to continue developing appropriate analytical and literacy skills, while also helping teachers to successfully meet the demands of the Marzano evaluation model. While there are a variety of professional development models that already exist, the design of this model was done to specifically address historical literacy teaching skill in GCPS. The professional development model is based upon literature from research-based publications, from research done within GCPS, as well as pedagogical articles that promote and advocate for the use of historical literacy skills.

Due to the fact that the implementation of historical literacy skills has been inconsistent, teachers have relied heavily upon more traditional stand and deliver models of instruction that have yielded less than desirable results (Barton & Levstik, 2003; Mayer, 2006). The use of these more traditional modes of instruction have prevented students from developing the ability to consistently analyze primary and secondary sources, from developing the ability to synthesize information from multiple sources in order to form an argument, and from developing the ability to formulate and support one's own argument utilizing primary and secondary sources (Mayer,

2006). The overuse of stand and deliver instructional methods have also stunted student interest in the social studies, causing students to perceive social studies as one of the most boring classes they take (Chiodo & Byford, 2004; Grant, 2013).

Further, because of negative implications that can arise from a dearth of the skills taught through the use of historical literacy, it became apparent that there was a need to help both teachers within GCPS develop their historical literacy skills. In order to help teachers develop these skills it is essential to help them develop a strong level of teacher efficacy and skill in the use of historical literacy concepts (Sandholtz, 2002). Once teacher efficacy and skill has been improved, students should ultimately benefit from the use of more engaging lessons, the development of complex analytical skills, and appropriate communication abilities (Barton and Levstik, 2003, Wineburg, 2008). The use of these activities should also positively affect student interest in the social studies, student ability to utilize and demonstrate historical literacy skills, aid in student standardized testing scores, and aid students as the move into college, career, and civic life (NCSS, 2010; NCSS, 2013).

Through the design of these professional development modules, teachers will be given the opportunity to develop their own historical literacy abilities, will have the opportunity to be shown how historical literacy can be implemented in a way that helps them meet their curriculum needs, and will be given help in creating and understanding the types of activities that can be utilized to successfully implement historical literacy.

Model Design Theoretical Underpinnings

The Scholar Academic Impact on Instruction

This fact-centered perspective on curriculum instruction, where history instruction generally lies, is largely based upon what is referred to as the scholar academic ideology of curriculum ideology (Schiro, 2008). Whitefield (1971) noted that those who view the creation of curriculum through the scholar academic viewpoint believe that all knowledge should be separated into its individual disciplines and that the mastery of the content knowledge is the overriding focus on classroom instruction.

Generally, the scholar academic ideology focuses on teachers as being the conduit through which factual knowledge, which is generated and curated by university professors, is passed down to the layperson. While the K-12 teacher may have a good understanding of what they are communicating in the classroom, they are not looked upon as individuals who have the qualifications to generate new learning on whatever subject they are teaching (Schiro, 2008). If the teacher is merely a conduit of knowledge, then the student is the passive receptacle of knowledge that is being dispensed from those in academic positions.

Utilizing the Social Efficiency Ideology

The social efficiency model of curriculum theory is based upon the idea that teachers are social engineers that are attempting to create a change in behavior in students when they are placed in specific situations (Schiro, 2008). In order to achieve the desired changes in student behavior, it is important to formulate the objectives and goals that you wish to see achieved and then create activities and assessments that help measure the movement towards those desired changes (Smith & St. Pierre, 2009).

Using the social efficiency ideology of curriculum design aligns well with the development of historical literacy modules, in that both historical literacy and social efficacy curriculum is based upon having students simulate activities that they would encounter in the field (Fragnoli, 2005; VanSledright, 2004). This idea aligns with the tenet that it is through the practice of a behavior, where students actually learn content and skill (Schiro, 2008). The learning modules included within this dissertation in practice also align with the belief that students learn best by gradually building up to ever more complex behaviors. The use of the social efficiency model is also supported by the guided and independent practice model that is recommended for the implementation of these curriculum modules. The guided and independent model of instruction is based upon the idea of I do, we do, you do (Fisher & Frey, 2008). This means that teachers first model the types of information that students are to produce, then they work with students to help them produce their own work, and finally students complete their own work either in groups or independently.

Utilizing Historical Literacy

Rather than focus teacher professional development time on the prescription of instructional activities, the design of the professional development modules focused on four of the main skills found within historical literacy. These skills include: the ability to source a document, corroborate information between documents, contextualization of information within documents, and finally how to close read a document (Wineburg, 1991; 2008). The ability to utilize these skills allows students to understand how who an author is, can change the interpretation of a source, can develop their own understanding of historical events, provides students with the opportunity to synthesize information from a variety of sources, and find

common themes through various documents about a particular source (NCSS, 2010; NCSS, 2013; Wineburg, 2008). The use of these skills is integral to student success on next generation standardized assessments, in college classes, and in the complex workplace (NCSS, 2010; NCSS, 2013; Wineburg, 1991; Wineburg, 2008).

In order to facilitate students' development of sourcing, corroborating, contextualizing, and close reading skills, students must be allowed to analyze and construct meaning from a variety of primary and secondary sources (Martin & Wineburg, 2009). These sources should provide students with the opportunity to scrutinize sources in order to construct their own understanding of the content (Barton, 2003; Barton & Levstik; 2003; Mayer, 2006).

In order to maximize the impact that these activities can have on students, it is important that teachers appropriately model the instructional techniques that are being used in class and that appropriate modifications are made in order to ensure student success (Martin & Wineburg, 2009). Many of these skills are foreign to the types of responsibilities that students are used to fulfilling in the classroom. Modeling how these skills should be used and explaining how content can be pulled from primary and secondary sources maximizes the likelihood that students are able to develop these skills (Mayer, 2006).

Constructivism in Historical Literacy

In order to assist teachers in becoming more effective in the social model of instruction, the lesson modules created for this dissertation in practice are largely based upon the instructional model of constructivism. At the core of this constructivist philosophy is the belief that in order for students to learn in the classroom, they must enter into a state of disequilibrium (Auger & Rich, 2010). In this state of disequilibrium, students will seek out new knowledge and

then attempt to assimilate this knowledge into their already developed schema in order to find equilibrium once again. It is argued that student learning can only take place when students are mistaken about their current notions, are in a state of disequilibrium, and when student recognize they must reorganize their existing thinking in order to accommodate new information that is counter to their previously held beliefs (Auger & Rich, 2010).

This sense of disequilibrium can be created when a student is working with an individual, or with curriculum materials, that push students outside of their knowledge comfort zone. When students encounter information that is just beyond their current understanding or level of knowledge, they can begin to explore what Vygotsky (1978) referred to as the zone of proximal development (ZPD), in which they have access to structured information that can be learned. Having students explore that zone of knowledge right outside of their comfort zone allows the students to enter into a state of disequilibrium, but in a way where they have structured access to information that can help them regain equilibrium by the attainment of new knowledge.

It has been argued that in order for students to appropriately develop a deep sense of content knowledge, as well as develop the ability to critically think about classroom content, they must be allowed to “handle real materials, interact with others to clarify and extend their understandings, and verbally discuss their own experiences” (Auger & Rich, 2010, p 9). The College, Career, and Civics (C3) framework designed by NCSS to be a companion to the CCSS is based upon the idea that inquiry should be a main component of historical instruction (NCSS, 2013). Student active engagement in the analysis of primary and secondary documents, allows them to meet the goal of handling real materials. Analysis and evaluation of authentic historical

sources allows students a greater opportunity to develop a deeper understanding of the content being taught (Barton & Levstik, 2003; Wineburg, 2004).

While constructivism is a key component of historical literacy, it is important to understand that the use of radical constructivism, where students are allowed to explore based upon their own interests and on topics of their own choosing, is not being advocated for. The use of constructivism in this context leans heavily on the cognitive constructivist viewpoint, where teachers help students to discover knowledge that is viewed as truth external to the individual (Doolittle & Hicks, 2003). While more radical and social constructivist techniques have their place in the social studies classroom, the purpose of the curriculum modules included in this dissertation are designed for teachers to help students not only develop historical thinking skills, but to also help students prepare for the type of content that will be tested on end of course exams.

Key Terms and Concepts: Professional Development

Overview

The key terms included in this section represent the main concepts found within this professional development model. These concepts were focused on as they represent what should make this particular professional development model successful. These key terms are meant to provide the reader with a clear understanding of the professional development components found within this model.

Andragogy

An important concept to keep in mind when designing professional development sessions for teachers is the study of andragogy. Andragogy are teaching methods that are best used on

adult populations (Knowles, 1984). While there are many overlaps in the methods employed in andragogy and pedagogy, there are a variety of different steps professional development facilitators can take in order to make professional development more effective. These include drawing upon teachers classroom practices, integrating professional development content with a teacher's daily practice, making learning opportunities meaningful and practical, and the inclusion of social learning (Butler et al., 2004; Fishman et al., 2003; Sandholtz, 2002)

Coaching vs. Mentoring

An integral component to the professional development modules that have been created for this dissertation in practice is the balance between coaching and mentoring. Coaching is completed by helping teachers to complete specific performance goals with an eye on making sure that a specific agenda is being met (Starcevich, 2009). By pushing teachers to implement historical literacy concepts into their classroom, coaching is a prominent component of ensuring that teachers actually use the skills found throughout this model.

This model not only addresses the need to improve teacher motivation to utilize these skills, but also makes those that will facilitate this model available as mentors as well. In the role of mentor, it is the job of the professional development facilitator to make themselves available to help teachers work through the issues that they are having with their teaching of these skills (Knight, 2011; Starcevich, 2009). They are there to help teachers perceive the value of these types of activities and to affirm what teachers are doing effectively, as well as working through difficulties.

Collaboration

One of the most inhibiting factors in professional development sessions for teachers is that teachers often feel that they are not respected and feel that they are being talked at, rather than being talked to (Butler et al., 2004; Fishman et al., 2003; Sandholtz, 2002). One of the key components to these professional development modules will be to provide teachers the opportunities to both communicate with the professional development facilitator, as well as with each other. During the portions of the professional development sessions where teachers will have the opportunity to actually interact with the learning materials, they will be given the opportunity to work with their fellow teachers. This allows the teachers the opportunity to discuss how they would implement these activities in their classroom, how they would modify these lessons to meet the needs of their students, and would discuss any shortcoming they were having with the analysis of these tools.

Teachers will also be provided with a forum to discuss any issues or concerns they have at the end of each professional development session. Teachers will be engaged in sharing these concerns in a constructive way, and will be asked to focus on solving any deficiency that they see, rather than merely complaining about portions of the model that they do not see as being beneficial.

Marzano

An essential focus on teacher development in Graham County Public Schools includes the Marzano indicators of teacher performance, which teachers must demonstrate. These indicators were parsed together from various educational research to create a list of teaching behaviors that maximize student outcomes (Marzano, 2007). One purpose of the curriculum

modules and the professional development sessions was to show teachers how the implementation of historical literacy programs can help them meet the requirements of the Marzano evaluation model. By demonstrating to teachers how they can accomplish a variety of goals with one type of lesson increases the likelihood that these types of lessons would be implemented more frequently in the classroom.

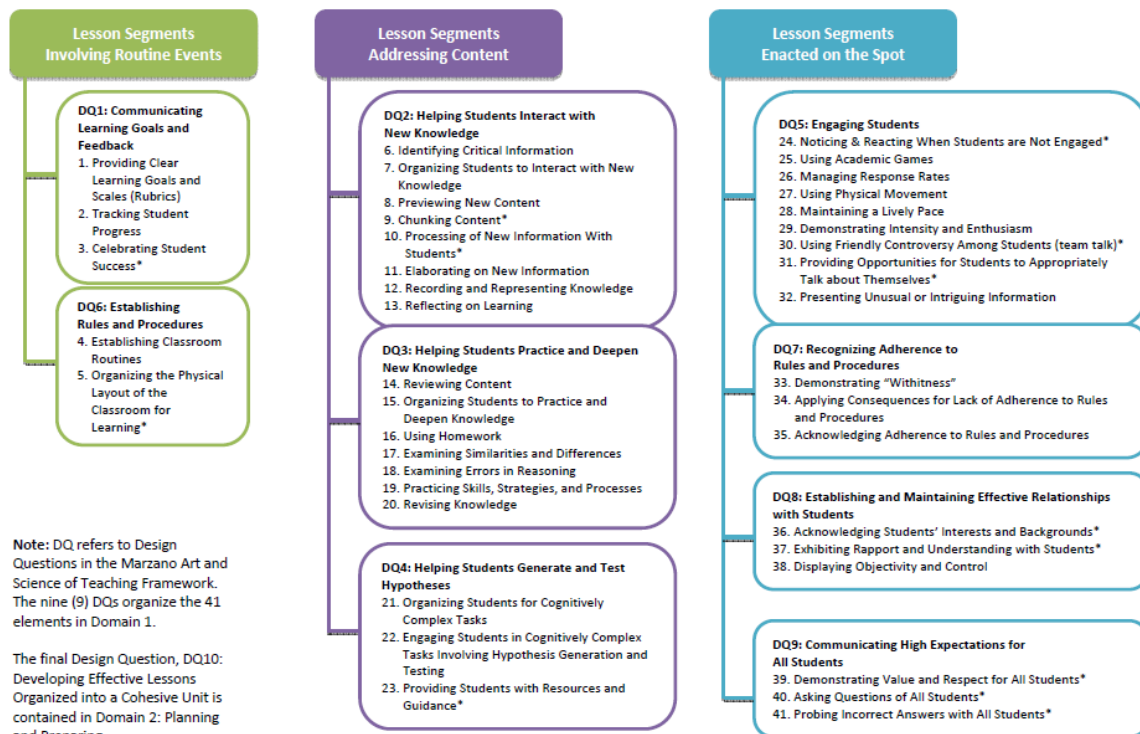


Figure 3: Marzano Indicators of Successful Teacher Practice

Exceptional Student Education (ESE) and English Language Learners (ELL)

One of the fears regarding the implementation of historical literacy programs is that some students do not have the cognitive abilities to effectively participate in these types of activities (Barton & Levstik, 2003). This fear is especially prevalent in teachers who teach a high population of students with learning and language deficiencies. Each curriculum module and professional development module provides teachers with a list of accommodations that are actively built into each lesson in order to help these students be successful with this type of learning. This, along with the use of guided and independent practice discussed previously, can help ESE and ELL students be successful with these complex activities.

Key Terms and Concepts: Historical Literacy Curriculum Practice

Overview

The key terms included in this section represent the main concepts found within the curriculum modules in this dissertation in practice. These key terms are meant to provide the reader with a clear understanding of the curriculum components found within this model and how they apply to helping teachers within GCPS.

Practice

Pedagogy

Pedagogy is the study of how best to teach students (Chapuis, 2003). Generally when educators look at the concept of pedagogy they are trying to determine the best way to teach children at the K-12 level (Chapuis, 2003). When trying to determine the best way to teach students, it is important to take into account the skill level, the culture, the expectations, and the contextual issues that surround the education of the child. Understanding ones pedagogical

philosophy and understanding how that pedagogical philosophy affects the way that curriculum is implemented is critical to successful teaching (Chapuis, 2003).

Cognitive Constructivism

While pure constructivism is structured in a way for students to independently construct their own meaning regarding their studies, this type of constructivism does not lend itself well to the demands of modern educational standards (Doolittle & Hicks, 2003). The type of constructivism found through these lesson modules is based upon the concept of cognitive constructivism. Cognitive constructivism is based upon the idea that the instructor is responsible for providing students with activities, documents, and other instructional materials that can be used as a guided path towards classroom learning (Doolittle & Hicks, 2003). While these materials have been pre-selected and are used to push students towards a specific conclusion, students are still asked to construct their own understanding of the event, rather than being explicitly told what to believe or what the important information is. This guidance pushes students to take a more invested stance on what is being taught in class and can lead to more developed learning outcomes (Vansledright, 2009).

21st Century Thinking Skills

Another downside to the use of stand and deliver methods of teaching is that students are missing out on the ability to develop their own 21st Century thinking skills. 21st Century thinking skills are skills such as creativity, innovation, critical thinking, problem solving, information and media literacy, technology skills, and life skills (Grant, 2013; Johnson, 2009; Schmoker, 2009). In the traditional mode of education, students are provided with a set of facts that they must memorize for the test and a worksheet that they must fill out with the “right”

answers (Schiro, 2008). These types of activities do not challenge students to move beyond simple recall of information and incentivizes the regurgitation of a static set of information that has little to no bearing on their lives.

Activities that push students into using 21st Century thinking skills are those where students must display what they have learned in creative ways. These assessments require that students demonstrate how they critically analyzed information, solved problems to be able to display that information, and show the critical analysis of the validity of sources (NCSS, 2010; NCSS, 2013). Without providing students with an opportunity to develop these skills in our classrooms, the educational system is setting up future generations for failure as the world becomes increasingly complex.

Guided and Independent Practice

The guided and independent model of instruction is viewed as a productive way to help students engage in cognitively complex practices. Since many of the processes included in historical literacy might be new to students, it is important that they are aware of expected outcomes after completion of specific activities. The guided and independent model of instruction is based upon the idea of I do, we do, you do (Fisher & Frey, 2008). When historical literacy concepts are being introduced, the teacher should model for students how to complete the analysis of the documents, demonstrating to students what they are thinking and the thought process being used to complete the analysis. Modeling the cognitive process for students is extremely important as it provides them a framework for how to complete their own analysis in the future (Afflerbach & VanSledright, 2001).

The second time a historical literacy concept is introduced in the classroom, the teacher should be there to directly guide what students are doing. As the student and teacher work in conjunction with each other, the teacher can continue to model the analytical techniques needed to be successful in historical literacy, while also correcting any mistakes in the students' process of analysis. This direct and immediate feedback is unbelievably helpful to the student as they begin to formalize their own understanding of historical literacy.

The final step in the guided and independent practice model is to push students to participate in the analysis on their own. The teacher is still there as a guide and can help correct issues with student analysis, but should refrain from taking over the analysis themselves. In this role, the teacher is merely there to ask guiding questions that will help students come to a conclusion on their own.

Common Core State Standards

The Common Core State Standards were used as a guideline for many of the activities that were included in these curriculum modules. 43 states have adopted CCSS and those that have not, have adapted much of what was included from CCSS into their own state standards. With such wide spread acceptance of these standards, it is necessary to create instructional tools that can be used to show how historical literacy skills can aid teachers and students in meeting the demands of CCSS (Common Core State Standards Initiative, 2012a). The Common Core State Standards, which mirror many 21st Century thinking skills, require that students become well versed in the ability to utilize content-specific skills in order to thoughtfully communicate the conclusions they are able to make through the analysis of non-fiction texts.

CCSS requires students to analyze a variety of non-fiction texts looking for information such as bias, author's purpose, context, central ideas, and potential missing information (Common Core State Standards Initiative, 2012b). Students are also asked to cite specific textual evidence, corroborate information between texts, evaluate author's claims, and analyze a variety of sources such as pictures, political cartoons, video, and text (Common Core State Standards Initiative, 2012b).

RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Figure 4: Example of Common Core State Standards That Address Document Analysis

Next Generation Sunshine State Standards and Florida Standards

The Next Generation Sunshine State Standards (NGSSS) were created as content specific standards regarding what should be taught in the state of Florida. NGSSS were used in the creation of these curriculum modules in order to provide specific examples of how content can be driven through the use of historical literacy skills (CPALMS, 2014).

After Florida decided to remove itself as a proponent of CCSS, they slightly modified many of the CCSS and created what are now referred to as Florida Standards. These standards, used in conjunction with NGSSS, are used to provide examples of the skills and content that students should understand at the end of a course. The Florida Standards mirror the CCSS in illustrating the types of skills that students must be able to demonstrate. Both were purposely included to help teachers understand that even though they hear about a variety of programs and standards, the vast majority of these programs are asking them to do the same things.

Historical Literacy

Historical literacy is the practice of analyzing primary and secondary documents in order to gain an understanding of the events that took place during history (Wineburg, 2008). The use of historical literacy runs counter to the use of stand and deliver instructional methods generally used during historical instruction (Fillpot, 2012; Mayer, 2006). Through historical literacy, students are asked to construct their own understanding of how historical events have taken place and then formulate their own argument as to what took place by corroborating information from a variety of sources (Barton, 2003; Barton & Levstik, 2003; Wineburg, 2008). The use of historical literacy is predicated upon the teacher selecting primary and secondary sources for

students to analyze. This analysis can be done in a variety of ways, but is generally facilitated either by the teacher or through the use of document analysis guides.

Document Analysis

The document analysis process that accompanies many of the activities within these lesson modules are largely based upon the heuristics discussed by Wineburg (1991; 2008). The skills included in student analysis of these documents include sourcing, contextualization, corroboration, and close reading.

Sourcing

Sourcing is the first step in the document analysis procedure in which a student looks at the source material to try to gain an initial understanding about where the document came from, who stated the information in the document, and when the document was written. Determination of this information provides the student the opportunity to assess any potential bias that may exist in the document, and helps the student to place that document in the appropriate timeline of events (Wineburg, 1991; 2008).

Contextualization

The contextualization heuristic requires that students be able to place the events of the document into a broader timeline, therefore helping them to understand how the events of the document fit into the greater picture of the event being studied. Placing something into context moves beyond just a simple restatement of when an event took place, but is student analysis of the importance of when/how the event took place (Wineburg, 1991; 2008).

Close Reading

The close reading heuristic requires that students look for deeper meaning in the words being used within the document. Close reading should be used to question the intent of the author, should be used to interpret the tone of the document, and should be used to construct a deeper understanding of the motivations behind the creation of a document (Wineburg, 2008). Understanding the deeper meaning of the document should lead to a greater understanding of the event as a whole, especially when paired with the corroboration heuristic.

Corroboration

The corroboration heuristic requires that students try to verify that the information in one document is reliable, by determining if what they have just read matches information found in other documents. Ensuring that information is reliable is an important skill that students need to develop in a world where information is a ubiquitous commodity and in a world where anyone has the ability to publish whatever they want (Wineburg, 1991; 2008). Being able to weed out information that does not fit the broader narrative of an event is an extremely valuable tool as students are asked to complete more complex tasks in their education.

Primary Documents

A primary document can be defined as a document that was produced during the time of an event (Library of Congress, n.d.). Primary documents traditionally refer to sources such as newspapers, diaries, movies, plays, books, television broadcasts, etc. The use of primary source documents is a central practice of facilitating historical literacy in the social studies classroom (Kuhn & O'Hara, 2014).

In previous decades, access to primary sources was limited to the resources provided by textbook publishers and local libraries (Lee, 2002). Now, primary document repositories such as the Library of Congress, National Archives, Presidential Libraries, and many more, provide teachers with immediate access to hundreds of thousands of historical documents (Bolick, 2006; Lee, 2002). These repositories have opened a broad range of instructional materials that can be used in order to engage students in historical literacy.

Even with the use of primary documents becoming more accepted in the teaching of social studies, there are still downsides to using them. According to Barton (2003), there is an inherent belief that there is an inherent truthfulness to the use of primary documents and that by using primary documents, one can get a clearer picture of what took place in the past, however primary sources only have the ability to provide a clear viewpoint on what the author believed or thought about during a particular historical event. It is only through the evaluation and corroboration of multiple documents that a student begin to develop a clear conclusion as to what happened during a particular event, and even then, students have only come to one possible interpretation of that historical event (Barton, 2003; Wineburg, 2008).

Secondary Documents

Secondary documents can be defined as documents that provide commentary on events that have taken place in the past (Morgan & Rasinski, 2012). The most common secondary documents which people are familiar with are textbooks, novels/history books, and movies/documentaries about historical events. These sources generally use other primary and secondary sources in order to craft a narrative about what took place during the past. These

narratives can include information from these other sources and include commentary and analysis from the author themselves.

These documents seek to provide others with an understanding of what took place during the past (Princeton, n.d.). There are inherent weaknesses in these documents as well due to an author's bias and personal perspective. It is almost impossible to remove these biases from these works. Secondary documents can be analyzed just as thoroughly and thoughtfully as the primary sources used to create them.

Documents that are Primary and Secondary

Some documents have the ability to fall into a category that is both primary and secondary. Textbooks are an example of a source that is generally classified as a secondary source that in the right conditions, can be classified as a primary source as well. If one were to be engaged in the analysis of how textbooks presented the civil war throughout history, one would be using what is traditionally a secondary source as a primary source. This change in how the document is viewed is based upon the use of the document and this can apply to all other secondary documents as well.

Unique Design Characteristics: Professional Development

Overview

The following terms were design concepts focused on during the design of these professional development modules. These concepts were focused on in order to facilitate to the adoption of historical literacy activities in Graham County Public Schools. Focusing on the following issues and challenges should encourage teachers to effectively use the skills being presented during their professional development sessions.

Teacher Buy-in

One of the main barriers to success in the implementation of any model is a lack of buy-in from those who are responsible for the actual implementation of model components (Marzano, Toth & Schooling, 2011). One of the impediment's to teacher buy-in is a feeling that the model that they are being asked to implement does not help them meet the goal's they already feel are important (Sandholtz, 2002). One of the main concerns from social studies teachers is that they must cover a tremendous amount of historical content in a very short period of time, in order to adequately prepare their students end of course exams and in order to meet the demands of the instructional plans developed by county officials (Teacher Theta, personal communication, 2014; Teacher Eta, personal communication, 2014).

This short timetable for instruction has prompted many teachers to use stand and deliver instructional methods as this provides them the opportunity to control the flow and speed of information, ensuring all required material is covered prior to the administration of standardized tests (Friedman, 2006). Unfortunately, this increased speed of instruction often leads to a very shallow understanding of classroom materials and incentivizes students to simply memorize information for a test and then forget that information in the future (Mayer, 2006). By providing teachers with a solid rationale for how they can use historical literacy skills to both get through all of the content that they need to teach prior to the administration of the EOC, and showing them that these types of instructional methods actually impact student achievement on these types of tests, should provide enough buy-in from teachers so that they actually implement instructional techniques of this nature.

Another reason teacher buy-in issues exist for the implementation of new model is that teachers generally believe there are a lack of appropriate instructional materials (Butler et al., 2004; Sandholtz, 2002). One focus of this model is to create a wide variety of instructional tools that teachers can implement into their classroom on an immediate basis. These materials will both be pre-fabricated lessons that they can use and will also include guided instructional development portions of the professional development sessions.

Teacher Efficacy

Teacher efficacy is the inherent belief that an instructor can effectively implement whatever instructional method they are attempting to use. Even if buy-in is achieved, a lack of teacher efficacy regarding these types of programs can doom the implementation (Bandura, 1986). The belief that success can be achieved in what one is attempting to do, is a factor in the success of the implementation of a model. Due to the importance of teacher efficacy, this model has paid special attention to the development of teacher efficacy regarding the ability to understand and teach historical literacy skills.

One of the best ways to develop efficacy is to allow teachers to actually participate in activities of this nature (Butler et al., 2004; Sandholtz, 2002). One of the main components of the professional development sessions included in this model is that teachers actually complete each type of activity that is essential to teaching historical literacy skills. This, therefore, allows teachers to understand the process that students will experience in the classroom. A firsthand experience with how student knowledge is developed and how students draw conclusions can help teachers understand how they need to guide their students in the process of learning historical literacy skills.

Not only is it important for teachers to develop a sense of efficacy regarding how knowledge is constructed through these type of activities, it is important to provide teachers an opportunity to develop efficacy in creating historical literacy activities. Each professional development session will provide teachers with a block of time to begin creating their own historical literacy activities. Engaging in these activities will allow teachers the opportunity to create historical literacy activities that can be immediately implemented into their own classrooms. Guided help creating learning activities, teachers should help teachers feel more comfortable and more likely to utilize these historical literacy skills in the classroom.

User Friendly Lesson Modules

Ensuring the model is user friendly is another important way to motivate teachers to implement a model of this nature (Lidwell, Holden, & Butler, 2003). The lesson modules in this model have been created in a way to help teachers meet the needs of the various standards that teachers must meet in Graham County Public Schools. These standards include Common Core State Standards, Next Generation Sunshine State Standards, and Marzano teaching indicators. Each lesson module highlights the Common Core and Next Generation Sunshine State Standards utilized within the lesson while also pointing out what Marzano teaching indicators can inherently be found within the lesson. The lesson plans also include a detailed description of how the lesson should be implemented in the classroom as well as the instructional materials needed in order to implement the lesson immediately.

Goals of the Model

The main focus of this dissertation in practice was to create professional development modules that would increase GCPS social studies teachers' efficacy and ability to use and

implement historical literacy concepts in their teaching. When teachers are more comfortable with the process, design, and implementation they will be able to more effectively guide students through the complex document analysis process. This includes ensuring that teachers have the ability to participate in sourcing, close reading, contextualization, and corroboration.

Ultimately the goal is that these professional development modules lead to student growth in a variety of areas. One such goal is to increase student ability to engage in complex analysis. Through engagement with complex analytical activities that require students to understand source information, read beyond the text, engage in contextualization, and corroborate information across sources, students will be developing the 21st Century thinking skills vital to college, career, and civic readiness (NCSS, 2010; NCSS, 2013).

Another main goal of this model was to create a curriculum model that could have an impact on student test scores on the Florida Standards Assessments (FSA) and end-of-course-exams (EOC). While the idea of changing curriculum in order to aid the attainment of test scores is an unpopular view, doing so in a way that is already natural to the teaching of a subject area is an appropriate progression of teaching strategies. Utilizing social studies content to increase analytical and higher order thinking skills has the potential to make social studies content more relevant to students, teachers, and administrators.

A final goal, and one that is just as important as test scores and career readiness, is that this model was developed in order to help student see how interesting and relevant the social studies can be in their lives. By engaging students with the study of complex and controversial concepts with the knowledge that they are free to come to their own conclusions can be an

awakening experience for students. What was once a prescription of fact becomes a scavenger hunt for knowledge and ultimately, turns into the development of important life skills.

Examples of Success

The use of document analysis has seen great success in students from elementary to high school (Barton, 1997; VanSledright, 2004; Wineburg 1991). Students who often engage in document analysis state that they are now frustrated with how history has been presented to them in the past and believe that history is much more interesting than what they thought prior to engaging in the analysis (Davis, 1997). Students who are given the opportunity to engage in deep historical analysis begin to realize that there is much more depth to the historical narrative than what is presented to them in history textbooks (Fragoli, 2005; Mayer, 2006).

In order to aid in the growth of historical literacy skills, many organizations have created tools that can be used in the process of document analysis. The Library of Congress and National Archives have created document analysis sheets and have provided broad repositories of documents for teachers to use (Library of Congress, n.d.; National Archives, n.d.). The DBQ Project, along with the Library of Congress and National Archives have created document sets that ask students to answer complex questions using a variety of sources (DBQ Project, n.d.; Library of Congress, n.d.; National Archives, n.d.). All of these efforts have been put in place in order to continue to engage students in high yield analysis activities.

Elements of the Professional Development Modules: Teaching Historical Literacy Skills

Overview

The professional development modules have been created to demonstrate to Graham County Public School social studies teachers how the use of historical literacy skills can

positively impact student achievement and how the implementation of historical literacy teaching strategies could impact their teaching practice. This professional development model has been divided into multiple sessions that will focus on the development of sourcing, corroboration, contextualization, and close reading skills, while also focusing on the different types of activities that promote the use of these skills. An essential component to this professional development is that teachers will be asked to continually revisit the professional development of these skills in order to encourage mastery. This aligns with the study conducted by Cowgill and Waring (Under Review) that analyzed student and teacher the consistency with which they engaged in the process of historical analysis.

The professional development sessions are not meant to be prescriptive, but are meant to: allow teachers to actively develop their own historical literacy skills; to cooperatively discuss the benefits and hindrances to the application of these skills; to develop their own historical literacy activities; receive coaching and feedback regarding their own implementation. These sessions should show teachers how the skills can positively affect the content that they want to teach in their classrooms, which should provide motivation for teachers to actually implement these concepts (Cohen & Hill, 2001). Provided below are descriptions and examples of how each portion of the professional development modules can be successful implemented.

Tables four through 12 demonstrate the progression through which teachers should encounter historical literacy skill building. This progression follows the guided and independent practice model described during the key terms portion of this chapter.

Opening and Reflection

The beginning of each professional development session will be used to allow teachers either to reflect upon their own professional practice or to activate prior knowledge that can be used to accomplish the goal of the professional development module. This reflection time should be used to help teachers discuss what was successful from their previous PD session, what was unsuccessful from their previous PD session, and what can be done to modify implementation to make things more successful with their classes. This reflection time-period will be done with the understanding that feedback should be expressed in a positive way. Having teachers provide feedback and reflect on their own practice in this constructive manner should help move conversations away from what is wrong and into helping individuals find solutions to the issues they are encountering (Erickson et al., 2005; Ingvarson, Meiers, & Beavis, 2005; Sandholtz & Scribner, 2006).

Table 4: Example for Learning Goals and Instructional Methods for Reflection

Learning Goals	Direct Instruction	Group Participation	Teacher Work
<p>Teachers will reflect on their learning from the previous professional development session.</p>	<p>The facilitator will review the reflection questions and will discuss success and challenges in their learning process.</p>	<p>Teachers will answer the following questions in group discussion:</p> <p>What went well during your implementation of the learning activities?</p> <p>What did not go well during your implementation of the learning activities?</p> <p>What modifications (if any) did you make to the implementation of the learning activities?</p> <p>What modifications could be made for future implementation of learning activities?</p>	<p>Teachers will complete learning logs at the culmination of the professional development session that will allow them to provide any thoughts they have about the session.</p>

Direct Instruction and Modeling

Since one of the main detriments to effective professional development time is the over use of direct instruction, direct instruction will be kept to a very small portion of the overall professional development session (Sandholtz, 2002). Just as with students, teachers need to have the opportunity to construct and develop their own skills in order for the implementation of historical literacy skills to be successful (Fishman et al., 2003; Sandholtz, 2002). In this portion of the professional development session, teachers will be shown a brief overview regarding the skill or activity that they are practicing for the day. Teachers will start off by learning the skills of sourcing, close reading, corroboration, and contextualization and then will move onto learning about activities that foster student ability to utilize these skills as well. The use of these skills will be modeled for them and then the teachers and the facilitator will complete an example together. This cooperative learning experience will end the direct instruction and modeling portion of the professional development.

Teacher Practice

Once the direct instruction and modeling exercises have been completed, teachers will participate in a guided practice of the skills and activities covered in the professional development session. As teachers practice using the skills of sourcing, close reading, contextualization, and corroboration, professional development facilitators should be monitor teacher participation just as teachers should monitor students in the classroom. The facilitators role is to provide feedback to teachers as they participate, helping them refine their skills and aid them in constructing their own knowledge.

Table 5: Example for Learning Goals and Instructional Methods for Direct Instruction

Learning Goals	Direct Instruction	Group Participation	Teacher Work
<p>Teachers will understand and be able to skillfully participate in the sourcing of primary and secondary sources.</p>	<p>The facilitator will demonstrate the process of sourcing primary and secondary sources and will answer any questions that teachers have during the process.</p>	<p>The facilitator will lead teachers through the process of sourcing primary and secondary sources. Teachers should be called upon to provide details of the source information in order to practice as a group.</p>	<p>Teachers will practice sourcing primary and secondary sources on their own or with a partner. The facilitator will monitor participants in order to ensure that teachers have the ability to appropriately source documents.</p>

Teacher Discussion

Once the guided practice has been completed, teachers will participate in a group discussion. Just as it was completed in the opening portion of the session, teachers will discuss what went well, what did not go well, and what can be modified in order to help students. The facilitator will help guide the conversation and ensure that all views are heard and that thoughtful discussion is taking place.

Common Core, Florida Standards, Next Generation Sunshine State Standards and Marzano

After teachers have had the opportunity to develop their own skills, it is important that they see how the skills they have developed impact their actual teaching practice (Sandholtz, 2002; Sandholtz & Scribner, 2006). In this portion of the professional development sessions, teachers will be shown how that activity or skill lines up with many of the teaching requirements they face in the classroom. This includes demonstrating how the use of activities that utilize the skills of sourcing, close reading, corroboration, and contextualization meet the requirements of CCSS, FSA, NGSSS, and Marzano indicators. All of these concepts can also be found on the professional development handouts that teachers will receive in each session. Ensuring that GCPS teachers see how these types of activities make their instructional lives easier is an important way to ensure that implementation takes place and is successful.

Table 6: Example of Teacher Discussion after Group Learning Exercises

Learning Goals	Direct Instruction	Group Participation	Teacher Work
<p>Teachers will reflect on their implementation of initial sourcing activities in their classrooms.</p>	<p>The facilitator will review the reflection questions for this professional development session and will discuss successes and failures they've seen in their own implementation of the sourcing activities.</p>	<p>Teachers will answer the following questions in group discussion:</p> <p>What went well during your implementation of the sourcing activities?</p> <p>What did not go well during your implementation of the sourcing activities?</p> <p>What modifications (if any) did you make to the implementation of the sourcing activities?</p> <p>What modifications could be made for future implementation of sourcing activities?</p>	<p>Teachers will complete learning logs at the culmination of the professional development session that will allow them to provide any feedback they have. These will be referenced at the next professional development session.</p>

Lesson Building

The last portion of the professional development session is to allow teachers to build a lesson that they can immediately implement in their classroom. While a model demonstrating how sourcing, close reading, corroboration, and contextualization lessons will be provided as a template, it is important that teachers be given the opportunity to build something themselves in order to develop a deeper understanding and appreciation for the activity. Since so many teachers feel that planning time is something that they never have enough of, building in planning time into professional development session allows teachers to feel that their time has been well spent and pushes them to actually implement new concepts into their instruction (Lee & Swan, 2013; Sandholtz, 2002). In order to ensure that this development is fruitful, teachers will be required to submit completed lessons and student work samples in order to verify that the historical literacy concepts are being implemented with fidelity (Fishman et al., 2003).

Table 7: Example of How to Participate in Lesson Building

Learning Goals	Direct Instruction	Group Participation	Teacher Work
<p>Teachers will effectively build their own historical literacy lesson utilizing their skill of sourcing primary and secondary sources and with the guidance of the professional development facilitator.</p>	<p>The facilitator will briefly show teachers how to utilize repositories of primary and secondary sources. This will aid teachers in the building of their own historical literacy activities.</p>	<p>Teachers will be able to work cooperatively to build individual and interdisciplinary historical literacy lessons.</p>	<p>Teachers will be able to utilize professional development time to build historical literacy lessons.</p>

Coaching and Debriefing

After the professional development session is completed, teachers will all be reminded that coaching and feedback is available at all times. The facilitator of these sessions should be available to observe, co-teach, and provide constructive feedback to all those involved with the implementation of the model. This will ensure that those who need extra help developing the a comfort with the utilization of sourcing, close reading, corroboration, and contextualization receive it and will provide those who need confirmation of process the confirmation that they require.

Elements of the Curriculum Modules

Overview

The elements provided in the curriculum modules are designed to aid GCPS teachers in the implementation of historical literacy skills and to provide teachers with the support they need in meeting the demands of CCSS, FSA, NGSSS, and Marzano. The lesson modules also outline how technology can be integrated into the lesson and how the lessons meet the needs of ESE and ELL students. These curriculum modules are meant to serve as lessons that can be immediately implemented in the classroom, as guides to help teachers create future lessons of their own, and as statements of how historical literacy skills can help teachers achieve all of the demands that have been placed on them by the state, county, and school-based administrations.

Common Core, Next Generation Sunshine State Standards, and Marzano Indicators

One of the main focuses of the curriculum modules was to highlight how historical literacy activities meet the needs of Common Core State Standards, Next Generation Sunshine State Standards, and Marzano indicators. In looking at the CCSS, NGSSS, and Marzano

indicators in each lesson, there is overlap in the skills being described. This is intentional and meant to demonstrate how one lesson can meet the needs of various standards and indicators. The goal here is to show teachers that many of the demands that are being placed upon them in the classroom are actually asking teachers to do the same thing. This should ultimately enhance the value of the implementation of historical literacy skills in the classroom, as it is an effective way for teachers to demonstrate their proficiency in using these skills in the classroom.

Learning Goals and Objectives

The learning goals provided in the lesson modules are meant to mirror the behavioral method of writing learning goals. These learning goals can be used as a model for how to write future learning goals, a component of the Marzano format of evaluation which all GCPS teachers are required to follow. The learning goals are meant to be unit long concepts that students should have mastered at the units culmination and the learning objectives are what students should take from that specific lesson (Marzano, 2007). The use of learning goals and learning objectives are supposed to make it clear to students what they should take away from the lesson as it is taught.

Table 8: Example of Student Learning Goals and Objectives

<p>Learning Goal (Unit):</p> <ul style="list-style-type: none">• Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.
<p>Learning Objective (Individual Lesson):</p> <ul style="list-style-type: none">• Students will construct an understanding of how the United States was involved in imperialism.

Essential Questions

The essential questions should be designed to guide students to the essential content that must be learned in the lesson. These questions are not written at a basic recall level, but are written in a way that asks students to synthesize information from various sources found throughout the lesson. These questions can be used as a guide when creating future lessons, as it focuses the teacher on what content is important and what content can be omitted.

Table 9: Example of Essential Questions

Essential Question(s):

- Was the United States imperialistic?
- Did America's actions have an impact on the world?

Technology Integration

Each lesson has listed how technology has been integrated into the lesson. The use of transformative technology that allows students to move beyond the borders of a traditional classroom is something that makes the act of learning richer (NCSS, 2010). Each lesson utilizes technology in some way. This is done to both engage students and enhance their content learning.

The implementation of technology in these lesson modules is done for a variety of reasons. NCSS calls upon social studies teachers to implement the use of technology in their classrooms as a way of extending student learning beyond what can be done in the traditional classroom (NCSS, 2010). By utilizing technology in an effective way, students are being provided the opportunity to expand their learning zone and are being taught how they can use these skills to extend their learning beyond the classroom doors and can begin to see how technology can be used to communicate their learning to the world.

The technology included in the lesson modules varies depending on the format of the lesson. The QR code activity allows students to use their smartphones to scan a code that provides them additional information about the document they are analyzing. This allows students to extend their learning beyond what is just in the text, but in a selective and guiding way. Students will also have the ability to put together their arguments through the filming of documentaries. This allow students to develop narrative and editing skills, such as those found in the process of writing a research paper. Students also have the ability to access primary and secondary source data bases in order to create their own activities for classroom learning.

Table 10: Example of Technology Integration

Technology Integration:

- QR Code Scanning of primary and secondary sources- A QR code is similar to a bar code, but it can be read by a smart phone. These codes can contain links, information, videos, and so on.
- Cellphone Research- Cellphones can be used by students in class to conduct further research on the subject being discussed in class.

Additional information about these forms of technology integration can be found in appendix D.

Vocabulary

The vocabulary portion of the curriculum module is supposed to highlight important content concepts that students should learn throughout the lesson. This portion of the curriculum module is designed to show teachers how content has been blended with lessons that move beyond the traditional stand and deliver method of instruction. Showing teachers how specific content standards can be met through the use of these activities, aids in pushing teachers to adopt the practices of historical literacy.

Exceptional Student Education (ESE) and English Language Learners (ELL)

Each curriculum module has a section that lists the various ESE and ELL modifications built into each lesson. These modifications are there to provide aid to the very diverse group of students who are affected by these types of lessons. By adding modifications to each lesson, the likelihood that these students are successful on these types of activities increases dramatically. Table 11 explains the types of accommodations required to ensure that ESE and ELL students can be successful utilizing historical literacy skills.

Table 11: Examples of Exceptional Student and English Language Learner Accommodations

Accommodation: A change in how a student learns material (Storm, n.d.)
<ul style="list-style-type: none"> • Visual aids, concrete objects, clue, repetition & gestures • Positive, low anxiety environment • Activities which don't force beginning stage production • Emphasize key words & phrases w/gestures, voice, pictures, etc. • Highlight important concepts in written assignments • Predictable classroom procedures w/written outline • Use cooperative learning activities • Allow sufficient wait time for questions • Provide instruction that is just beyond LEP student's English proficiency • Summarize and review frequently • Group assignments, portfolios, learning journal & non-print options • Check LEP student's understanding • Design schema-building activities • Teach appropriate learning strategies for mastering content materials • Model cognitive strategies • Teach compensation strategies to bridge gap in lang. skills/background

Lesson Procedures

Each curriculum module has a detailed set of procedures for how each lesson should be implemented in the classroom. These guidelines will not only help teachers implement the specific lessons highlighted in the curriculum module, but will also serve as a guideline for the lessons that teachers create in the future.

Table 12: Example of Lesson Procedures

1. Prior to implementing a lesson in class, students should be encouraged to ensure that they will have all necessary learning tools prior to the beginning of class.
2. Prior to the beginning of the lesson, teachers should ensure that the classroom layout is setup in a way that is practical for the lesson.
3. Teachers should ensure that they have set aside appropriate time so that students can adequately complete their work.
4. Students should turn in their completed work on the assigned due date.

Timeline of Implementation

The goal for the implementation of this model is to gradually develop teachers' skills in implementing historical literacy lessons over the first semester of the upcoming school year. This use of gradual teaching over time is a widely accepted way of helping teachers integrate new instructional methods into their classrooms (Grant, 2013; Johnson, 2009; Schmoker, 2009). This would provide teachers with the opportunity to adjust their lesson plans and become more familiar with the process of including historical literacy activities in their classrooms. These professional development sessions, due to the content specific nature of the teaching practices, would take place during designated department meetings. Department meetings have been chosen as the main point of deliver for this model as it fits within the time constraints placed upon professional development time. Due to teacher contracts, it is almost impossible to require teachers to attend these professional development sessions outside of school hours. It is also extremely difficult to schedule professional development sessions during teaching hours, as teachers already face many challenges in teaching all of the content they are required to teach without missing class time. Conducting these professional development sessions during department meetings would allow teachers to engage in collaborative discussions about teaching methods with those who teach similar classes.

After teachers have been exposed to these teaching practices through department meetings, the expectation is that teachers will be able to skillfully implement historical literacy skills into their teaching practices. In order to ensure that teachers are utilizing these skills, they will be monitored by school-based administration and instructional coaches. Teachers will be provided guidance and coaching in order to aid all teachers in mastering the use of historical

literacy skills. This coaching and monitoring will take place over multiple years to ensure continued development. Teachers will also have the opportunity to continue to develop their skills through the use of professional learning communities (PLCs) and through department meetings. Veterans of the historical literacy trainings will be expected to begin teaching these skills on day one while new teachers to the model would be trained in the use of historical literacy skills over time. Modifications to the model will be made through the life of the model in order to ensure continued quality.

Table 13: Potential Timeline for Implementation

Professional Development Session 1	Introducing Sourcing and Contextualization
Professional Development Session 2	Introducing Corroboration and Close Reading
Professional Development Session 3	Utilizing Document Analysis Sheets
Professional Development Session 4	Using QR Codes for Historical Literacy
Professional Development Session 5	Using Book Backdrops for Historical Literacy
Professional Development Session 6	Student Created Documentaries and Historical Literacy

Summary

The model described above was developed to address the results found in the study conducted by Cowgill and Waring (under review) that focused on teacher and student engagement in historical literacy. Teachers cannot be expected to adopt and implement a model flawlessly on day one of implementation. It is to be expected that teachers will need the opportunity to discover how best to integrate historical literacy skills into their own teaching practice. It is the role of leadership to provide teachers with the opportunities to develop their skills in a guided and collaborative way. Those involved in the process of professional development are working toward a goal: a more engaging learning environment for the student.

It is also the hope that a model of this nature will not be limited to use in the social studies. While the professional development modules included in this dissertation in practice focus on the development of historical literacy skills, the principles outlined within this model are applicable to professional development in multiple subject areas.

CHAPTER THREE: MODEL ANALYSIS

Overview

Background

The professional development and curriculum modules laid out within this dissertation in practice were designed to aid GCPS teachers in developing historical literacy abilities in themselves and in their students. Helping these teachers to develop these historical literacy skills allows them to help mitigate issues such as: a lack of content knowledge; lack of interest in the social studies; poor standardized test scores; inability to critically analyze world events; an inability to deal with complex workplace issues; an inability to appropriately take part in American democracy (Barton & Levstik, 2003; Fragnoli, 2005; Grant, 2013; VanSledright, 2009; Whelan, 1997; Wineburg, 1991; Wineburg, 2001). Teachers who develop these skills have the ability to influence a student's path in their career, their collegiate studies, and their civic participation (Facione, 2004; Levinson, 2014; NCSS, 2013; Wineburg, 2008).

Model Goals

There were three primary goals that stemmed from the design of this model. The first goal was to increase teacher skills in the analysis of primary and secondary sources. Since many teachers utilize historical literacy skills on an inconsistent basis, the model was developed to help teachers understand how to implement historical literacy skills on a more consistent basis. It is nearly impossible to ask teachers to communicate appropriate analytical skills to their students if they themselves are unable to complete these tasks on their own.

The second goal of this model was to develop teacher efficacy in regards to the ability to analyze primary and secondary documents. Teachers must feel comfortable and feel skilled in

their ability to complete these types of activities in order for them to successfully implement these activities in their classroom. Even after a teacher has developed the skills to participate in these activities, a lack of teacher efficacy can have an impact on whether a teacher chooses to implement activities of this nature into their daily teaching repertoire (Butler et al., 2004; Sandholtz, 2002).

After teachers have developed both the skill and efficacy to implement historical literacy activities in their classroom, a third goal was to ensure that teachers actually buy-in to the usefulness of this model. One of the main hindrances to the implementation of new curricular models is that teachers often feel that they are being asked to implement too many programs into their classroom teaching (Sandholtz & Scribner, 2006). Many teachers feel that adopting new instructional techniques is an extra requirement that must be used on top of their own teaching methods in order to make school administrators happy (Assistant Principal Alpha, personal communication, 2013; Teacher Theta, personal communication, 2014; Teacher Eta, personal communication, 2014). It is the hope that teachers see the utility of historical literacy skills and realize that historical literacy skills are a vehicle for teaching the content that they find so important, rather than as an add on that only focuses on literacy skills. The goal is that through the design of these lesson plans, teachers will be able to see that historical literacy lessons help them cover information in the curriculum standards, the Common Core State Standards and Marzano evaluation standards.

Anticipated Changes in Learning

Anticipated Teacher Learning

As stated previously, one of the goals of this model was to help teachers feel comfortable in the use of activities that utilize the skills found in historical literacy skills. One of the main focuses of this model was to appropriately communicate to teachers how activities that utilize historical literacy skills can be used to make instruction more student-centered, while still maintaining pace and focus on curriculum requirements.

Due to their inconsistent understanding of historical literacy skills, teachers will be provided with opportunities to develop analytical skills through guided professional development. It is anticipated that through this professional development, teachers will develop a sense of efficacy regarding their ability to analyze primary and secondary sources. It is through the development of this efficacy that teachers will have the confidence to help their students engage in historical literacy.

With an increased efficacy regarding historical literacy skills, it is anticipated that teachers will be better equipped to help their students appropriately analyze documents in the classroom. This increased efficacy and skill level should allow teachers to guide students to the construction of defensible conclusions using information provided in source materials.

Helping teachers develop a comfort in implementing activities using historical literacy activities is another anticipated outcome of this design project. The implementation of such student-centered learning is a difficult instructional shift for many teachers. Implementing these types of activities requires that teachers make themselves facilitators of knowledge, rather than the prescriber of already established “facts.” As this is such a fundamental shift in instructional

style, it will be important to help teachers develop a working routine regarding classroom instruction.

It will also be important to help teachers develop a comfort in building their own lessons that revolve around historical literacy skills. It is anticipated that through the guided professional development provided to teachers, that they will be able to construct their own lessons that develop historical skills using the templates provided to them during their professional development. It is also anticipated that if teachers need further guidance, that they will have enough comfort with the facilitators of the professional development to reach out for help in constructing new curricular materials.

Anticipated Changes in Performance

Teacher Performance

One anticipated change in teacher performance is that teachers will be able to analyze documents themselves. It is extremely difficult to communicate to students the appropriate steps that must be taken in order to analyze primary and secondary documents if one does not possess the skills themselves. This increased ability to analyze documents should translate into better historical literacy instruction in the classroom.

Another anticipated change in performance is that teachers will be able to consistently implement historical literacy strategies in the classroom. The implementation of these strategies can lead to a variety of benefits regarding classroom instruction. These benefits include: Increased alignment to Florida Core; increased alignment to Next Generation Sunshine State Standards; increased alignment to new teacher evaluation systems; a more student-centered way

of teaching content; greater emphasis on deep student learning (FLDOE, 2014a; Florida Standards Assessment, 2014, VanSledright, 2004; Wineburg, 2008).

An additional anticipated teacher performance outcome is that teachers will be able to utilize their historical literacy knowledge to create their own historical literacy assignments. In order for a model of this nature to be successful over a long period of time, teachers must take utilize their knowledge and the resources available to them, to build high quality historical literacy lessons that can be tailored to their own student populations. Teachers are best equipped to understand the varying needs of their students and should utilize their skills to create activities that best meet those needs.

Student Performance

The historical literacy professional development in this dissertation in practice is designed to enhance teaching skill. Although professional development in public schools offers teachers in-depth information about teaching strategies or new curriculum, there is seldom time to practice skills or reflect on the process (Danielson, 2007). By having teachers practice these skills and then utilize them in the classroom, student performance in the classroom and on standardized tests that measure these skills should improve.

Evaluating the Implementation

Since this model has yet to be administered, the evaluation concepts discussed below are a framework for the evaluation of this program could take place. Evaluating the implementation of the professional development model set forth in this dissertation of practice will take place in multiple ways. In order to evaluate the quality of the professional development model, teachers will be provided with the opportunity to give feedback at the end of each professional

development session. This can be done through oral feedback given during the actual professional session or teachers can provide feedback through evaluation forms and through e-mail communication after the sessions have been completed. After the lessons teachers will also be encouraged to provide examples of student successes, student challenges, and how they have helped students overcome those challenges. This will provide teachers with the opportunity to discuss what has gone well and what can be modified to overcome the difficulties encountered during the implementation of their lessons.

Curriculum Materials

In order to evaluate the usefulness of the curriculum materials presented in this dissertation in practice, multiple artifacts will be collected and analyzed. The analysis of student work can provide the opportunity to determine if a student has developed the requisite skills of historical literacy. The analysis of these student samples allows for further tweaking to the model and allows for the development of better-designed instructional materials.

Student Performance

It will also be important to analyze student test scores on items such as end of course exams (EOC) and the Florida Standards Assessment (FSA). Each of these assessments test students' abilities to utilize historical literacy skills. Analysis of test scores will allow for determining the effectiveness of the model in relation to the assessments. This also allows for the modification of instructional materials in order to better meet the needs of students.

Methods and Instrumentation

This evaluation of this historical literacy model will be conducted in a mixed method manner in Graham County public high schools. This evaluation will be part of the professional development program and is based upon the participant-oriented model of evaluation.

Throughout this evaluation model key stakeholders will be involved in the determination of the types of objectives that should be met, the collection of key data, and the development of the evaluation plan. This evaluation will be centered on the participant oriented-evaluation model because it is integral to the interpretation of the results of the evaluation to have appropriate knowledge of classroom teaching, literacy instruction, and the ability to evaluate student behavior and growth.

Survey

A survey (see appendix A) will be given to teachers in order to gather evidence about feelings towards literacy and how much they felt the historical literacy model helped in their classroom. The survey method helps an evaluator gain a wealth of knowledge from a large number of model participants and gives the evaluator a chance to make generalizations through the statistical analysis of the answers. By looking at the qualitative analysis of the answers provided in the survey, one has the ability to make broad conclusions about how teachers feel about literacy, how they feel about being able students with literacy issues, and how much the historical literacy model helped them with literacy instruction.

Basic descriptive statistics will be taken and will be analyzed for patterns. These responses will then be cross-referenced with interview and student rubrics to determine conclusions as to the effectiveness of the study.

Interview

The use of interview protocols (see appendix B) will be used to gather teacher feelings about literacy and the historical literacy model. By allowing teachers to answer open-ended questions, teachers will generally tell you more about what was going on in their classroom than through the use of closed survey questions. Having teachers discuss their day-to-day actions using literacy activities also provides a good representation of what was actually implemented.

The weakness of using interviews centers on issues with bias. The evaluator has to make sure that your questions are not leading which can lead to biased answers. The evaluator is also responsible for being aware of response bias as teachers may be providing answers they believe the researcher wants to hear in order to sound like they are competent in the classroom or that they were doing as they were instructed. They also may lie about student responses and effort if it makes them look bad as teachers. Thus, sifting through potential bias is necessary to ensure fidelity of responses.

Student Work Rubrics

Various student work rubrics (see appendix C) been created in order to assess student work. The rubrics have been created in order to ensure that students have developed appropriate content knowledge and abilities. Each rubric is divided into multiple competencies and levels of completeness. The higher the students level of completeness, the higher the scores the student receives. These categories have been aligned with the content and skills of the historical literacy model.

The benefit of using student work rubrics is that provide the evaluator the opportunity to judge whether students are meeting the objectives that have been set forth by the model. This

ability to objectively measure student progression is beneficial for comparison across the student population. The validity that comes from evaluating student progress in this manner also allows teachers to discuss the strengths and weaknesses of their own teaching practice.

A negative to using a rubric to judge student progress is that grading of creative assignments can be quite subjective, while a rubric helps with that issue, it does not completely remove the subjective nature of grading. There could also be issues with rubric style assessment if the rubric is written in too broad a fashion, or if multiple graders interpret the rubric in different ways. That is why it is important to properly train all graders so that they are interpreting the rubric consistently and that their grading methods have been standardized.

In order to analyze this data, teachers will be asked to submit student samples from each student. Having samples from each student will allow the evaluator to get an overall feeling for how well each student is being effected by the implementation of the Historical literacy model.

Table 14 describes the evaluation questions related to the learning goals of the professional development model. The table describes evidence that can be collected in order to determine if historical literacy strategies are being utilized.

Table 14: Evaluation of the Professional Development: Questions Linked To Criteria/Standards and Data Sources

Evaluation Question	Criteria Standard
<p>1. Did teachers actually implement historical literacy strategies in the classroom?</p>	<p>Teachers are exhibiting the literacy activities discussed during trainings on a regular basis.</p> <p>Data Source: Teacher Observations/Lesson Plans</p>
<p>2. Are teachers more comfortable in implementing historical literacy strategies?</p>	<p>Teachers will discuss their comfort level in with the implementation of historical literacy strategies. Teachers should feel comfortable with the implementation of these strategies</p> <p>Data Source: Teacher Interviews/Surveys</p>
<p>3. Do teachers see the value of implementing historical literacy strategies?</p>	<p>Teachers will discuss how valuable they feel the implementation of historical literacy strategies has been. The goal is for teachers to place high value in literacy strategies</p> <p>Data Source: Teacher Interviews/Surveys.</p>
<p>4. Can teachers create their own historical literacy activities?</p>	<p>Teachers have created an implemented an original historical literacy activity using the standards and principles discussed in their historical literacy training</p> <p>Data Source: Lesson Plans/Teacher Observations</p>
<p>5. Has teacher efficacy regarding historical literacy strategies increased?</p>	<p>Teachers will discuss their efficacy level regarding historical literacy strategies. The goal is for teachers to have high efficacy regarding implementation of historical literacy strategies.</p> <p>Data Source: Interviews/Teacher Surveys</p>
<p>6. Is student literacy performance improving?</p>	<p>Student literacy assignments will be assessed to determine student growth regarding historical literacy standards</p> <p>Data Source: Collection of Student Work</p>

Limitations of the Evaluation

Weaknesses in the evaluation could possibly include teacher pre-dispositions towards historical literacy instruction, teacher skill, student buy-in regarding literacy learning, administrative buy-in towards literacy instruction a multitude of other personnel issues. Other issues could include using teacher lesson plans. Lesson plans can be very vague regarding what is actually being taught in the classroom and provide little insight to the actual teaching practices being implemented. Observational data also possess issues as teachers have the ability to put on a show to make it seem like they are implementing literacy strategies. One final weakness lies in the subjective nature of grading student work samples.

Possible Unintended Teacher Outcomes

An unintended consequence that could arise out of the implementation of a model of this nature is that a teacher becomes overly fixated on the idea of constructivist learning. If the professional development sessions that teachers attend do not make it clear enough that the constructivist viewpoint being supported in this model is the guided form of cognitive constructivism, than teachers may provide their students with so much freedom that they do not meet the curricular goals that need to be reached in order for students to be successful on End of Course Exams. While students may be learning appropriate research and critical thinking skills through this form of constructivism, it is ultimately counterproductive because it has not been balanced with the demand that the Florida State Legislature has put upon these classes.

Another unintended consequence that could arise out of the implementation of this model is that if the professional development does not clearly articulate that the teaching of content is at the center of these activities, than teachers may completely lose interest in the use of these

curricular modules. One of the central tenets of these curriculum and professional development modules is that teachers must see the overlap in all of the models that they are being asked to implement in their classrooms. Simplifying these concepts for them should make it much easier to comprehend what is being asked of them, and should help them feel more at ease with what they are being asked to accomplish in their classrooms.

Plan for Model Modification

In order to modify this plan for increased effectiveness, both summative and formative evaluations will be used. All primary stakeholders will be provided with opportunities to provide feedback that will be used to inform any modification made to future iterations of these professional development and curriculum modules. Each primary stakeholder, however, will provide feedback in various ways.

Teacher Feedback

Instructors will be able to provide feedback in both formative and summative formats. Formative assessments include teacher learning reflection logs and discussion during teacher professional development sessions. One primary method for teacher feedback is through the use of teacher reflection logs. At the completion of each professional development session, teachers will complete a reflection log that will allow them to discuss the concepts of the professional development session that they valued and the components of the session that they did not value. The beginning of each professional development session will also begin with teachers discussing how the implementation of material from the previous session worked. They will be able to discuss their successes, their failures, and any modification they made to curricular materials. Summative feedback will be provided through the evaluation of the model. These evaluation

data will be collected through voluntary interviews with teacher participants. Teachers will be asked a variety of question that will look at viewpoints in literacy instruction and the effectiveness of this model. Teachers will also be asked to fill out a survey regarding viewpoints on literacy instruction and the effectiveness of the model.

Student Feedback

Students will be able to provide feedback on the effectiveness of this model through indirect methods. Student work samples that are collected by teachers will be analyzed to see improvement in student content and literacy skill levels. Student achievement on quarter examinations, EOCs and the FSA will also be analyzed to determine the impact of these curriculum modules on student growth.

Anticipated Impact of the Model

The purpose of this model was designed to have impacts on wide variety of levels. On the micro level, this model should impact the way that GCPS students and teachers feel about history classes. This model, if implemented successfully, will show teachers that the best way to communicate the ideas that they hold so valuable, is to have students actively engage in the construction of their own historical knowledge. This will help teachers move beyond their frustration that students do not know basic factual information, and that students don't know how to think. By taking class time to engage students in these types of activities, they will helping to close many of the learning gaps that they themselves disdain so heavily.

A model of this nature should also help shape the way that students view social studies. It has already been shown that students who engage in activities of this nature become frustrated with the way that social studies has been taught to them in the past (VanSledright, 2002). By

making these lessons more engaging and by focusing on the skills that students use in these lessons more relevant to their lives outside of school, we are providing students with an incentive to learn.

On a more macro level, this model has the potential to impact both county and state level educational outcomes. With this model focusing so heavily on the types of skills that will be assessed on End of Course Exams and the Florida Standards Assessment, incorporating these types of teaching practices will only have positive impacts on the results of these assessments. This should lead to higher school grades therefore leading to a more respected view on Florida education.

CHAPTER FOUR: CONCLUSION AND FINAL THOUGHTS

Model Summary

The goal of this model was to create useful professional development modules and curriculum modules that could be utilized to support the implementation of historical literacy skills in GCPS social studies classrooms. The design of this model sought to deal with the inconsistencies found in the study conducted by Cowgill and Waring (under review) in order to make the implementation of historical literacy skills consistent. The motivation behind creating this model was to help GCPS teachers move past the use of less effective stand and deliver methods of social studies instruction into the use of strategies that have been shown to have a positive impact on student behavior and achievement.

The professional development modules included within this program design focused on ensuring that GCPS teachers developed appropriate skills and efficacy regarding the use of historical literacy skills in order to ensure that they can successfully and efficiently help their students develop both literacy skills, and the important content knowledge that teachers are so passionate about.

Model Implications for the Stakeholders

Teachers

One of the main goals of this model was to develop a set of curriculum modules that teachers would be able to implement into their classrooms that would allow them to easily utilize the principles of historical literacy. As discussed previously, a lack of teacher efficacy and buy-in has really hampered the implementation of historical literacy skills. The way that these

professional development modules and curriculum modules were developed had all of these deficiencies in mind as they were created.

The professional development modules included in this framework utilizes teacher time in effective ways that promote the inclusion of new curricular methods. Rather than being talked at, teachers have the ability to engage with the types of curriculum that they are being asked to implement in their own classrooms. They have also been allowed the opportunity to use their professional development time to build their own lessons that meet the criteria of the curriculum with which they have been presented. Increasing teacher efficacy, skill, and buy-in are essential piece of the puzzle in ensuring that historical literacy skills are actually implemented into the social studies classroom.

Schools and School Districts

Schools should also be positively impacted by a model of this nature as well. The skills learned through historical literacy programs impact student test scores in both content area testing, as well as the new standardized tests being implemented. Increases in these test scores will have a positive effect on school and school district grades, possibly bringing in more money to the schools when successful. Higher school and school district grades will draw more people to move into the county, leading to even more money for the education system.

Students

The second primary goal of this design was to provide students with engaging curriculum that would allow them to be able to construct their own viewpoint regarding historical events. The development of the skills inherent to historical literacy have a variety of impacts that on student outcomes. These include better preparation for new, more difficult, standardized testing,

a development of critical thinking skills that are beneficial both in the work place and in the classroom, the development of more interest in social studies content, and the ability to apply the skills learned within the social studies classroom to other learning environments.

Non-Primary Stakeholders

Non-primary stakeholders also stand to benefit from a model of this nature. These non-primary stakeholders include post-secondary institutions of learning, businesses, and our government. A model of this nature should help students develop the ability to understand the bias of where a message is coming from, analyze complex concepts and written documents, and communicate opinions in a clear and educated way. The modules included here also help students and teachers develop the ability to participate in basic reading, synthesis, argument, writing, speaking, and civic literacy skills.

Recommendations for Further Work and Research

Much of the research that has been conducted regarding the implementation of historical literacy skills has focused on qualitative research that looks at how students and teachers feel about the use of historical literacy in the classroom (Afflerbach and VanSledright, 2001; Barton & Levstik, 2003; Wineburg, 1991). As new standardized tests like Florida Standards Assessment, PARCC, and various other next generation standardized tests, it would be useful to conduct studies that explore the impact of this type of instruction on the test scores that students produce on these examinations. Even though these tests are not content specific exams that evaluate a student's historical knowledge, these tests attempt to evaluate a student's ability to analyze non-fiction readings, skills which can be developed through the implementation of historical literacy skills.

An additional possibility for research looks at the impact of the use of historical literacy skills on more content specific examinations like the End of Course or Standards Based Assessments currently being administered in Florida. It would be interesting to compare the results of teachers who utilize more traditional teacher centered versions of instruction with those who implement a curriculum that is more based upon the use of historical literacy skills. Results of this nature would continue to broaden the perspective of the utility of implementing historical literacy skills in the social studies classroom.

A final suggestion would be to continue to look at varying age groups and analyze the results of those different age groups. With such a limited implementation of social studies learning at the elementary school level, it would be interesting to see how the implementation of historical literacy skills would impact the overall learning process of students at varying grade levels.

Conclusion

The implementation of historical literacy skills has the ability to impact education on a variety of fronts. Not only does the implementation of these skills impact student preparedness for difficult classroom material and standardized tests, it also prepares them to tackle the challenges that exist in college and in the work place. Moving beyond that though, providing students with the opportunity to engage with classroom materials in an authentic way, we have the ability to help students develop a true love for the social studies. However, developing this new culture of how instruction should take place will take dedication by both teachers and students. It will require teachers and students to weather early difficulties and frustrations. With

dedication and hard work, there is no reason that the use of instructional techniques of this nature cannot be successful for both teachers and for students.

APPENDIX A: LITERACY SURVEY FOR USE IN EVALUATION

Literacy Survey

1. I believe it is important for my students to improve as readers while in my class.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
2. I believe it is important for my students to learn from reading in my class
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
3. I believe it is important that students seem themselves as good readers
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
4. I believe it is important to give students opportunities to learn difficult things through reading.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
5. I believe it is important for students to read about a wide variety of topics.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
6. I believe it is important to provide time for students to read independently.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
7. I believe the reading strategies I employ will be useful for the student
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree

8. I believe the reading strategies I employ are sufficient for students to become good readers
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
9. I believe it is important to explain to students why they are reading a particular text.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
10. I believe it is important to allocate planning time to developing new lessons heavily focused on reading.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
11. I believe I allocate enough time in class to reading strategies.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
12. The historical literacy model helped provide appropriate literacy activities for my classes
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
13. The historical literacy model helped me create new literacy activities for my classroom.
 - Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Disagree
14. How much can you do to help your students improve their reading skills?
 - None
 - Little
 - Some
 - A Lot

15. How much can you do to motivate students who show low interest in reading
- None
 - Little
 - Some
 - A Lot
16. How much can you do to get students to believe they can do well in reading?
- None
 - Little
 - Some
 - A Lot
17. How much can you do to help your student's value reading?
- None
 - Little
 - Some
 - A Lot
18. How much can you gauge student comprehension of what they have read in your class?
- None
 - Little
 - Some
 - A Lot
19. How much can you do to adjust your assigned readings to the proper level for individual students?
- None
 - Little
 - Some
 - A Lot
20. How much can you assist families in helping their children read well?
- None
 - Little
 - Some
 - A Lot
21. Are you reading certified or endorsed?
- Yes
 - No

**APPENDIX B: HISTORICAL LITERACY INTERVIEW FOR USE IN
EVALUATION**

Literacy Interview

1. How is reading instruction coordinated and controlled within your department?
2. Has this changed since the implementation of FCAT?
3. How do you feel about the opportunities for obtaining additional skills or training in reading?
4. Do you feel you have enough access to resources or knowledge in regards to reading?
5. Do you run into problems and challenges in obtaining resources for teaching reading skills?
6. Describe your ideal image of teaching your subject.
7. What knowledge should your students end the year having attained?
8. Can you describe your classroom behavior when using literacy activities?
9. Has the historical literacy model changed your view on literacy education?
10. Has the historical literacy model helped you develop and implement new literacy activities?
11. Has the historical literacy model changed the way you teach literacy concepts in the classroom?
12. How did students react to these literacy activities?
13. Have you seen any changes in student ability since the historical literacy model was implemented? If so what types of changes?

APPENDIX C: STUDENT WORK RUBRIC EXAMPLE

Book Backdrop Essay Rubric			
	Not Completed	Partially Completed	Fully Completed
Format	The essay did not meet any of the formatting requirements. 0 points	The essay missed one or more of the following formatting requirements: 12 point Times New Roman Font, double spaced, cover page, parenthetical citations, works cited page. 1-5 points	The essay contained all of the following formatting requirements: 12 point Times New Roman Font, double spaced, cover page, parenthetical citations, works cited page. 6 points
Focus	The student did not focus on the required topic at all. 0 points	The student had inconsistency in their focus on the topic throughout the essay. 1-5 points	The student showed focus on the topic consistently throughout the essay. 6 points
Support	The essay did not use any supporting information from the documents 0 points	The student did not use at least 3 of the sources provided in order to provide supporting information in their essay. 1-5 points	The student used 3 or more sources provided in order to provide supporting information in their essay. 6 points
Mechanics	The student exceeded the number of mistakes that would allow for the awarding of points 0 points	The student had at least one mechanical mistake. Students lose .5 points per grammatical mistake. 1-5 points	The student had no mechanical mistakes. 6 points
Organization	The essay did not meet any of the organizational requirements set forth for the essay. 0 points	The student did not meet one or more of the following organizational requirements set forth for the essay: Clear claim, essay structure follows the sequences of the claim, clear transitions are used throughout the essay. 1-5 points	The student met all of the following organizational requirements set forth by the essay: Clear claim, essay structure follows the sequences of the claim, clear transitions are used throughout the essay. 6 points.

APPENDIX D: LESSON MODULE EXAMPLES

Imperialism QR Code Activity

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

Students will construct an understanding of how the United States was involved in imperialism.

Essential Question(s):

- Was the United States imperialistic?
- What imperialistic traits did the United States display?
- What impact did America's actions have on the world?

Next Generation Sunshine State Standards:

- **SS.912.A.4.1:** Analyze the major factors that drove United States imperialism.
- **SS.912.A.4.2:** Explain the motives of the United States' acquisition of the territories.
- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past
- **LA.1112.1.6.1:** The student will use new vocabulary that is introduced and taught directly.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text.
- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.

Lesson Procedures:

1. Prior to implementing this lesson in class, students should be encouraged to download a QR Code Reader on their smartphone. This will save time and will ensure that students are prepared to learn in class. If you have an iPad cart available at the school, QR Code Readers should be downloaded on the iPads. These applications are free of charge and are integral to this type of activity being successful.
2. Desks in the classroom should be grouped into 2's. Preferably, desks should be moved towards the perimeter of class in a giant circle around the room. QR codes should be distributed around the room at each pair of desks. Since there are only 6 codes in this activity, it will be beneficial to print twice that many codes in order to keep all students actively engaged in the lesson.
3. Once students are seated and the activity has been explained to them, students should begin their analysis of the documents and the answering of their scaffolding questions. Each set of documents should be completed in about 7 minutes.
4. Once the 7 minutes has elapsed for a set of documents, students should physically move to the next set of documents.
5. Steps 3 and 4 should be repeated until students have had an opportunity to analyze all documents.
6. Students should turn in their answered questions at the teacher designated due date.

Imperialism QR Code Activity

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Marzano Indicators Covered:

- DQ1-1: Providing Clear Learning Goals and Scales
- DQ1-2: Tracking Student Progress
- DQ2-6: Identifying Critical Information
- DQ2-7: Organizing Students to Interact with New Knowledge
- DQ2-9: Chunking Content
- DQ2-11: Elaborating on New Information
- DQ2-12: Recording and Representing Knowledge
- DQ3-15: Organizing Students to Practice and Deepen Knowledge
- DQ3-19: Practicing Skills, Strategies, and Processes
- DQ4-21: Organizing Students for Cognitively Complex Tasks
- DQ4-22: Providing Students with Resources and Guidance
- DQ5-24: Noticing & Reacting When Students are Not Engaged
- DQ5-27: Using Physical Movement
- DQ5-28: Maintaining a Lively Pace
- DQ6-5: Organizing the Physical Layout of the Classroom for Learning

Imperialism QR Code Activity

Technology Integration:

- QR Code Scanning
- Cellphone Research

Vocabulary:

Imperialism, Nationalism, Alfred T. Mahan, Social Darwinism, Queen Liliuokalani, Steamship

ESE/ELL Accommodations:

- Visual aids, concrete objects, clue, repetition & gestures
- Positive, low anxiety environment
- Activities which don't force beginning stage production
- Emphasize key words & phrases w/gestures, voice, pictures, etc.
- Highlight important concepts in written assignments
- Predictable classroom procedures w/written outline
- Use cooperative learning activities
- Allow sufficient wait time for questions
- Provide instruction that is just beyond LEP student's English proficiency
- Summarize and review frequently
- Group assignments, portfolios, learning journal & non-print options
- Check LEP student's understanding
- Design schema-building activities
- Teach appropriate learning strategies for mastering content materials
- Model cognitive strategies
- Teach compensation strategies to bridge gap in lang. skills/background

How World War I Began: A Narrative Assignment

<p>Learning Goal (Unit): Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.</p> <p>Learning Objective (Individual Lesson): Students will construct an understanding of the events that lead to the involvement of the United States in World War I.</p> <p>Essential Question(s): What events lead to the involvement of the United States in World War I?</p> <p>Next Generation Sunshine State Standards:</p> <ul style="list-style-type: none"> • SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I. • LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text • LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining). • SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <p>Common Core State Standards:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 	<p>Lesson Procedures:</p> <ol style="list-style-type: none"> 1. Prior to the class beginning, the instructor should ensure that each grouping of desks has both the written documents as well as the picture documents students are to organize. 2. The instructor will break students into small groups of 2-3 students at the beginning of class. This group size allows for all students to be actively engaged in the activity and while minimizing possible distractions. 3. After students have been broken into groups, provide students with about 5 minutes to go over the pictures you have provided them. 4. After the five minutes has lapsed, begin to read the first document. While you read the document to your students, they should be actively trying to find the picture that correlates to the document being read. 5. Step four should be repeated until all pictures and documents have been matched. 6. Once all documents and pictures have been matched, students should be directed to place the documents in an order that would allow them to tell a story as to how World War I began. The teacher should use this time to monitor student progress and correct any mismatches between written documents and pictures. The teacher should also monitor student's narrative order in order to ensure that a plausible storyline is being created by the documents. 7. After all groups have placed their documents in their narrative order, they should be able to justify to you why they have placed the documents in the order they have decided. 8. Once students have justified their narrative, students should work as individuals to produce a written version of their narrative. Students should be required to explicitly use information from each document analyze within their narrative. 9. After completion of the narrative, students should turn in a rough draft of their assignment for teacher feedback. 10. Once feedback has been provided to students, they should be
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How World War I Began: A Narrative Assignment

- CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

allowed to revise their work in order to demonstrate mastery of the content skills.

Marzano Indicators Covered:

- DQ1-1: Providing Clear Learning Goals and Scales
- DQ2-6: Identifying Critical Information
- DQ2-7: Organizing Students to Interact with New Knowledge
- DQ2-9: Chunking Content
- DQ2-11: Elaborating on New Information
- DQ2-12: Recording and Representing Knowledge
- DQ3-15: Organizing Students to Practice and Deepen Knowledge
- DQ4-21: Organizing Students for Cognitively Complex Tasks
- DQ4-22: Providing Students with Resources and Guidance
- DQ5-24: Noticing & Reacting When Students are Not Engaged
- DQ5-26: Managing Response Rates
- DQ5-28: Maintaining a Lively Pace
- DQ5-32: Presenting Unusual or Intriguing Information

Technology Integration:

- Word Processing

Vocabulary: militarism, Neutrality, Zimmerman Note, Unrestricted Submarine Warfare, the Lusitania, , trench warfare, Lusitania, U-Boats, Archduke Franz Ferdinand

How World War I Began: A Narrative Assignment

ESE/ELL Accommodations:

- Visual aids, concrete objects, clue, repetition & gestures
- Activities which don't force beginning stage production
- Emphasize key words & phrases w/gestures, voice, pictures, etc.
- Use cooperative learning activities
- Summarize and review frequently
- Group assignments, portfolios, learning journal & non-print options
- Check LEP student's understanding
- Teach appropriate learning strategies for mastering content materials
- Model cognitive strategies
- Expose students to meta-cognitive strategies
- Teach compensation strategies to bridge gap in lang. skills/background

Book Backdrop: The Spanish American War

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

- Students will be able to appropriately debate the causes of the Spanish-American War.
- Students will be able to appropriately debate the impact of the results of the Spanish-American War.

Essential Question(s):

- What caused the Spanish-American War?
- What were the impacts of the Spanish-American War?

Next Generation Sunshine State Standards:

- **SS.912.A.4.2:** Explain the motives of the United States' acquisition of the territories.
- **SS.912.A.4.3:** Examine causes, course, and consequences of the Spanish-American War
- **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- **SS.912.A.1.5:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar

Lesson Procedures:

1. Prior to the implementation of this type of assignment, it is preferable that students have been taught to appropriately use the analysis sheets employed in this activity. This will allow students to complete this activity with greater speed and accuracy.
2. The first step in a Book Backdrop assignment is to read a selected piece of children's literature to the class. This piece of children's literature will act as a background essay for the students of the class.
 - a. Using a piece of children's literature provides accessibility to all student's in the classroom, while still providing much needed background information to aid student achievement.
3. After students have heard the piece of children's literature, it is important that students understand the overarching question that must be answered through the analysis of these documents. The instructor should explicitly discuss the question that students must analyze.
4. Once the students understand the overarching question being analyzed, students should begin the analysis of their documents. Each document should have an appropriate analysis sheet that accompanies it. The teacher should regularly monitor student behavior to ensure that students are appropriately analyzing their documents using their analysis sheets.
5. After each document has been analyzed, students should move on to the pre-writing portion of the activity. Students should utilize the pre-writing graphic organizer provided to them.
6. Once the pre-writing portion of the activity is over, students should utilize their writing rubric to craft an argument regarding the studied topic. This rubric has been crafted to assess the types of skills needed to be successful on the Florida Standards Assessment.
7. After students have completed their writing assignment, the instructor should provide quality feedback using the content of the rubric as a guide.

Book Backdrop: The Spanish American War

and conceptually challenging text.

- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words.
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- **LA.1112.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text)

8. Once students have been provided feedback regarding their writing, students should be afforded the ability to complete a final draft of their essay, using instructor comments as a guide for improvement.

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

Book Backdrop: The Spanish American War

- CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Marzano Indicators Covered:

- DQ1-1: Providing Clear Learning Goals and Scales
- DQ2-6: Identifying Critical Information
- DQ2-7: Organizing Students to Interact with New Knowledge
- DQ2-9: Chunking Content
- DQ2-11: Elaborating on New Information
- DQ2-12: Recording and Representing Knowledge
- DQ3-15: Organizing Students to Practice and Deepen Knowledge
- DQ3-17: Examining Similarities and Differences
- DQ3-18: Examining Errors in Reasoning
- DQ3-19: Practicing Skills, Strategies, and Processes
- DQ3-20: Revising Knowledge
- DQ4-21: Organizing Students for Cognitively Complex Tasks
- DQ4-22: Providing Students with Resources and Guidance
- DQ4-23: Providing Students with Resources and Guidance
- DQ5-24: Noticing & Reacting When Students are Not Engaged
- DQ5-26: Managing Response Rates
- DQ5-28: Maintaining a Lively Pace
- DQ5-32: Presenting Unusual or Intriguing Information

Technology Integration:

- Word Processing

Book Backdrop: The Spanish American War

Vocabulary: Jose Mari, William Randolph Hearst, Yellow Press, Jingoism, George Dewey, Emilio Aguinaldo, Rough Riders, Treaty of Paris,

ESE/ELL Accommodations:

- Activities which don't force beginning stage production
- Emphasize key words & phrases w/gestures, voice, pictures, etc.
- Highlight important concepts in written assignments
- Demonstrate graphic organizers
- Predictable classroom procedures w/written outline
- Use cooperative learning activities
- Allow sufficient wait time for questions
- Provide instruction that is just beyond LEP student's English proficiency
- Group assignments, portfolios, learning journal & non-print options
- Check LEP student's understanding
- Design schema-building activities
- Teach appropriate learning strategies for mastering content materials
- Model cognitive strategies
- Expose students to meta-cognitive strategies

Video/Documentary: Ending World War I

<p>Learning Goal (Unit): Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.</p>	
<p>Learning Objective (Individual Lesson): Students will be able to produce a documentary that explains and analyzes the end of World War I.</p>	
<p>Essential Question(s):</p>	
<p>Next Generation Sunshine State Standards:</p> <ul style="list-style-type: none">• SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.• LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.• LA.1112.1.6.3: The student will use context clues to determine meanings of unfamiliar words.• LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details.• LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).• LA.1112.6.2.4: The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.• LA.1112.6.3.1: The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media.	<ol style="list-style-type: none">1. Prior to student creation of their documentaries, students should be provided with the overarching idea that they are to be producing a video that answers the question, “how did countries try and resolve the issues fought over during World War I?”2. Students should then be provided with the opportunity to utilize in class computers and should be taken to a computer lab in order to find appropriate sources that help them answer this overarching question.<ol style="list-style-type: none">a. Students should use the <u>Cornell Evaluating Web Pages Criteria</u> to determine whether or not the sources that they are using are reliable sources.b. Students should also be informed that they must include key vocabulary, people, and places into the narrative of their documentary. This ensure that proper course content is being discussed, even while giving students great freedom in the process of learning.3. Once students have completed their research, they should draft a script that details the information that they will use within their documentary.4. After students have drafted their script, students should then begin filming and editing their documentary.<ol style="list-style-type: none">a. The length of the documentary can be changed by the teacher in order to appropriately meet the needs of your students.b. Students can use free software such as Windows Movie Maker and iMovie in order to produce their video.5. After students have completed their documentaries, students should have the opportunity to present their documentaries in class to their fellow students.

Video/Documentary: Ending World War I

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Marzano Indicators Covered:

- DQ1-1: Providing Clear Learning Goals and Scales
- DQ2-6: Identifying Critical Information
- DQ2-7: Organizing Students to Interact with New Knowledge
- DQ2-9: Chunking Content
- DQ2-10: Processing of New Information With Students
- DQ2-11: Elaborating on New Information
- DQ2-12: Recording and Representing Knowledge
- DQ3-15: Organizing Students to Practice and Deepen Knowledge
- DQ3-17: Examining Similarities and Differences
- DQ3-18: Examining Errors in Reasoning
- DQ3-19: Practicing Skills, Strategies, and Processes
- DQ3-20: Revising Knowledge
- DQ4-21: Organizing Students for Cognitively Complex Tasks

Video/Documentary: Ending World War I

- DQ4-22: Providing Students with Resources and Guidance
- DQ4-23: Providing Students with Resources and Guidance
- DQ5-24: Noticing & Reacting When Students are Not Engaged
- DQ5-26: Managing Response Rates
- DQ5-28: Maintaining a Lively Pace
- DQ5-32: Presenting Unusual or Intriguing Information

Technology Integration:

- Video Taping
- Video Editing
- Online Research
- Word Processing

Vocabulary:

Convoy, Vladimir Lenin, John J. Pershing
Fourteen Points, self-determination, League of Nations, Henry Cabot Lodge,
Reparations, “irreconcilables”, “reservationists”

ESE/ELL Accommodations:

- Positive, low anxiety environment
- Activities which don't force beginning stage production
- Emphasize key words & phrases w/gestures, voice, pictures, etc.
- Predictable classroom procedures w/written outline
- Use cooperative learning activities
- Design schema-building activities
- Model cognitive strategies
- Expose students to meta-cognitive strategies

**APPENDIX E: PROFESSIONAL DEVELOPMENT MODULES
EXAMPLES**

Professional Development Session 1: Sourcing and Contextualization

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

Students will be able to construct an understanding of what the American home front was like during World War I.

Next Generation Sunshine State Skill Standards:

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text.
- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words.
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- **LA.1112.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7

Professional Development Sequence of Events:

1. Prior to the professional development session, remind teachers that they need to bring content standards regarding the current or next topic that they will be teaching during their classes.
2. Have teachers briefly discuss what historical literacy is and have them reflect about their use of historical literacy in their classrooms.
3. Briefly discuss what sourcing is and why it is important.
4. Demonstrate in two-three sources how the process of sourcing takes place.
5. Guide teachers in the sourcing of two-three sources so that they can practice with guidance
6. Allow teachers to practice sourcing two-three documents independently or with a partner. Make sure to monitor teacher progress so that any help or errors can be corrected.
7. Transition into the contextualization piece. Briefly discuss what contextualization is and why it is important.
8. Demonstrate in two-three sources how the process of contextualization takes place.
9. Guide teachers in the contextualization of two-three sources so that they can practice with guidance
10. Allow teachers to practice contextualizing two-three documents independently or with a partner. Make sure to monitor teacher progress so that any help or errors can be corrected.
11. Provide teachers the opportunity to develop their own sourcing and contextualization activities for class.

Professional Development Session 1: Sourcing and Contextualization

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Professional Development Session 2: Close Reading and Corroboration

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

Students will be able to construct an understanding of what the American home front was like during World War I.

Next Generation Sunshine State Skill Standards:

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text.
- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words.
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- **LA.1112.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7

Professional Development Sequence of Events:

1. Prior to the professional development session, remind teachers that they need to bring content standards regarding the current or next topic that they will be teaching during their classes.
2. Have teachers briefly reflect and share information about the previous professional development session and any implementation issues they need help with. Also allow teachers to celebrate their classroom successes.
3. Briefly discuss what close reading is and why it is important.
4. Demonstrate in two-three sources how the process of close reading takes place.
5. Guide teachers in the close reading of two-three sources so that they can practice with guidance
6. Allow teachers to practice close reading two-three documents independently or with a partner. Make sure to monitor teacher progress so that any help or errors can be corrected.
7. Transition into the corroboration piece. Briefly discuss what corroboration is and why it is important.
8. Demonstrate in two-three sources how the process of corroboration takes place.
9. Guide teachers in the corroboration of multiple sets of documents so that they can practice with guidance
10. Allow teachers to practice corroboration two-three documents independently or with a partner. Make sure to monitor teacher progress so that any help or errors can be corrected.
11. Provide teachers the opportunity to develop their own close reading and corroboration activities for class.

Professional Development Session 2: Close Reading and Corroboration

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Professional Development Session 3: QR Code Analysis

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

Students will be able to construct an understanding of what the American home front was like during World War I.

Next Generation Sunshine State Skill Standards:

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text.
- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words.
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- **LA.1112.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7

Professional Development Sequence of Events:

1. Prior to the professional development session, remind teachers that they need to bring content standards regarding the current or next topic that they will be teaching during their classes.
2. Have teachers briefly reflect and share information about the previous professional development session and any implementation issues they need help with. Also allow teachers to celebrate their classroom successes.
3. Discuss what a QR code is and how it can be utilized in the classroom.
4. If teachers do not already have a QR code reader, demonstrate how they can download one for themselves.
5. Discuss how QR codes can be constructed and provide them QR code generator websites.
6. Show teachers an example of a QR code activity and have them manipulate classroom examples.
7. Provide teacher's with a brief amount of time to find documents and write questions for a QR code that meets currently taught or soon to be taught content standards.
8. As an exit slip, teachers should be able to provide examples of their own analysis and the construction of their own QR code activity.

Professional Development Session 3: QR Code Analysis

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Professional Development Session 4: The Book Backdrop

Learning Goal (Unit):

Students will construct an understanding of how the United States became involved in both Imperialism and in World War I.

Learning Objective (Individual Lesson):

Students will be able to construct an understanding of what the American home front was like during World War I.

Next Generation Sunshine State Skill Standards:

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications.
- **LA.1112.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text.
- **LA.1112.1.6.3:** The student will use context clues to determine meanings of unfamiliar words.
- **LA.1112.2.2.2:** The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- **LA.1112.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).

Lesson Procedures:

1. Prior to the professional development session, remind teachers that they need to bring content standards regarding the current or next topic that they will be teaching during their classes.
2. Have teachers briefly reflect and share information about the previous professional development session and any implementation issues they need help with. Also allow teachers to celebrate their classroom successes.
3. Briefly discuss what a book backdrop is and explain how it can effectively be used.
4. Demonstrate how a children's book is used as background essay, and actually read the book to the teachers.
5. Show teachers the analysis sheet that is used to guide students through the process of analyzing the story and the book. Use one source as an example and fill it out for teachers to see.
6. Cooperatively work with teachers to work through filling out the analysis sheet with 1-2 more documents.
7. Allow teachers to practice utilizing the analysis sheet individually or with other teachers on 1-2 more documents. Make sure to monitor teacher's progress so that guidance and feedback can be provided.
8. Provide teachers the opportunity to develop their own book backdrop activity.

Professional Development Session 4: The Book Backdrop

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

APPENDIX F: DOCUMENT ANALYSIS SHEETS

Library of Congress Primary Source Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL		
CONTEXT	SUBJECT	IDENTIFICATION
FURTHER INVESTIGATION		



<https://www.loc.gov/primarysource/>

National Archives Written Document Analysis Worksheet

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="0"> <tr> <td><input type="checkbox"/> Newspaper</td> <td><input type="checkbox"/> Map</td> <td><input type="checkbox"/> Advertisement</td> </tr> <tr> <td><input type="checkbox"/> Letter</td> <td><input type="checkbox"/> Telegram</td> <td><input type="checkbox"/> Congressional Record</td> </tr> <tr> <td><input type="checkbox"/> Paper</td> <td><input type="checkbox"/> Press Release</td> <td><input type="checkbox"/> Census Report</td> </tr> <tr> <td><input type="checkbox"/> Memorandum</td> <td><input type="checkbox"/> Report</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional Record	<input type="checkbox"/> Paper	<input type="checkbox"/> Press Release	<input type="checkbox"/> Census Report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement											
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional Record											
<input type="checkbox"/> Paper	<input type="checkbox"/> Press Release	<input type="checkbox"/> Census Report											
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other											
2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table border="0"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations												
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp												
<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHOM/AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer # 6.)</p> <p>A. List three things the author said that you think are important.</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document.</p>												

Designed and developed by the
 Education Staff, National Archives and Records Administration,
 Washington, DC 20408

DBQ Project Document Analysis Sheet

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DOCUMENT ANALYSIS SHEET

_____ (NAME AND DATE)

Document number or letter _____ Title of Document (if present)	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias

After you read over the document, fill in the columns below.

What important facts can I learn from this document?	What inferences can I make from this document?	How can I use this document in my essay?
		Analytical Category:
	Overall, what is the main idea of the document?	

5/10/10

Document Analysis Sheet created by Evanston Township High School History Department

**APPENDIX G: MATRIX OF COMMON CORE STATE STANDARDS<
THE C3 FRAMEWORK AND NEXT GENERATION SUNSHINE STATE
STANDARDS AND HOW THEY INTERACT WITH THE BASIC
FUNCTIONS OF DOCUMENT ANALYSIS**

	Common Core State Standards	NCSS Standards	C3 Framework	NGSSS
Sourcing:		<p>Examine the relationship between individual identity and social, cultural, and historical contexts (40)</p> <p>Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development, and personal identity (40)</p> <p>Identify biases that can influence a person’s perceptions of other individuals, including individuals belonging to groups with different physical, social, or cultural characteristics (40)</p> <p>Describe the influence of perception, attitudes, values, and beliefs on personal identity and the interactions of peoples across time and space (40)</p> <p>Evaluate sources for validity and credibility and to detect bias,</p>	<p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p>	<p>SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history</p> <p>SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period (sourcing)</p>

	Common Core State Standards	NCSS Standards	C3 Framework	NGSSS
		propaganda, and censorship (163)		
Contextualization:		Describe people, places, and events, and the connections between and among them (163) Arrange events in chronological sequences (163)	D1.His.2.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts D2.His.2.9-12. Analyze change and continuity in historical eras D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives	SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data
Close Reading:	RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among	Determine Authors Purpose (163) Evaluate sources for validity and credibility and to detect bias, propaganda, and censorship (163)	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret significance of time periods and events

	Common Core State Standards	NCSS Standards	C3 Framework	NGSSS
	<p>the key details and ideas</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole</p>	<p>Draw inferences from factual material (164)</p>		<p>from the past</p> <p>SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
Corroboration:	<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained</p>	<p>Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and</p>	<p>D.1.2.9-12: Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary</p>	<p>SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and</p>

	Common Core State Standards	NCSS Standards	C3 Framework	NGSSS
	<p>from specific details to an understanding of the text as a whole</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>literacy skills to locate, organize, analyze, and interpret sources, and present supported findings (32)</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources (32)</p> <p>Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation (32)</p> <p>Determine and analyze similarities and differences (163)</p> <p>Explore complex patterns,</p>	<p>concepts and ideas associated with a compelling question</p> <p>D.1.5.9-12: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources</p> <p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in</p>	<p>internet resources</p>

	Common Core State Standards	NCSS Standards	C3 Framework	NGSSS
		<p>interactions, and relationships (163)</p> <p>Differentiate between and among various options (163)</p>	<p>evidence in order to revise or strengthen claims.</p>	

APPENDIX H: IRB APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

From : **UCF Institutional Review Board #1**
FWA00000351, IRB00001138
To : **Daniel A. Cowgill II**
Date : **May 29, 2015**

Dear Researcher:

On 05/29/2015 the IRB determined that the following proposed activity is not human research as defined by DHHS regulations at 45 CFR 46 or FDA regulations at 21 CFR 50/56:

Type of Review: Not Human Research Determination
Project Title: Copy of Copy of A DESIGN AND IMPLEMENTATION
PLAN FOR PROFESSIONAL DEVELOPMENT AND
CURRICULUM MODULES OF HISTORICAL
LITERACY IN THE SOCIAL STUDIES CLASSROOM
Investigator: Daniel A. Cowgill II
IRB ID: SBE-15-11349
Funding Agency:
Grant Title:
Research ID: N/A

University of Central Florida IRB review and approval is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are to be made and there are questions about whether these activities are research involving human subjects, please contact the IRB office to discuss the proposed changes.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 05/29/2015 02:44:26 PM EDT

IRB manager

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