

A MULTI-MATERIALS APPROACH TO TEACHING
THE CIVIL WAR TO EIGHTH GRADE
AMERICAN HISTORY STUDENTS

by

Gail F. Berman
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Redacted Signature

Chairperson

Redacted Signature

Redacted Signature

Members of the Committee

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Abstract

This paper reports the findings of a study designed to offer an effective alternative to a traditional textbook approach to teaching the Civil War to eighth grade students. The research design was a two group pretest-posttest design. Students in both groups had been randomly placed by a school counselor at the beginning of the school year. The study was limited to these two class sections because the researcher taught only two history sections for the school year. Students in Group A followed the prescribed social studies textbook, and, in addition, used a variety of media materials dealing with the subject matter and created original materials dealing with the same subject. Students in Group B also followed the prescribed social studies textbook, and were exposed to a minimum amount of outside material dealing with the Civil War. No statistically significant difference in favor of the group following the multi-materials approach was found. The difference between the posttest scores of Group A and Group B resulted in the researcher accepting the null hypothesis that there would be no significant difference in posttest scores between Group A and Group B.

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Chapter I

Introduction

Throughout the United States, a study of the history of our country is a common part of the eighth grade curriculum (Engelland, Nudstrom, and Negley, 1965). In fact, many states require students to complete such a study in the eighth grade (Dept. of Curriculum, Chicago Public Schools, 1982).

Although requirements for U.S. history in the eighth grade exist across our nation, little is specified as to what such a study should include, what topics should be covered and in what depth. Should students be able to recite dates, places, and important people in our history? If dates, people, and places are important, is there a commonly accepted list which students should master?

Answers to these questions may be found in goals and objectives that are set at the state level or by individual school districts. Usually, however, these are so generally stated that they offer little specific guidance to classroom teachers. For example, The Scope and Sequence for social studies for the Chicago Public Schools has the following objectives for Grade 8:

1. List the characteristics of a modern industrial nation.
2. List the reasons that explain the emergence of the United States as a world power.
3. Identify the major conflicts in which the United States has been involved since the 1930's.
4. Explain the role of the United States in an interdependent world.
5. Read and interpret historical documents.
6. Demonstrate knowledge of the national and state governments by fulfilling requirements of Public Law 195.
7. Develop effective skills in the interpretation of current events.
8. Use maps to discover patterns of land use.
9. Use the globe to demonstrate the importance of geographic positions in the world.

Although these are given as objectives, which are considered to be more specific than goals, one can easily see the difficulty of determining what should be taught to meet these objectives. In the writer's own district the students are expected to complete successfully a survey course of United States history, covering a time period of over 500 years; yet no guidelines have been set, no district wide goals and/or objectives have been

determined to cover the textbook that is presently in use in the district.

Because of the lack of particular learning outcomes expected of students, many teachers rely on textbooks to answer the question of what to teach. In the absence of specific guidance, few teachers are going to feel the necessity of breaking away from the structured content as presented by the textbook author (Armstrong, 1981). Kelly and Gross (1981) contend that the traditional textbook has become an essential aspect of curriculum and resultant attitudinal development. This position is supported by Downey who feels that "the history textbook is our secular Bible, the authoritative version of who we are as a nation and how we got to be this way" (p. 66).

Need for Study

Textbooks will, undoubtedly, continue to be used, in spite of questions raised about their effectiveness. For example, questions have been raised about how effective textbooks are in the development of critical thinking skills, skills which most teachers say are important. Of necessity, textbooks are expository in nature, and present facts, concepts, and generalizations without requiring much thought on the part of the reader.

They tend to promote memorization, drill, and recitation, although teachers do not consider these as desirable methods of instruction (Aschner, 1961). Factual information is important, but the aim is to foster critical thinking about our major problems by relying on factual material only as a basis for evaluation--not as the sole basis of the class's time and efforts (Polner, 1968). Studying a text is no guarantee that the learner will use facts as a basis for such evaluation.

Educators have also raised questions about the ability of textbooks to stimulate students' interest in our national heritage. Perhaps this is because most history texts reflect a many sided universe and the materials are subject to many different influences. These influences affect textual content to the extent that many of the passages become diluted; there is an attempt to water down in words what was, in reality, an explosive issue (Kelly and Gross, 1981). However, texts need not be uninteresting, remote, or diluted. Kelly and Gross noted that "if textbooks are as important as many people believe, then an objective, balanced presentation might enhance textual effectiveness" (p. 61).

In addition to questions about learning outcomes and the motivation of students, there have been questions about the adequacy of text material alone to accomplish even general goals of understanding our heritage. Pleas have been made by many educators to substitute other materials and activities. Kendall (1971) claimed that the age of the textbooks is past. Massialas and Kazamias (1964) stated that there is a need to move children away from the textbook and into other materials. Various reasons are given for urging teachers to rely less on only text materials. Massialas and Kazamias (1964) believe that students should use more primary and relevant secondary sources to learn how the historian works. Manolakes (as cited in Massialas and Kazamias, 1964) found that textbooks:

1. Tend to verbalize concepts rather than to present materials that would contribute to the development of concepts.
2. Concepts are treated in such a way as to suggest that they are a secondary or incidental consideration.
3. Concepts are not adequately reinforced after initial presentation.

In spite of questions raised and concerns expressed, many teachers still rely on textbooks to stimulate an

interest in and understanding of our national heritage and to foster thinking skills, especially critical thinking skills.

Various remedies for breaking the textbook habit have been suggested, but the one that seems to be most workable is a multi-materials approach. This approach calls for the integration of various materials, both print and nonprint media: films, filmstrips, text and trade books, video cassettes, computers, etc.

A multi-materials approach to the teaching of social studies, or any other subject, has many supporters, such as Kendall (1971), who pointed out that the theory of learning and the explosion in the variations of learning resources mandate the use of a multi-materials approach for concept development. Even when it is acknowledged that testing for information will continue to be an important learning outcome (Kravitz and Soroka, 1971), such authorities as Massialas and Cox (1960) emphasized that students learn as many facts when taught by nontraditional methods as they would learn under traditional methods. Many educators believe that the more learning experiences offered a student, the more he comes to understand the varied meanings and application of terms. According to the findings of the California

State Department of Instruction (1961), pupils' learning is enhanced when actual experiences, audio-visual materials, reading, and discussions are employed effectively, and when exact procedures of instruction are combined in an effort to assist the students in arriving at significant and valid conclusions.

The above is an important claim for a multi-materials approach to teaching United States history. Is it a claim that is supported by research?

Statement of the Problem

To this writer, the problem seems to be one of investigating the learning outcomes of two approaches: the use of the traditional textbooks and the use of an approach which brings in a variety of materials for students to use and investigate. The problem is to determine whether or not a multi-materials approach is more effective as a teaching method than the traditional textbook approach in instructing eighth grade students in a United States history course.

Chapter II

Review of Literature

Introduction

This review of literature presents research and studies investigating the effect of multi-media and materials in an instructional program. Multi-media is the simultaneous presentation of two or more images usually accompanied by sound (Nelson, 1976); multi-materials is the use of a variety of materials to enhance instruction in any given area. These approaches have also been referred to as multiple images, multisensory learning, audible multiple-imagery, and cross media (Nelson, 1976).

Included in this review are studies involving the use of computers and audio-visual material (including films, filmstrips, videotapes, slides and sound recordings). Also included are investigations involving media used in conjunction with each other, such as slide/tape presentations. The materials involve, in addition to professionally produced media, teacher and student made media materials. Studies which discuss, in addition to the effects of multi-media, the impact of simulation and games on learning are also reviewed.

The review of literature has been organized and is

presented under three major headings: (a) computer, (b) audio-visual media, and (c) other media materials. This has been done because of the recent use of computers in the classroom and the lack of integration with other media thus far.

Computers

According to a paper presented by James Hantula at an annual meeting of the National Council of Social Studies (1978), computers could be of substantial benefit to teachers of social studies. Among the advantages, Hantula listed:

1. Individualizing of instruction.
 2. Broadening the scope of instructional content available to the teacher.
 3. Instant feedback and evaluation of learning, allowing for the assigning of appropriate learning sequences.
 4. Affording a method to generate games and simulations which have been shown to enhance learning.
- Hantula further observed that computer assisted teaching could be of substantial advantage to extend map skills, the computer providing opportunities for map generation, reading, and interpretation. In addition, Hantula noted, computers could be programmed to assist teachers in

designing instructional content to a profiled student within defined goals.

Echoing the belief that computers can be valuable as a teaching tool, Wall and Taylor (1982) presented a case for the use of computers for instruction in writing through an interactive framework. A primary curriculum development need, they argued, is teaching elaborated language through the skillful use of descriptive language (defined by them as the effective use of words to enable the written text to communicate meaning with the least ambiguity). Curricular activities, they continued, should be designed to give the learner experiences that allow him to understand the way language works to make meaning explicit, and to practice using language to communicate effectively. Microcomputers lend themselves well to the development of these skills because the computer can express or receive a written message. Students could be charged with the task of making their written words explicit enough to be understood by the computer and could receive immediate feedback concerning the adequacy of the message. With appropriate programming of feedback, Wall and Taylor wrote, the student's feeling of being in dynamic communication could be maximized and the language elements students are using

could be expanded. In addition, and most importantly, they added, the computer could be programmed to reinforce and motivate good writing performance.

Additional benefits to computerized writing instruction noted by Wall and Taylor track closely the benefits postulated by Hantula, namely, that computerized writing instruction (a) could provide help and practice on component skills according to the specific needs of the students, and (b) could present imaginative visual displays which the students would enjoy, motivating them to learn. An additional benefit, specific to learning writing skills, involves the teaching of proofreading/editing skills. Text editing on the computer, they noted, overcomes the mechanical aspects which often deter students from revising their written work. Additionally, the computer could be programmed to remind the student to proofread.

In a related area, Nelson (1976) called for increased use of computer aided language instruction (CALI). According to her literature review, tests of students using CALI demonstrated that they performed as well or better than students who used more traditional methods. It also revealed that in general the students seemed pleased with the technique. Such instruction, she noted,

would benefit both teachers and students; it would free teachers from the boring and onerous task of conducting drills, allowing them to use class time for more interesting work, and benefit students by permitting them to progress as fast as they wished, with instant feedback in regard to errors. Interaction between teacher and student, she adds, is perhaps the most effective teaching technique. The problem with the computerized method is that it is expensive; however, the computer, which can function like a teacher and can be available to large numbers of students simultaneously, should be viewed as a highly valuable teaching tool.

Workers in CALI have long felt that languages were among the subjects to which a computer was best suited. Yet, in spite of this, CALI (Nelson, 1976) is still generally regarded by the language teaching profession as an exotic and expensive toy rather than as a useful method with which to teach. Nelson wrote that this is because existing CALI programs have failed to take full advantage of the interactive capabilities of the computer. Two strategies in CALI have been developed at M.I.T. to take advantage of those capabilities; one uses the computer as a source of information to be consulted by the students, and the other uses a model of the structure

of language being taught to enable the program to determine whether a response is correct. It also provides the student with useful error analysis if the response is incorrect. CALI programs structured on these strategies should be quite useful since they would come very close to duplicating the kind of interactions which go on between a skilled language teacher and his/her students. More traditional teaching supplements, such as books and tape recordings, cannot approximate the benefits of CALI. While they can tell a student what the rules are and what the right solutions are, they cannot analyze the specific mistakes nor can they provide feedback in such a way as to aid the student in correcting an error. Furthermore, books cannot enable the student to understand the reasons for the correct solution with the same accuracy of a computer (Nelson, 1976).

McBean (1978) lauded computer aided teaching in Environmental Engineering (COMIT) as presenting numerous advantages over the traditional lecture mode, including the ability to demonstrate laboratory principles through graphic displays, and the opportunity for students to progress at their own rate through complicated material. However, in the study McBean conducted, there was no significant difference between learning by the traditional

approach and COMIT. Favorable student reaction to COMIT apparently formed the basis for McBean's praise of the use of computers in instruction. The students' responses indicated not only their inclination to learn in a novel way, but indicated a perception that learning was enhanced.

The importance of student perceptions regarding computer aided instruction (CAI) to evaluate the effectiveness of such technology in the classroom, was stressed by Robinson (1983). The opportunity for controlled experimentation to determine the instructional effectiveness of technology often creates a problem. Instructors are reluctant to treat students as "guinea pigs", or have insufficient numbers of students, or insufficient control over scheduling to create a useful experimental model. Yet the instructor would like to determine the effectiveness of alternative teaching methods for course improvement. Perceptions of students as to whether a method of teaching does or does not facilitate learning of course materials, Robinson wrote, may provide a reliable alternative to the instructor. While it should not be considered as a methodological substitute for more exacting methods of experimental design, such perceptions (which Robinson refers to as

"soft" data) may provide reliable information for decisions about course approach.

In support of his position, Robinson wrote of a project where faculty members were free to choose and develop whatever technology they felt relevant to courses they were teaching (eight courses employed CAI). The faculty was also required to evaluate both the effect of the technology on student acquisition of course objectives, as well as student reaction or perception of the usefulness of the particular technology employed. Information was then coded according to the research design used: whether a significant increase in student achievement was observed, and whether students believed the materials to be beneficial to them. The data (correspondence between actual achievement results and student perception appeared very apparent) supported the notion that simply asking students about how effective an instructional procedure is provides reliable information for decision making. If a sizeable body of data consistently supports the effectiveness of a particular approach to learning, such an approach may prove to be sufficient for the practitioner's development of instructional materials.

Audio-visual

In an article proposing the use of media in the classroom, Margaret Nelson (1976) encouraged using multiple visual images with accompanying audible materials by those who want to assist student learning. The literature revealed studies which tend to support such a position. Thus, McMeen (1982) found that audio-visual instruction helped students assimilate information and helped them interpret and comprehend new information.

Yet, when the question posed concerns the instructional effectiveness of audio-visual versus nonaudio-visual, and the question is subjected to scientific analysis, the literature often revealed findings similar to those often found in regard to the effectiveness of computers in enhancing learning, namely, nonsignificant statistical differences.

The study performed by Biegert and Withrow (1982) is instructive. Seeking to test the effectiveness of teaching psychopharmacology to high and low achieving students of nursing by use of audio-visual materials, they designed a method which randomly divided the students into either a traditional lecture instructed group or a traditional lecture instructed group exposed to supplemental audio-visual materials. The data revealed

no statistically significant differences in achievement between the two groups.

Similar nonstatistically significant results were found by Born, et. al. and Harper (cited in Biegart and Withrow, 1982), although Born, et al. obtained data which tended to show that media instruction had a different effect on high, average, and low achievers (the low and average achievers benefiting more than the high achievers). Harper obtained data which tended to show that high and low achievers benefited more than average achievers. Notwithstanding the statistical findings, all three studies led their respective researchers to conclude that audio-visual instruction facilitates learning.

A study by Skobo (1979) designed to determine if the use of audio-visual materials would enhance reading achievement also produced similar results. Skobo obtained data on reading achievement of first, second, and third grade students who had been classified as nonreaders. In addition to the typical teacher presentation method of instruction, the experimental group was provided with audio-visual material: a systems 80 machine with accompanying kits, a Voxcom Audible Graphics System, tape recordings and visual aids. The data revealed that

although the children responded positively to the supplemental audio-visual stimuli, and the experimental groups in all three grade levels showed a higher reading level growth based on mean difference analysis, there was no significant difference between control and experimental groups.

A major research study conducted by the Alberta Department of Education (1977-1978), designed to ascertain the benefits of a tutorial reading program which utilized audio-visual material, likewise revealed statistical nonsignificance between control and experimental groups. The study, called the Mighty Moose Reading Project, utilized materials specifically designed to supplement reading. The materials consisted of a ten book cartoon series about a magical moose, an accompanying color filmstrip, an additional illustrated booklet, and a cassette tape. It was hypothesized that there would be no significant difference in reading test scores between students who participated in the project and those who did not, and the hypothesis was accepted. Test results indicated that the developed materials improved neither the expressive vocabulary nor the reading achievement levels when tested at the .05 level. Teachers in the project did, however, report their belief that the

students who used the audio-visual material showed improvement in oral language and writing skills, especially the students classified as low achievers. The experimental students also showed enhanced self-concepts and reading interests.

Sewell's (1979) investigation of the effects of cartoon illustrations on reading comprehension, reinforced the position that audio-visual materials do not lead to statistically significant enhancement of learning. In order to determine the effect of the illustrations on college student comprehension, Sewell presented the course material in various combinations of print, audio, and visual formats. The subjects were assigned to one of five treatment groups: printed text, printed text with cartoons, audio-visual presentation, audio only presentations, and visual only presentations. Statistical analysis revealed no significant difference between comprehension of the various treatment groups.

Acknowledging that the status of the literature appeared to indicate that television based instruction was not more effective than the traditional textbook format, Szabo and Lamiell-Landy (1982) altered the inquiry from one based upon the effect of television as a delivery mechanism for traditional instruction, to one

based upon the effect of television based content that is delivered in a traditional manner. They conducted a study to determine whether reading instruction based on popular youth oriented television programs increased student involvement on tasks associated with reading achievement or increased reading achievement scores, or both. They hypothesized that the television script material would greatly enhance task involvement and achievement scores.

Two major cities, Minneapolis and Chicago, were selected for this study which was conducted during the 1978-1979 academic school year. Classes of students in grades four through eight attending intermediate and junior high schools made up of students defined as "average" to "low" in reading ability were designated for "normal" reading instruction (control) or "treatment" instruction (experimental). In addition to the method of classification, the experimental group called for the following:

1. The students' reading achievement was tested during a single class period toward the end of the school year; a randomized 2x3 (TVRP versus nonTVRP x Grade 4 versus Grade 6 versus Grade 8) posttest only design was employed--the class mean was the unit of analysis for

all measures.

2. Two measures were used to assess reading skill areas congruent with TVRP instruction, namely (a) reading achievement test based on TVRP objectives; and (b) systematic observation of TVRP classes and nonTVRP classes.

3. Exercises were categorized for language skill content and purpose.

The treatment students, in addition to receiving the normal reading exercises, received nine sets of reading exercises based on current prime time youth oriented television programs called "The Television Reading Program" (TVRP), developed for use as a supplementary program.

The results met the expectations of Szabo and Lamiell-Landy. After an academic year of instruction, treatment class means on the reading achievement test were significantly higher than achievement levels for the control students. It should be noted that all students studied revealed an increase in reading skills. A significantly greater amount of improvement was, however, achieved by the treatment group. Teachers of the treatment group students were observed to be more actively engaged with the entire class, and the

treatment students appeared more inclined to contribute to class discussion. Both the test results and classroom behavior observations, Lamiell-Landy and Szabo concluded, must have been attributable to the TVRP materials.

The research of Cupitt et. al. (1980) into the effects of simulations, games, and media presentations on college students' information retention also supports the position that audio-visual presentations do not enhance learning. Their data revealed that videotape presentations did nothing to increase the retention of political science information.

While studies employing exacting scientific methods often do not support the thesis that audio-visual experiences increase learning, the perceptions of some students of the field continue to be that such experiences do. Thus, for example, Fennessey et al. (1975) made a case that audio-visual materials enhance the learning of ecology, a case which resulted as a spin-off of an experiment which compared the effectiveness of a simulation exercise, a simulation game, and conventional instruction at the elementary and junior high school levels. The most striking feature of their data, they noted, was the small size of the differences among the

three treatment groups: "control", "simulation exercises", and "simulation games". The differences not only fell short of statistical significance, but also were so small as to be of no practical significance. Why, they asked, was this true? Inquiry of the control teachers revealed the answer: They supplemented reading material with films and filmstrips, science experiments and demonstrations. In effect, Fennessey, et al. argued had the students not been provided with filmstrips, experiments, and demonstrations; i.e., if they had only been exposed to traditional textbook teaching, they would not have learned as much about ecology as they did.

Not all studies gleaned from the literature conclude after experimental approach that audio-visual stimuli do not enhance learning. Thus, Hibbard and Novak (1975) report that audio-visual materials enhanced the science concept acquisition of first and second grade students; their experimental students were evaluated by the researchers as qualitatively different after instruction than the control students. The experimental students exhibited a "keener" understanding of the particulate nature of matter. The subjective nature of the evaluation process used may call into question the validity of their findings. Hibbard and Novak conceded ambiguities existed

in interpreting the students' concept acquisition.

A study by Williams and Mick (1976) measuring the effectiveness of using audio-visual materials in teaching basic algebra to mathematically disadvantaged students, tends to indicate at least the short term value of this mode of teaching basic algebra to students. Specifically, the study revealed that audio-visual materials were significantly more effective in teaching graphic algebra to such students. The instruction did not, however, produce a significant difference in the learning of nongraphic basic algebra topics. Nor did the experimental and control groups reveal any significant differences in scores on the final examination given in the basic algebra course, causing the researchers to call into question the long-term effectiveness of such audio-visual instruction.

A study by Eanet and Toth (1976) investigating the value of videotape instruction in acquisition of science laboratory skills by seventh grade students, revealed such instruction to be extremely valuable to the students in learning the topics covered by the video tapes, namely (a) how to use a microscope; (b) how to use other lab equipment (test tubes, heating equipment, etc.); and (c) how to dissect a frog. Although Eanet and Toth did not compare the exam results of the students presented

with the video taped material with results of a simultaneously taught control group, the achievements of their experimental group were found to be significantly greater than prior groups of students taught by the traditional (lecture/observe teacher) method.

Other Media Materials

According to Ibarra and Lindvall (1982) kindergarten students, if given enough manipulative materials to illustrate the sets, actions, or relationships in a word (story) mathematics problem, will be able to solve such problems prior to formal instruction in addition and subtraction; the manipulative materials enabling the students to use counting procedures to solve the problems. To test their theory, one hundred and thirteen kindergarten students from five different schools and communities were chosen as subjects. Each student was asked to solve thirty simple story problems. The stories were organized into six different problem types, depending on the number sentences that it might in later instruction be used to illustrate, and on whether or not the story illustrated a transformation (You have _____ fish. I have _____ fish. How many fish do we have altogether?) Each story was presented in five different ways:

1. Reading the story aloud to the student.

2. Reading the story aloud with manipulative aids available to the student.

3. Reading the story aloud with testor showing the student the sets described.

4. Reading the story aloud with testor showing the student a three-panel sequence of pictures depicting the action.

5. Reading the story aloud with testor showing the student the sets and action described.

When the children were tested, the data revealed a significant difference at the .05 level among the means of the five schools used in the study, indicating that schools in different communities differed in the ability of their respective kindergarten pupils to solve mathematical story problems. However, the data revealed that the school community variable did not interact significantly with the mode of presentation or problem complexity. Because of this lack of any significant interaction, the data for the five schools were combined into one summary, and the combined data were examined to determine whether there were significant differences associated with mode presentation. The analysis of variance revealed that the differences among the means was significant and, therefore, that the mode of

presentation did have an effect of the ability of the students to solve the story problems correctly. More specifically, the data revealed that the performances under the story-only mode were lower than for any other mode, that the performance under reading of story-set-showing and action described was superior to that under all other presentations, and that the performance for the other three modes was similar and fell somewhere between the achievements recorded for modes one and five. Ibarra and Lindvall concluded from these findings that student success in solving story problems increases as the presentation of the story includes additional degrees of manipulative or supplemental aids to the representation of the story in some concrete form. According to these researchers, the chances of a mathematical word problem being understood can be increased if maximum use is made of hands-on, manipulative materials. Thus an instructor should not simply tell a word story in illustrating the meaning behind a number sentence; the story should be told with the use of manipulative aids to "act-out" the events.

Although Bredderman (1982) did not participate in the actual studies, he compiled summaries from fifty-seven studies evaluating the effects of three activity based science programs, ESS, The Elementary Science Study,

SAPA, Science A Process Approach, and SCIS, The Science Curriculum Improvement Study. In each study classrooms using one of the above activity based programs were compared with classrooms comparable in other respects, but using textbooks or other traditional ways of teaching science. A total of approximately thirteen thousand students in over one thousand classrooms were involved in these studies. A variety of performance areas were tested, such as, science processes, perception, logic development, language development, science content, and mathematics. When the results of all of the reported studies were averaged, the evidence showed that children in classrooms where the activity programs were used outscored those in comparison groups. The results were unaffected by the sample size, the random assignment to groups, nor whether the same or different teachers taught the activity group and traditional group. Furthermore, the type of test used (whether or not the test was standardized), the length of time the program was used, and the grade level when tests were given had no effect on the results.

On the average, the students in the activity based program performed twenty percentile units higher than the comparison students. The lowest gain was in math

performance (five percentile units). The evidence suggests that with the use of activity based science programs teachers can expect increased performance in the areas tested when compared with students in traditional science programs.

In a similar study, Shymanski, Kyle, and Alport (1982) completed a survey on the effectiveness of a hands-on, activity based science curricula. When the cumulative results of their research were analyzed, there was evidence that students in the programs using hands-on materials outperformed those in traditional textbook based classrooms on every criterion measured. Shymanski, et al. analyzed thirty-four studies that compared the performance of students in ESS, SCIS, or SAPA classrooms with that of students in traditional classrooms across the following performance criteria: achievement, attitudes, process skills, related skills, creativity, and Piagetian tasks. The average student in the ESS, SCIS, or SAPA classroom performed better than 62% of the students in the traditional classrooms across all performance criteria. When Shymanski et al. examined the studies for possible test or experimenter bias favoring students in the activity hands-on curricula, no evidence of bias was found. The results were consistent

whether standardized or special tests were used. Students involved in any one of the three programs expressed a positive attitude toward the hands-on activity based, science curricula, with differences ranging from three to twenty percentile points. Shymanski, Kyle, and Alport concluded that their synthesis of the research showed that students using the hands-on activity based, science curriculum achieved more, liked science more, and improved their skills more than did students in traditional textbook based classrooms.

Summary

Although differences appear in the results reported by those investigating the effect of a computer approach, audio-visual approach, or other media materials approach to instruction, all of the researchers established that the students involved in this type of education had a more positive approach to learning than did the students involved in a traditional approach to learning. The literature reviewed indicated that there is, possibly, a relationship between the type of educational process employed by instructors and the attitude of the students involved in the education process. In addition, although many of the findings were not statistically significant, all of the researchers felt that a multi-materials approach to learning could be a valuable teaching tool.

Chapter III

Method

Introduction

The purpose of this study was to determine if there would be a difference in achievement in knowledge about the Civil War for students who had been taught using two different approaches. One approach was the conventional textbook approach and the other was a multi-materials approach.

It was hypothesized that there would be no significant difference in mean achievement in knowledge about the Civil War for students who had been taught using the multi-materials approach compared with students who had been taught by the conventional textbook approach.

Subjects

The subjects in this study were 41 students selected from the 1983-1984 eighth grade class at the school in which this researcher teaches. The students were enrolled in different history sections: one section was the second hour American history class designated as Group A and contained twenty students; the other was the fourth hour American history class, designated as Group B. Group B had an enrollment of twenty-one students. Group B was arbitrarily selected to be the class using the traditional textbook approach with a minimum use of other materials.

The other group, Group A, was taught by the multi-materials approach. Although all of the students were randomly assigned to a history class at the start of the school year, a review of the students' scores on a standardized ability measurement test taken three years earlier indicated that the students in Group B scored higher on an overall basis than the students in Group A. Both groups were taught by the researcher.

Age

Since the criterion used for age was consistent with the school district's policy, which considers as the cutoff for admission to school August 31, most of the students in the sample ranged from thirteen years six months to fourteen years of age.

School and Environment

This school is located in the southern part of Johnson County, Kansas. This newly developed geographical region is comprised mainly of one family home subdivisions in addition to a small percentage of condominiums and luxury apartment complexes. The entire student body lives in this location. Corporate Woods, a nationally recognized business complex, contains organizations which employ many of the parents whose children attend this school. Most of the parents are professionals, own their own businesses, or hold high level managerial positions.

It would be fair to say that the large majority of adults living in this community have advanced educational backgrounds.

The school is part of a suburban system. The building was planned in response to a surge in population in the northern portion of the district. It was built in 1981; in its three years of existence it continues to show an increasing enrollment. The school contains sixth, seventh, and eighth graders, and has a full time faculty of 37. The student-teacher ratio in academic classes is approximately twenty-three to one. The administrators of the school consist of a principal and assistant principal. In addition, the school has a full time nurse and student counselor.

Instructional Approaches

Two different approaches to teaching the Civil War to eighth graders were used and the results of the approaches were compared. One approach to teaching the subject, which may be best described as a traditional approach to teaching, required the students to read the textbook, to listen to teacher-given lectures, and to take notes from the textbook and lectures. The second, which may best be described as a multi-materials approach, similarly required the students to read the textbook and take notes from the textbook, and to listen to and take

notes from teacher-given lectures. In addition, they were required to listen to brief tape recorded teacher-given lectures which explained the Civil War material covered in the textbook. Furthermore, the students in the multi-materials group used other media dealing with those topics. The multi-materials approach required the students to be involved with the use of commercially marketed materials and in the creation of media covering the Civil War. A description of the two approaches can be found in the weekly accounts of the materials used for both groups.

Procedure

The study was conducted over a five week period from February 6, 1984 to March 13, 1984, the time allotted for teaching the Civil War unit. On the first day of the unit the investigator administered to each student the pretest, provided by the publishers of the textbook, covering this material. The pretest consisted of sixty short answer questions and three essay questions. The textbook test offered three essays for each set of 20 objective questions. From these nine essay choices the researcher chose three essay questions for pre and post test evaluation. The researcher was interested in the amount of information and the degree of application used by both groups for both the pre and post tests. The

children were encouraged to answer all of the questions on the test. This test was administered to see what, if anything, the students already knew about the Civil War. A copy of the test can be found in Appendix A.

After the pretest was administered, instruction of each group began and proceeded in accordance with the instructional approach described above. Both groups were taught by the instructor for a total of 25 days; the days used for pre and post testing were not included in this total count.

A daily journal was kept for both groups. The journal listed the information covered each day, and noted, with one or two asterisks, whether or not the students were understanding what was expected of them. The journal also noted the commercial media used by the students in Group A (multi-materials group) as well as the materials created by them for this unit. A copy of this journal may be found in Appendix B.

The Civil War Unit

The Civil War unit in the text Let Freedom Ring (1980) is divided into three chapters of Unit Five of the textbook. This unit is subtitled "Investigating Conflict," Chapter 14 is entitled "A Dividing America," Chapter 15 is entitled "Ordeal by Fire," and Chapter 16 is entitled "Reconstructing the South."

Group A

Once the pretest was administered a packet of information was given to each student in Group A. This packet outlined the entire Civil War unit, and was divided into sections that corresponded with the chapters in the textbook. Each section explained the historical information to be covered, the materials to be used in conjunction with the textbook, the required activities as well as the optional activities to be completed, and the deadlines for these activities.

A major part of day one of the unit was spent going through the packet with the students in Group A, making sure that the content of the packet was understood. This procedure eliminated the need to go into lengthy explanations as each new area of the unit was taught.

Approximately eight school days were spent working with each of the three Civil War chapters in Let Freedom Ring. At various intervals throughout the unit, the researcher checked with the students to make sure that instructions were still being followed and the correct number of activities was being accomplished. A copy of the packet used by the students in Group A may be found in Appendix D.

As part of the initial instruction, students were directed to be divided into various kinds of learning

groups to accomplish selected activities. Students were in a total of four different groups throughout the course of the unit. At times, the groups were made up of three, four, five or ten students, depending on the assignment. Although the groups changed, they were organized by the teacher to assure a good mix of ability levels. Some student choices and occasional spontaneous groupings formed as a result of previously finished tasks. The groups were formed to organize filmstrip production, create maps, time lines and murals, and to give the students an opportunity to share ideas and information. The students were grouped so that they would have access to the various materials for the unit and would also be in a situation where they were interacting with materials and with each other as the unit progressed. A list of materials used may be found in Appendix E.

Week One

During this first week of the unit students in Group A began their study of the events leading up to the Civil War by doing the following activities: read assigned readings from the text, listened to teacher-taped lecture covering the material, had a class discussion over the events covering the stages leading up to the war, started a mural depicting major incidents related to the war, began a chronological time line for

the unit, listened and watched a commercially produced film, "Eli Whitney Invents the Cotton Gin" You Are There, as well as a filmstrip/cassette, "Prelude to Conflict" National Geographic Society, explaining the prelude to the war, did map work, and used a computer disc, Commodore 64 "Tug of War" related to this historical time period.

Week Two

During the second week of the unit, the students divided their time between completing the first section of the unit and starting the second section of the unit which was a concentration on the battles and political decisions of the Civil War. Student responsibilities for this portion of the unit involved reading any (approved by the researcher) fictional account of the Civil War, listening to taped lectures, reading from the textbook, notetaking, map work, continuing work on the class mural, progress on the time line, using a commercially produced filmstrip/tape, "Gettysburg and Vicksburg," Picture History of the Civil War, watching a film, Abraham Lincoln: The War Years, and group work began on student production of a filmstrip/cassette explaining specific battles of the war. In addition, the students in Group A also made word puzzles, choosing from a list of possible types of puzzles approved by the researcher, using terms relevant to this time period. The words used in these puzzles

also came from a list of preselected terms approved by the instructor. The students made answer keys for the puzzles and then exchanged puzzles with classmates and worked them until each puzzle was successfully completed.

Week Three

The second section of the unit contained the most difficult material, as each student was responsible for a large number of names and dates related to the battles. Geographical accuracy also needed to be stressed. The third week of this unit, therefore, was spent entirely in this area. Map work continued, both as an individual project and in group work. Many resources were available to the students, wall maps, map books, taped readings, Pickett's Charge, transparencies, The Civil War 1861 to 1863 and The Civil War 1863 to 1865, photographs of battle sites, enlarged sketches and teacher drawn materials. In addition, during this time period the students worked in the library. Their responsibilities included individual reading about a chosen subject relating specifically to the war. They were responsible for reading, notetaking and presentation of their findings. Once again, the students were allowed to choose their topic and method of presentation from a previously selected teacher-approved list.

Because there was such a concentration of material

to be covered in Chapter 15, one of the activities developed by the researcher was a student produced tape cassette and filmstrip covering the information in the chapter. This was a group activity. The class was divided into four groups and each group was responsible for a specific number of pages in Chapter 15. They worked on this project for the final fifteen minutes of each day during the third and fourth weeks of the unit. Each group of students in Group A was given a blank script form provided by the school librarian. This form contained spaces for visual characterization and accompanying dialogue. After initial approval by the researcher, the groups worked on a more thorough presentation of the material; this was then shown to the librarian, who helped the students complete the script and get ready for actual production. Each student participated in the dialogue presentation, but chose the best artist in each group to draw on the filmstrip. The filmstrips and tapes were presented by each group in a chronological order at the end of the fourth week of the unit. After each group presented its project, the filmstrips and tapes were given to the library, where they were tagged and put on permanent file.

In addition to working on the filmstrips and tapes, during the third week of the unit the students in Group A

continued work on the class mural and time line, listened to the researcher read some selections from a book of legends relating to the Civil War, watched the second in a series of three filmstrips about the Civil War, "A People at War," National Geographic, and began work on one of two maps: the war in the East or the war in the West.

Week Four

At the beginning of the fourth week of the unit, a recording of the book, The Red Badge of Courage, was played, and a discussion over the major conflicts of the war was held. Student outlines of Chapter 15 were collected and checked for accuracy. Word puzzles for the terms in Chapter 15 were worked on and distributed to classmates for completion. An introduction to the final phases of the war and the beginnings of Reconstruction was presented by the researcher. This material closely followed the textbook's Chapter 16. In addition the students were provided with a partially completed outline, written by the researcher, and told of the time restrictions concerning completion. The students were also given reproductions of pages from diaries kept by women, both of the South and the North, during the war. The diaries were read silently, but were discussed in groups; each group pooled its ideas concerning how

women may have contributed to the war effort.

Week Five

The fifth week of the unit was spent learning about the problems and concerns of a nation that went through a war and now needed to reunite itself. In addition, events that were a direct result of the war were introduced. Consequently, the Thirteenth and Fourteenth Amendments, the establishment of the Ku Klux Klan, new federal laws, and the assassination of Abraham Lincoln were all discussed and handled in a variety of activities and reading assignments. Students read from the textbook, watched a film covering Lincoln's assassination, listened to records that had a variety of songs sung by Confederate and Yankee soldiers, read newspaper accounts of the end of the war, role played the events at Ford's Theater, worked on word puzzles that accompanied a list of terms for this third section of the unit, watched a Mark Twain film, "Puddin'head Wilson", dealing with social/racial injustices, heard a guest speaker, and began reviewing all of the information that had been handled since the beginning of the unit.

Week Six

The unit concluded at the beginning of the sixth week with an overall review of what had taken place in the United States from April 1861 to April 1865.

Questions and answers were provided by both researcher and students. A "Bingo" type game was played, using information that was covered in the unit. Finally, a posttest covering Unit 5 of the textbook was given on the second day of the sixth week. The posttest was the same test used at the beginning of the unit.

Group B

During the first week of the Civil War unit this class also was introduced to the material to be covered in the unit. The class was kept as a whole unit throughout the five weeks; no group work was done. Furthermore, Group B's activities were limited to silent reading of the textbook, individual outlining of the three chapters, teacher-given classroom lectures, class discussions, question and answer periods, a novel that was read by all students in this group, definition of terms associated with the material in the textbook, individualized map work, and some related reading from Junior Scholastic Magazine.

A daily journal was kept for Group B by the researcher. As was done for Group A, the researcher noted what material was covered and in what manner it was handled. A copy of this journal may be found in Appendix C.

The pretest was given on the first day of the unit and was immediately followed by a teacher-given overview

of the events leading up to, including, and following the Civil War. The students in Group B were not told that they were being taught any differently than the students in Group A, although the researcher is quite certain that given friendships among students this became obvious to the students in both classes.

Week One

During the first week of the unit students in Group B individually worked on defining a list of terms necessary for understanding the materials covered in Chapter 14 of Let Freedom Ring. In addition, they took notes as the researcher explained the material in that chapter, and had daily discussions over the terms and material in the book.

Week Two

At the beginning of the second week of the unit, the students silently answered the questions at the end of Chapter 14 in the textbook. A discussion then followed; the students graded their own papers. Because the students in Group A received "grade" credit for their effort, the researcher felt that some type of grades needed to be recorded for this group as well. The remainder of the second week was spent talking about events leading up to the Civil War. Students were also introduced to Chapter 15 of the textbook. In order to

keep both classes more or less even in terms of what was being covered during each week, Group B spent quite a bit of time hearing about some local history and how the state of Kansas was directly involved in events of the War. None of this material, however, was covered in the test provided by the textbook.

Week Three

The third week of this unit covered the major battles during the Civil War. The students read from the textbook, defined terms relating to Chapter 15, took notes from teacher lectures, and individually worked on completing maps provided by the publishers of the textbook. At the end of this week a review of the battles and their significance in the War was held. This was done in the form of a game, whereby students had to answer questions about the events, and when they answered incorrectly had to do some minor calisthenic.

Week Four

The fourth week of the unit began with a reading selection from Junior Scholastic magazine. This selection discussed the political aspect of the Civil War, and the dilemmas faced by both factions. The students read the article individually on the first day of the fourth week, and spent the second day of the week discussing what they had read. The remainder of the week was spent defining

terms necessary for the understanding of Chapter 16 in the textbook, and individually outlining the material in Chapter 16.

Week Five

Week Five began with a review of the terms for the final section of the Civil War unit. In addition, the students worked on completing any maps that they had been doing. The questions that appeared at the end of Chapter 16 were answered individually, in writing, and were graded in class. The end of the week was spent reviewing the entire unit.

The first day of the sixth week was spent in silent study. On the second day, the posttest was given to the students. The posttest was the same test that had been given at the beginning of the unit.

The journals kept by the researcher have been developed with headings that deal with the various student activities as they related to specific subject matter. This enabled the researcher to check simply what activities were done for each area of the Civil War material.

Chapter IV

Results

The instrument used in this study to determine knowledge of the Civil War was the Let Freedom Ring textbook test, Unit V. There were three tests, one for each of the three chapters covered in the Civil War unit of the book. The researcher simply combined these tests into one; the order of the questions was not changed so that the test was in a chronological order of the Civil War. The test was objective, and was used for both the pre and post tests. There was a total of sixty objective questions, twenty questions for each of the three chapters of the text.

The textbook chapter tests also included three essay questions for each of the three chapters. The researcher arbitrarily chose one of these for each of the three chapters. All students answered the same essay questions. The essay questions were evaluated using the following criteria: Did the information given by the students relate specifically to the question asked, was enough information related by the student, was the student able to organize the material so that his/her essay flowed smoothly and progressed logically, and, finally, did the student use acceptable paragraph form? Depending on the stated evaluation process, the student received a plus,

a check, or a minus for each of the three essays. The essay questions were not included in the evaluation of the test results. The essays were used by the researcher as a means of getting some insight as to how well the students in both Group A and Group B were able to understand the information that had been handled in the unit.

Insert Tables 1, 2, 3, and 4 about here

Both tests were administered during the normal class session. The pretest was given on Monday, February 6, 1984. The scores on the pretest are given in Tables 1 and 2. The posttest was given on Tuesday, March 13, 1984. The posttest scores may be found in Tables 3 and 4.

Insert Tables 5 and 6 about here

The data were analyzed to test the effect of a multi-materials approach to teaching. The null hypothesis in this study was that Group A would not score differently than Group B on a test covering material that had been taught to both groups, using different procedures and materials. The level of significance was .05. The gains from pre to post test for both groups are given in Table 5. A comparison of these gains is found in Table 6.

Table 1
Pretest Scores Group A

Student No.	Number Correct	Number Incorrect
1	32	28
2	22	38
3	15	45
4	15	45
5	33	27
6	30	30
7	23	37
8	32	28
9	26	34
10	21	39
11	14	46
12	24	36
13	21	39
14	21	39
15	22	38
16	27	33
17	32	28
18	25	35
19	20	40
20	24	36

Table 2
Pretest Scores Group B

Student No.	Number Correct	Number Incorrect
1	20	40
2	29	31
3	31	29
4	26	34
5	22	38
6	29	31
7	21	39
8	30	30
9	36	24
10	13	47
11	29	31
12	28	32
13	22	38
14	28	32
15	28	32
16	16	44
17	28	32
18	24	36
19	31	29
20	32	28
21	No pretest	

Table 3
Posttest Scores Group A

Student No.	Number Correct	Number Incorrect
1	46	14
2	43	17
3	29	31
4	36	24
5	47	13
6	47	13
7	43	17
8	48	12
9	No Posttest	
10	43	17
11	31	29
12	49	11
13	40	20
14	38	22
15	33	37
16	43	17
17	41	19
18	38	22
19	37	23
20	38	22

Table 4
Posttest Scores Group B

Student No.	Number Correct	Number Incorrect
1	35	25
2	51	09
3	49	11
4	41	19
5	40	20
6	44	16
7	42	18
8	46	14
9	47	13
10	36	24
11	52	08
12	44	16
13	29	31
14	44	16
15	44	16
16	25	35
17	35	25
18	44	16
19	39	21
20	40	20
21	41	19

Table 5
Gain in Scores from Pretest to Posttest Group A

Student No.	Gain in Scores (actual points)
1	14
2	21
3	14
4	21
5	14
6	17
7	20
8	16
9	transfer student
10	22
11	17
12	25
13	19
14	17
15	09
16	16
17	09
18	13
19	17
20	14

Table 5 (continued)

Gain in Scores from Pretest to Posttest Group B

Student No.	Gain in Scores (actual points)
1	15
2	22
3	18
4	15
5	18
6	15
7	21
8	16
9	11
10	23
11	23
12	16
13	07
14	16
15	16
16	09
17	07
18	20
19	08
20	08
21	No pretest

Table 6

Gain in Scores from Pretest to Posttest
for Groups A and B

Group A	Group B
Mean = 16.579	Mean = 15.20
SD = 4.168	SD = 5.137
n = 19	n = 20

$p > .05$

The critical value for rejection of the null hypothesis at the .05 level in a two-tailed t test, when the $df=38$, was 2.021. A t of .904 was the result of the statistical analysis, and, therefore, the null hypothesis was accepted. There was no statistically significant difference between the group taught the Civil War through the multi-materials approach and the group taught the Civil War through the traditional textbook approach.

Discussion

In reviewing the type of test offered by the textbook, the researcher determined that it may have been the function of the test itself that resulted in no significant difference between the two groups. Textbook tests require a rote learning that does not call for higher thinking skills. The method of instruction and

materials used with Group A went beyond rote learning. Indeed, memory of facts was not the focus for Group A, although it was assumed that students would acquire them incidentally.

The results of the writer's study are consistent with the results of the Mighty Moose Reading Project (Alberta Dept. of Education, 1979), and a study done by McRae (1976), in which the null hypothesis was accepted. It was suggested that the limited duration and intensity of exposure to the program, coupled with the standardized testing measure, rather than the defects in the program might have been responsible for the negative test results. These points may also explain the results of the writer's study.

The findings of this study are also consistent with those of Biegert and Withrow (1982) who supported the use of audio-visual materials as a supplement to teaching psychopharmacology to high and low achieving students of nursing. Furthermore, the findings also lend support to the statement in studies by Born and his colleagues (1972) and Harper (1974) (cited in Biegert and Withrow, 1982), that media instruction, although with varying degrees of success, aides low, average, and high achievers. In addition, the findings of this study are consistent with those of Kathleen Skobo (1979) who found that, although

students exposed to a variety of materials showed a higher level of growth based on mean analysis, there was no significant difference among the control and experimental groups.

The findings of these and the writer's study do not negate the importance of the work of researchers who have found that a multi-materials approach to teaching results in a measurably significant difference (Fennessey, et al., 1975; Nelson, 1976; and Szabo-Lamiell Landy, 1982). Regardless of the statistical analysis, all of the researchers reviewed by the writer agreed to the overall positive effect of a multi-materials approach to teaching. What the findings did suggest is that it is possible that as long as standardized testing is used as a measurement of knowledge, the type of learning that takes place in a multi-materials classroom will continue to go largely unnoticed. Although there were no significant differences in achievement between the two groups in the writer's study, the researcher noted that the answers for the three essay questions offered an additional way of comparing the two approaches.

In reading through the essay questions answered by students in both groups, it was noted that students in Group A generally included a larger range of information for each question. The factual information remained relatively

consistent between the groups, but the students in Group A showed a thematic approach to their answers. Not only was the historical information present, but, in addition, the paragraphs written by students in Group A focused on such ideas as change, growth, continuity and on the reasons behind the changes that occurred during the four year time span of the Civil War.

Furthermore, the researcher observed that more students in Group A than in Group B were able to conceptualize and analyze some of the historical phenomena. The answers to the essay question concerning Lincoln's assassination and its effect on the North-South relationships during Reconstruction most clearly points out such differences between the two groups.

The question relating to Lincoln's assassination is worded as follows: What effect did Lincoln's assassination have on North-South Relations? Six sample answers are quoted here; the first three answers are from three students in Group A (multi-materials) and the fourth, fifth, and sixth responses are from three students in Group B. The responses chosen are representative of those from all the students.

1. Lincoln's assassination made the Northern people angry. It also made the Northern Congressmen angry.

The Congressmen decided they did not want to readmit the South the way Johnson did. Johnson thought that the North would just let the South back immediately, but that wasn't the way it happened. There was a lot of bitterness between the North and the South because of Lincoln's assassination. The assassination made the job of reuniting the country even harder. No one could replace President Lincoln without stepping on someone else's toes.

2. Lincoln's death did nothing to help build up better relations between the North and South, because the Southerners realized the Northerners would blame the South for Lincoln's death. The Southerners might have felt this way because John Wilkes Booth was from the South. The death also made the Congressmen and all Northern people angry.

The Southerners were not happy about the assassination. They feared that the North would try to take them over. They also feared that businesses would suffer and that big problems would again occur. Many people in the North and South took advantage of the assassination of Lincoln.

3. Lincoln's death hurt the North and South relations. President Johnson was causing disruption in the North. He was a Southerner and he once owned slaves himself. Lincoln's goal, on the other hand, was mainly to keep the

North and the South together. He didn't want the states to secede and was totally against slavery. Johnson was concerned about keeping the union together also, but he wasn't against slavery and that was what was breaking off the ties between the North and the South.

4. If Lincoln hadn't been assassinated, South and North peace relations would have been easier. When Lincoln died, the North went confused and peace was hard to find.

5. The North felt that the South was to blame, so they didn't get along too well. When Andrew Johnson became president, he didn't help the relationship too much.

6. Lincoln's assassination pulled the North and the South even further apart. He seemed to be about the only hope to pull them back together peacefully. It opened the way for new plans which many people jumped at.

Wars are difficult to teach because, in addition to the military strategies, there is always the personal factor to be considered. The samples above seem to indicate, however, that the students in Group A were more aware of the complexities of war and its after effects than were the students in Group B. There is nothing that can replace firsthand experience, but the multi-materials approach to teaching seems to enhance the richness that a history class has to offer.

Although there was no evidence to indicate the overall effectiveness of the multi-materials approach in the analysis of data, this approach seems to have raised the levels of student thinking above the level of recall of knowledge, and permitted them to make some value judgments, an option that the traditional textbook approach seldom allows.

Despite the lack of statistical significance, the multi-materials approach seemed to enable more students to understand the full meaning of what was being taught, because the subject matter was presented in a variety of ways and at a number of different ability levels. Curtis and Shaver (1981) found that incorporating intellectually stimulating and challenging materials and activities into a social studies curriculum for slow learners resulted in a statistical significance favoring the group taught with such materials, compared to a similar group taught by the prescribed traditional textbook method.

Although Group A was composed of a randomly selected number of students, and no effort was made to include or exclude high or low level ability students, the multi-materials approach offered an increased number of opportunities for all level students to achieve some level of success in the unit of study. Furthermore, the possibility of an improvement in self-esteem as a result

of being able to successfully complete many of the activities used in Group A offered additional support to this approach.

Chapter 5

Discussion and Recommendations

The finding of this study indicated that there is no significant difference in mean achievement between the group taught by the traditional method and the group taught by a multi-materials approach. The Let Freedom Ring chapter tests for Unit 5, (chapters 14, 15, and 16) composed of sixty objective questions relating to the events of the Civil War was given to both groups as a pre and post test for the Civil War unit. Three essay questions were also used, but were not used in the analysis. The null hypothesis that there would be no significant difference in the two posttest results was accepted.

Discussion

The textbook test measures what the textbook contains: factual knowledge. This study indicated that in order to obtain any meaningful difference of scores measuring the benefits of one approach to teaching versus another, different tests are needed. At the very least, an additional question, or a personal interview with the student should be considered in the final analysis of what was or was not learned. It is necessary to include such an evaluation because the textbook tests place more emphasis on simple processes such as recall and

recognition, and less emphasis on more complex processes such as translation or analysis. Standardized tests available for teacher use emphasize low level cognitive processes and nothing more. Although the researcher did not find any measureable significance between the two teaching methods, the multi-materials approach seems to be educationally significant for both teacher and student. For example, there is tentative evidence (Szabo and Lamiell-Landy, 1981) that pupils react more enthusiastically and approach tasks more diligently when using a variety of materials. When researchers of similar studies (Solomon and Clark, 1977) made comparisons between classes receiving standard instruction and classes receiving standard plus media materials instruction, invariably the students responded more favorably to the second approach. It can be argued that although no measureable gain in mean achievement can be found for teaching with a multi-materials approach, the enhanced interest of students in learning when using such materials indicate that such procedures should be used.

The traditional textbook method of teaching does not seem to offer enough of a challenge to the investigative nature of students. A balance between gleaning facts through reading a textbook and understanding facts and applying these facts through a variety of methods needs

to be pursued. "The textbook which is a complete manual telling all and leaving no intellectual challenge for the reader may please the egotism of the writer and demonstrate to his professional colleagues his erudition, but it does not teach" (Peattie, 1950, p. 1). Many of the studies done by researchers reviewed by the writer support the idea that no one method of educating is the best. Rather a combination of methods is recommended since different children learn from a variety of approaches. By using a variety of audio-visual materials, utilizing some new technological material, incorporating a need to use the senses more, and providing some additional motivation factor, this researcher feels that Group A did escape the sterile entrapments of a traditional textbook approach to learning. Finally, although the growth in achievement was not large enough to indicate statistical significance, the results seem important since mean differences in achievement were exacted from Group A.

Limitations

The following limitations should be considered in reviewing the findings of the study:

1. The teacher selection of materials to be used for the unit may have had an effect on the test results. There is the possibility that the selected materials exceeded student mastery. There is also the possibility

that some materials were not challenging enough and therefore did not adequately stimulate the students' involvement.

2. Through the five week period of this study students involved in the unit moved out of the district. In addition, additional students moved in midway through the study. The transient nature of the school enrollment may have affected the test scores. If a student was not present at the beginning of the unit, the posttest score could have been affected. In addition, being a new student and adjusting to a new environment may have affected the performance level of such a student.

3. Student illnesses resulted in a number of students in both groups being gone from class for as many as four consecutive days. Although work was sent home for them, they were without benefit of group interaction and involvement with multi-materials in the classroom.

4. The students who comprised both Group A and Group B were a result of random counselor placement at the beginning of the school year. Because of this, one section may have had an unequal number of high or low ability level students. This proved to be accurate. A review of ability test scores, available in the counselor's office, indicated overall higher scores for students in Group B.

5. The assigned period of time to carry out the study did not permit research to be done into the long range effect of this approach to teaching history. The addition of time might lend more credence to the multi-materials approach to teaching, if future test results continued to show a better understanding of the material by Group A students.

6. Attempts by the researcher to monitor how much time Group A students spent at certain media stations; e.g., computer in the library, became too difficult within the operation of the library itself. It is possible that students using the computer for a history assignment may have, in fact, been playing an unrelated game. Although the librarian and researcher made every attempt to control this possibility, there was no way to guarantee what was happening during computer time in the library.

7. The existing standardized test for Let Freedom Ring, Unit 5 of the book, may not have provided an adequate measuring instrument for this study. The questions did not lend themselves to interpretation and evaluation, but rather memorization and regurgitation of information. The multi-materials approach lends itself more to evaluation and application.

8. It is possible that the teacher's daily logs and anecdotal records were too subjective in nature, and that

some additional objective evidence for purposes of validating the study are necessary. Researcher bias may have omitted notations that would have indicated a lack of enthusiasm on the part of the students. Researcher bias may also have affected how long a time, or how thoroughly, a subject was covered.

Recommenations

As a result of this study, some suggestions for further research and development can be mentioned.

1. This study was done over a limited period of time and was part of a wide-ranged American history survey course. Needed now are studies that analyze the curriculum materials and their effects over weeks and months of time. Such research would provide valuable information about the educational usefulness of a variety of materials in teaching basic concepts.

2. Of further value might be research that would classify the curriculum materials to be used and to match materials to learners. For example, Davis, Frymier, and Clinefelter (1982) determined the variety of materials to be used in a study by following exactly the specific classifications determined in the Annehurst Curriculum Classification System. This system has as its central theme a conception of human variability, and the conviction that pupil achievement is affected by how specific

curriculum materials relate to specific pupil needs and characteristics (p. 325). In addition, the material to be used in the curriculum is classified on ten dimensions of human learning and according to one of ten major academic disciplines (p. 325). These data would be of direct value to the teacher in examining the variety and use of curriculum materials.

3. Also important is the continued analysis of textbooks, particularly in the field of social studies. To discover meaning in a social studies textbook, a student must be able to read a textbook and apply a variety of cognitive processes. Authors and publishers need to consider all of these processes and determine what processes the students are going to need in order to discover meaning from the printed text. Martorella (1982) suggests that there is merit to textbook use in the social studies, but that further studies of which one and what kind should be used at a particular grade level are critical.

4. Research should be conducted on the best way to test the effectiveness of using a multi-materials approach to teaching. Standardized tests do not seem to provide adequate feedback in this area. Perhaps instructors using a multi-materials approach need to construct their own evaluative instrument. This instrument might include

some essay questions for which definite measurement criteria had been established prior to testing. To control teacher bias instructors other than those using a multi-materials approach would follow the established guidelines and assess the correctness of student responses. In addition, some objective evidence for purposes of validating the instrument might be included. The researcher would also suggest the videotaping of certain activities involving the use of multi-materials as a further means of assessing success of the materials as well as the approach. Student logs or records might also be included as part of the evaluative design.

5. Finally, an alternative evaluation design that might be considered for concepts taught by a multi-materials approach is one in which the students are asked to perform the intellectual operations necessary to show a transfer of learning. Situations that replicate what is being taught might be presented to the students, and the instructor could, using preestablished criteria, evaluate what the student had or had not incorporated into his permanent storeroom of knowledge.

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Appendix A

Pretest and Posttest for Study

CHAPTER 14 TEST

PART A For each sentence, circle the letter of the best ending.

- Americans learned to set up cotton mills when (a) they visited English mills, (b) they read about the machinery in English newspapers, (c) an English worker who had committed the design of the machines to memory set up a mill in Rhode Island, (d) an American invented the machines.
- The cotton gin was a machine that (a) removed seeds from the cotton fibers, (b) baled the cotton, (c) picked the bolls of cotton, (d) transported cotton.
- The correctly matched pair is (a) Eli Whitney and first cotton mill, (b) Eli Whitney and cotton gin, (c) Sam Slater and first iron mill, (d) Sam Slater and cotton gin.
- Slavery was a dying institution until (a) the growth of northern factories created a demand for slaves to run the machines, (b) the invention of the cotton gin made the growing of cotton profitable, (c) the growth of railroads created a demand for slaves to work in iron mines, (d) the invention of larger ships made it possible to transport more slaves.
- Textile* is another word for (a) coal, (b) iron, (c) tallow, (d) cloth.
- Most northern factory workers were (a) free women and children, (b) slaves, (c) free men, (d) indentured servants.
- Early factories were built near waterfalls because (a) waste could be carried away faster, (b) the waterfalls were used to produce steam, (c) the workers enjoyed the view, (d) the falling water turned the waterwheels that ran the machines.
- The owners of New England cotton mills preferred English cotton to southern cotton because (a) southern cotton was of poor quality, (b) they didn't like Southerners, (c) Southerners refused to sell to New Englanders, (d) northern abolitionists would not allow them to buy cotton produced by slave labor.
- The area of intensive cotton growing ranged from (a) Maine to Florida, (b) Illinois to Pennsylvania, (c) Maine to Massachusetts, (d) Texas to South Carolina.
- Most southern whites (a) owned at least 20 slaves, (b) did not own slaves, (c) owned more than 1,000 slaves, (d) owned more than 2,000 slaves.
- The Missouri Compromise (a) allowed each new state to make its own decision for or against slavery, (b) admitted one free state and one slave state into the Union, (c) admitted two slave states into the Union, (d) did all the above.
- The man who brought about the Compromise of 1850 was (a) John C. Calhoun, (b) Daniel Webster, (c) Henry Clay, (d) William Lloyd Garrison.
- Abolitionists were (a) in favor of slavery, (b) against slavery, (c) in favor of slavery only for southern states, (d) fighters for women's rights.
- Frederick Douglass was (a) a black orator and author, (b) the author of *Uncle Tom's Cabin*, (c) the editor of the newspaper *The Liberator*, (d) the creator of the Missouri Compromise.
- The Underground Railroad was (a) a series of escape routes to the North, (b) run by free blacks and slaves, (c) run by northern white abolitionists, (d) all the above.
- Harriet Tubman is famous for her work with (a) Henry Clay, (b) mill workers, (c) the book *Uncle Tom's Cabin*, (d) the Underground Railroad.
- The Fugitive Slave Law (a) made it more dangerous to help slaves escape, (b) made it less dangerous to help slaves escape, (c) made it impossible for slaves to escape, (d) made no difference.
- According to the Kansas-Nebraska Act of 1854, Kansas and Nebraska were to (a) be slave states, (b) be free states, (c) choose to be slave or free when they were ready for statehood, (d) do none of the above.
- Harriet Beecher Stowe (a) wrote *Uncle Tom's Cabin*, (b) led hundreds of slaves to safety on the Underground Railroad, (c) was the owner of *The Liberator*, (d) started a home for runaway slave children.
- The leader of the attack on the arsenal at Harpers Ferry was (a) John Brown, (b) John C. Calhoun, (c) Daniel Webster, (d) Henry Clay.

PART B Your teacher will give you directions for answering these questions.

- The invention of the cotton gin may be said to have been an indirect cause of the Civil War. Explain.
- An important part of the Industrial Revolution was the invention of the steam engine. Discuss the effect of the steam engine on production of power, location of factories, the railroad industry, and the iron industry.
- Your text includes two opposing accounts of slave life: one by an English visitor to America, the other by Frederick Douglass. Which do you think was more accurate? Why?

CHAPTER 15 TEST

PART A For each set of events, arrange the items in the order in which they occurred by writing the correct letters in the blanks provided.

Set I

- A. Lincoln calls for volunteers for Union army.
- B. Lincoln wins against Douglas in presidential election.
- C. Eleven states have seceded and formed the Confederacy.
- D. Governor of South Carolina sends secret letter to governors of other "cotton states" announcing that his state will secede if Lincoln wins the election.
- E. Fort Sumter is fired on.

Order of events, Set I:

- 1. First _____
- 2. Second _____
- 3. Third _____
- 4. Fourth _____
- 5. Fifth _____

Set II

- F. Battle of Gettysburg
- G. Lincoln announces Emancipation Proclamation.
- H. Battle of Bull Run
- I. Violent demonstrations against the draft take place in New York City.
- J. Bloody battle at Antietam

Order of events, Set II:

- 6. First _____
- 7. Second _____
- 8. Third _____
- 9. Fourth _____
- 10. Fifth _____

Set III

- K. Union Blockade of southern ports has become effective.

- L. Battle of the Wilderness
- M. Grant takes Vicksburg.
- N. Farragut takes New Orleans.
- O. Sherman takes Atlanta.

Order of events, Set III:

- 11. First _____
- 12. Second _____
- 13. Third _____
- 14. Fourth _____
- 15. Fifth _____

Set IV

- P. Lincoln begins second term as President.
- Q. Sherman begins march to the sea.
- R. Lee surrenders.
- S. Richmond falls to the Union.
- T. Grant finally takes Petersburg.

Order of events, Set IV:

- 16. First _____
- 17. Second _____
- 18. Third _____
- 19. Fourth _____
- 20. Fifth _____

PART B Your teacher will give you directions for answering these questions.

- 1. Why did people oppose the draft? Give at least two reasons, including one reason peculiar to the South.
- 2. The South had strong military leadership and a knowledge of the territory in which most of the fighting took place. What advantages did the North have?
- 3. Great numbers of soldiers lost their lives in the Civil War. What other destruction took place?

CHAPTER 16 TEST

PART A For each sentence below, choose the appropriate word or words to fill in the blank. Write the letter of the word(s) in the blank. There are extra words.

- | | |
|-----------------------|-------------------------|
| a. Gideon Welles | n. Fourteenth |
| b. Assassination | o. Restricted |
| c. Impeachment | p. Ku Klux Klan |
| d. Vote | q. Troops |
| e. Corrupt | r. John Wilkes Booth |
| f. Edwin Stanton | s. "Black Codes" |
| g. Increased | t. Scalawags |
| h. Thirteenth | u. Fifteenth |
| i. Carpetbaggers | v. Rutherford B. Hayes |
| j. Readmission | w. Blanche K. Bruce |
| k. Radical Republican | x. Andrew Johnson |
| l. Abraham Lincoln | y. Black Reconstruction |
| m. Ulysses S. Grant | z. Democrats |

1. The actor who shot Lincoln was _____.
2. Lincoln's Secretary of War, _____, whispered, "Now he belongs to the ages." at Lincoln's death.
3. The _____ Amendment abolished slavery.
4. Lincoln's Vice President, _____, became President upon Lincoln's death.
5. A group of laws restricting the freedom of freed blacks was known as the _____.
6. Johnson and Congress could not agree on a plan for _____ of the southern states.
7. Thaddeus Stevens, a _____, was the leading advocate of harsh treatment for the South.
8. The _____ Amendment defined citizenship and protected citizens from actions by the states.
9. President Johnson's enemies succeeded in getting the House to vote for his _____.
10. _____ won the 1868 election largely on his military reputation.

11. Part of the Republican reconstruction plan called for stationing federal _____ in the South.
12. Part of the Republican reconstruction plan depended on registering black men to _____.
13. The two black men elected to serve in the United States Senate during the Reconstruction period were Hiram Revels and _____.
14. Many northern whites came South to help blacks register, vote, and gain power. Sometimes these people boosted their own fortunes, too. They were called _____.
15. Southerners who joined the Republicans in order to gain power were called _____.
16. The voting rights of men of all races were secured by the _____ Amendment.
17. The Reconstruction period had its share of greedy, power-hungry, and _____ people.
18. The Reconstruction period was a time in which many freedoms were _____.
19. A terrorist group that harassed blacks was the _____.
20. Reconstruction came to an end at the time of the election of _____ to the Presidency, and the withdrawal of troops from the South.

PART B Your teacher will give you directions for answering these questions.

1. What events during the Grant administration led to resentment against Republicans and the gaining of control of Congress by the Democrats in 1874?
2. What happened to the rights and freedoms of blacks after the election of 1876?
3. Why was it fortunate that Congress did not succeed in removing Andrew Johnson from office?
- ④ What effect did Lincoln's assassination have on North-South relations?

Appendix B

Teacher's Daily Journal of Materials Presented to Students in Group A (for Each Topic Covered) with Indication of Degree of Topic Difficulty to Students

Date	Topic	Material Presented*	Degree of Difficulty**
Chapter 14			
2/7	Intro. to Unit	A B F G H I	1
2/8	Eli Whitney	A D G H J N	1
2/9	Industry	A C F H J N	1
2/10	Comp. 1850	A B C E F G H N P	2
2/13	Fort Sumter	B C E F G K N	1
2/14	Review	A B C I J Q	2
Chapter 15			
2/15	Conflict	A B C F H J M N O	1
2/16	Confederacy	A B C E F G I L M P	1
2/17	Confederacy	A B F G L N P	1
2/21	Union	A B D E F G I J L M P	1
2/22	Union	A B C F G I L M N P	1
2/23	Amateur Soldiers	A B D F N Q	2
2/24	War Battles	A B D E F G I J	2
2/27	War Battles	B F G H I J M O Q	2
2/28	Weaknesses	A F L P Q	2
2/29	Eman. Procl.	A B C F G H I J N	2
3/1	War in the West	A B E F J M Q	1
3/2	War in the East	A B E F H J Q	1
Chapter 16			
3/5	13th & 14th Amend.	A B C D F G I L N	2
3/6	Ku Klux Klan	A B F G I P	2
3/7	Comp. 1877	B C E F G I P Q	2
3/8	Lincoln Assas.	B C D F G H I J N P	1
3/9	Reconstruction	A B C E F G H J N O	2
3/12	Review	A B H Q	2

*The following legend defines the letters used in the journal:

- A = Teacher lecture, student notetaking
- B = Class discussion
- C = Student textbook reading and outlining

D = Reading outside fiction-nonfiction
E = Map work-commercial dittos and student drawings
F = Student Mural (ongoing)
G = Student chronological timeline (ongoing)
H = Commercial filmstrip/cassette
I = Teacher-made cassette
J = 16 mm film or video tape
K = Commercial computer disc
L = Student-made/teacher-made computer disc
M = Phonograph records
N = Newspapers/journals
O = Guest Speaker
P = Role play
Q = Other. Student-made word puzzles, reading primary sources, and or class debates.

**The following legend defines the numbers used in the column:

1 = Topic appeared to be easily understood by students.
2 = Topic appeared to challenge the students and needed reinforcement.

Appendix C

Teacher's Daily Journal of Materials Presented to
Students in Group B (for Each Topic Covered)
with Indication of Degree of Topic
Difficulty to Students

Date	Topic	Material Presented*	Degree of Difficulty**
Chapter 14			
2/7	Intro. to Unit	A B	1
2/8	Eli Whitney	A B C	1
2/9	Industry	A C Q	1
2/10	Comp. 1850	A B C	2
2/13	Fort Sumter	A C	1
2/14	Review	B	1
Chapter 15			
2/15	Conflict	A B Q	1
2/16	Confederacy	A B	1
2/17	Confederacy	C	1
2/21	Union	A B	2
2/22	Union	A B Q	2
2/23	Amateur Soldiers	C Q	2
2/24	War Battles	A B	2
2/27	War Battles	C Q	1
2/28	Weaknesses	A B Q	1
2/29	Eman. Procl.	A C	2
3/1	War in the West	A B	2
3/2	War in the East	A C	1
Chapter 16			
3/5	13th & 14th Amend.	A B C	2
3/6	Ku Klux Klan	A B Q	1
3/7	Comp. 1877	A B C	2
3/8	Lincoln Assas.	B C	1
3/9	Reconstruction	A B C	2
3/12	Review	A B Q	2

*The following legend defines the letters used in the journal:

- A = Teacher lecture, student notetaking
- B = Class discussion
- C = Student textbook reading and outlining
- Q = Other = dictionary, map dittos from textbook, TE, and/or Junior Scholastic Magazine

**The following defines the numbers used in the column:

- 1 = Topic appeared to be easily understood by students
- 2 = Topic appeared to challenge the students and needed reinforcement

Name: _____

Hour: _____

Appendix D

American History - Civil War Unit

Student Packet

This packet of informatin is for Unit 5 of Let Freedom Ring. Unit 5 is about the Civil War, the events leading up to the war, the war itself, and the events that occurred because of the war. There are many activities related to this unit. Some of the activities are voluntary, most are things you must do. The voluntary activities are for extra credit, and are listed at the end of this packet. If an activity is not on the "voluntary" page of the packet, you must do it--it is mandatory.

In addition to the reading, notetaking, and lectures with which you are going to be working, activities must also be completed. Do not worry about how all of the work will get done--time has been given for each project and activity, as well as due dates and time schedules. You will be reminded of these dates as we work through each activity. Also, do not forget to check the calendar on the bulletin board--the calendar will have these dates marked off.

1. Each student must read a fiction book dealing with some aspect of the Civil War. This book may deal with an event, a specific battle, a war hero, a family, or just about anything that took place in this country

during the years 1860-1865. There is no minimum page requirement, but there is a book report form and project that is part of the assignment. A handout describing these requirements will be given out in class. The book is to be read outside of the classroom. Keep in mind that the entire book must be read; so do not choose Gone with the Wind if you do not enjoy reading!

The book report and project will be due on Wednesday, Feb. 29. Your work may be turned in early, but no late work will be accepted. If you are absent on the 29th, the work will be due on your first day back to school.

This book report will be worth 40 points, and the project will be worth 15 points. Only one project may be handed in for credit.

2. The Civil War unit in Let Freedom Ring is composed of Chapters 14, 15, and 16. These chapters will be read and discussed in class, but some of the reading will also be done for homework. In addition, there are outlines for each chapter and each student will be required to complete the outlines for these chapters. Due dates for each chapter outline follow--be sure to write down the schedules for the outlines. Outlines will be given out at the beginning of each section of the unit. Notice that the outlines are partially filled out--you need to complete the outlines.

Chapter 14 outline - due Monday, Feb. 13.

15 outline - due Wednesday, Feb. 29.

16 outline - due Monday, March 9.

3. Each of the chapters in the Civil War unit contains many names and dates. There will be many books in the classroom that offer additional information about these people and places. Take advantage of these books, as well as library books, to understand much of the material written in the textbook.

4. Each of the students will be required to write a short report about one of the following people or events mentioned in Chapter 14. Library time will be given for these reports. The report may be done in a variety of ways: As a formal written report, as a report where the writing was for notetaking purposes only and the actual report is written in "authentic" newspaper style, an oral report, where the writing is again for your personal use only (although it must be turned in for teacher approval), or as a pictograph--(a combination word/illustration project).

No more than two people may choose the same topic - sign up sheet is located on the bulletin board - once two people have checked off the same project, it is no longer available.

We will be in the library on Tues., Feb. 14, and

Wed., Feb. 15 and presentations will be made on
Friday, Feb. 17.

Choices

Eli Whitney-----Francis Cabot Lowell-----Nat Turner
William Lloyd Garrison-----Sojourner Truth-----
Harriet Tubman-----Frederick Douglass-----Kansas/
Nebraska Act-----Fugitive Slave Law-----Senator Henry
Clay-----Compromise of 1850-----Daniel Webster-----
John C. Calhoun-----

This assignment is worth 30 points.

5. There will be a class timeline, noting the major events that immediately preceded the war, the events that comprise the war itself, and the events immediately following the war. This will be worked on a chapter at a time, and will be in chronological order. Your grade for this project is a +, ✓, or -, and simply depends on the effort and seriousness with which you attack the task!

There will be three groups for this project, Group I (rows one and two) will work on Chapter 14, Group II (rows three and four) will work on Chapter 15, and Group III (rows five and six) will complete the time line with information from Chapter 16. Be careful!! Choose meaningful information, avoid "Sister Sue's cousin Matilda rolled bandages on April 3, 1863.*"

6. For Chapter 15 each student will be required to

complete one of the following tasks:

- A - a crossword puzzle
- b - a word jumble
- c - a fill in the missing blank
- d - a word snake

Ask for directions if you do not know how to construct any of the above word puzzles. You are required to make the puzzle, provide an answer key for the puzzle, and give me a copy of both. The following terms must be included, no matter what puzzle you choose to make:

Civil War-----secession-----independent commonwealth
Confederate States of America-----inevitable conflict
amateur soldiers-----a "gentleman's war"-----"head
and mind" of the South-----Antietam-----Pickett's
Charge-----Shiloh-----Ulysses S. Grant-----
Anaconda-----Appomatox-----Wilderness-----
Vallandigham-----Lee-----Emancipation Proclamation.

I am willing to bend somewhat! (Hah!) If you are unable to include all of the terms in your puzzle, I will accept a minimum of 10 terms instead.

The due date for the puzzle and key is Wed.,
Feb. 22. The puzzle (and key) is worth 25 points.

7. For Chapter 15 each group must put together a cassette and filmstrip presentation for the material it is assigned. It is up to each group to decide what materials can be eliminated and what information really

should be included for each section of the filmstrip. The librarian and I will give instructions on how to put this all together. Your grade for this project will be on a +, ✓, or - basis--and the effort put into the project will be weighed heavily. Everyone is expected to work in the group in some capacity or other.

The first challenge is to find your initials, so you know in which group you have been placed!

Group	Textbook Pages
1 - J.C., J.P., J.C. (girl), H.S., J.S.,	(Pp. 319-324)
2 - L.S., M.K., S.K., M.D., C.S.,	(Pp. 324-330)
3 - C.H., L.E., L.H., J.Q., M.B.,	(Pp. 330-334)
4 - K.G., S.W., J.H., M.E.	(Pp. 335-338)

(Hey - you there - students of mine...)

(go back to #7 - deadlines to be discussed in class)

8. Each of the groups mentioned in #7 must draw a map of the major east-west conflicts. To make this more interesting, let's mix up the groups into two major sections; Groups 1 and 4 will work together, and Groups 2 and 3 will work together. You may include just the information that is in the book, or you may use the resources in the room and in the library to add variety and detail. All supplies are on the back table. You will find the maps on pages 330 and 333 in Let Freedom Ring.

Groups 1 & 4 = War in the West

Groups 2 & 3 = War in the East

These maps must be completed and up on the back display wall by Friday, March 2. They may be early.

The grades for this assignment are also on a +, ✓, or - basis.

(Do you know why they were called East and West?!

Find Out!)

9. DO NOT FORGET, ROWS THREE AND FOUR - IT IS YOUR RESPONSIBILITY TO SEE THAT THE TIMELINE IS KEPT UP FOR CHAPTER 15!

10. Each student will be required to write a short report about one of the following events or people. The report may be done as a newspaper article, a pictograph, a written report, or as an oral presentation. Due dates will be announced, so listen carefully. The choices for Chapter 16 follow- and remember, no more than two people may sign up for the same report.

Thirteenth Amend.-----Fourteenth Amend.-----
Ku Klux Klan (its beginnings)-----Black Codes---
Credit Mobilier-----Compromise of '77-----
John Wilkes Booth-----Fords Theater-----Andrew
Johnson-----Jefferson Davis-----Thaddeus Stevens
Blanche K. Bruce-----Hiram Revels-----
Carpetbaggers-----Scalawags.

This assignment is worth 30 points.

REMEMBER----

CHAPTER 16 OUTLINE PEOPLE!

Library time will be given for activity #10.

11. A word puzzle is also due for Chapter 16, and the guidelines are the same as they were for the puzzle for Chapter 15. You may not do the same kind of puzzle for Chapter 16 as you did for Chapter 15.

The word choices are: (once again, a minimum of ten words must be used in your puzzle).

reconstruction-----Ku Klux Klan-----scalawags-----
carpetbaggers-----Antietam-----Gettysburg-----
Vicksburg-----Confederates-----Union-----
allegiance-----Johnson-----Black Codes-----
compromise-----Thaddeus Stevens-----Radical
Republicans-----treason-----William Coleman-----
President Hayes.

This puzzle will be worth 25 points and is due on Thurs., March 8.

12. In addition to the activities mentioned, the class will be constantly creating and updating a wall mural, using magazines and newspapers, to create an overall picture image of the Civil War. This is also a group project, but no formal groups have been organized. As your work gets done in class each day, look around and

see who else has also finished; work together to come up with some ideas for the mural. The mural will be presented to the library at the conclusion of the unit.

13. Toothpicks will be used to set up a visual representation of the number of men killed in a single day during the battle of Antietam. More Americans were killed on this single day than in any other time in the history of the U.S.

14. A presentation by the volunteers who worked on the school History Day project will be shown at the end of the unit.

Extra-Credit Activities for the Civil War Unit

Each student may do a maximum of three extra-credit activities. Each activity is worth a maximum of 10 pts. and a minimum of 3 pts. They may be turned in at any time, but none may be turned in after March 9. Make sure each activity is clearly labeled with your name, class hour, and project title.

How you choose to do these activities is up to you.

PLEASE do not ask me how I want it done - it's your thing!

1. Replicas of the various flags used by either side during the Civil War.

2. Role-play a soldier or female volunteer from either the Confederate or Yankee camp.

3. Draw (opaque?) a map of both the 1820 Missouri Compromise and the 1850 Compromise.

4. A chart outlining the major battles along with the correct army general in charge.

5. "Dress-up" as a Confederate/Yankee soldier and offer a two minute presentation of how you feel about fighting in this war.

6. ANY OTHER IDEAS? COME SEE ME, HAVE IT APPROVED AND GET GOING!

Appendix E

Bibliography of Materials for Group A

Classroom

Books Used by Teacher:

Boatner, Mark M. (1959). The Civil War Dictionary.

New York: McKay Publications.

Botkin, B.A. (1960). A Civil War treasury of tales, legends, and folklore. New York: Promontory

Press.

Catton, B. (1980). The Civil War/Bruce Catton.

New York: Fairfax Press: Distributed by Crown.

Dempsey, J.H. (1980). Let freedom ring. (T.E.).

New Jersey: Silver-Burdett Co.

Dupuy, T.N. (1960). The military history of Civil War land battles. New York: F. Watts Publishing.

Goldston, R. (1972). The coming of the Civil War.

New York: Macmillan.

Haskell, F.A. (1957). Pickett's charge. American

heritage. New York: American Heritage Publishing Co., (Original work written 1863).

Lawson, D. (1977). The United States in the Civil War.

Abelard Press.

Miers, E.S. (1964). Abraham Lincoln in peace and war.

New York: American Heritage Publishing.

Oxford University Press. (1965). The Southern states.

Oxford History of the American people. New York:

Author.

Ver Steeg, C.L. (1982). American spirit. (T.E.).

Chicago, Illinois: Follett Publishing.

Books Available for Student Use:

Archer, M. (1978). The young boys gone. New York:

Walker Press.

Bakeless, K. (1973). Confederate spy stories. New York:

Lippincott.

Bontemps, A. (1959). Frederick Douglass. New York:

Alfred E. Knopf Inc.

Bradford, N. (Ed.). (1979). Battles and leaders of the

Civil War. New York: Fairfax Press: distributed
by Crown Publishers.

Coggins, J. (1983). Arms and equipment of the Civil War.

New York: Fairfax Press.

Crane, S. (1979). The red badge of courage, and other

stories. New York: Dodd, Mead.

Davis, B. (1982). The Civil War, strange & fascinating

facts. New York: Fairfax Press.

De Leeuw, A. (1973). Civil War nurse, Mary Anne Bickerdyke.

New York: Messner Publications.

Elson, H.W. (1983). Photographic history of the Civil

War: the decisive battles. New York: Fairfax Press.

Non-print Materials Used by Teacher:

Computer Disc:

Micrograms, Inc. Commodore 64 (1982). Tug of war.
Cicero, IL, (computer disc). Available from
Classroom Computer Learning Directory of New
Educational Computer Software.

Films:

(All films rented from Indiana University, Audio-Visual
Center, Bloomington, Indiana, 47401.)

Bailey Films. (1965). Background of the Civil War
(film).

Columbia Broadcasting System. Eli Whitney invents
the cotton gin. You are there series (film).

Columbia Broadcasting System. Emancipation Proclamation.
You are there series (film).

Columbia Broadcasting System. Grant and Lee at Appomattox.
You are there series (film).

Encyclopedia Britannica Films. Gettysburg and Vicksburg.
Picture history of the Civil War (film).

Ford Foundation, Constitution: with liberty and justice
for all (film).

Line Publications. Abraham Lincoln: the war years (film).

McGraw Hill. Civil War and reconstruction 1861-1865.
History of the Negro in America (film).

McGraw Hill. Lee: the Virginian (film).

McGraw Hill. Out of slavery: 1619-1860. History of the Negro in America (film).

Metro-Goldwyn-Mayer. Johnson and reconstruction (film).

Westinghouse Broadcasting Corp. Storm over Sumter (film).

Filmstrips/Cassettes:

National Geographic Society. (1979). The Civil War (filmstrip). Washington, D.C. Producer.

Films Inc. Movie Strip. (1973). Lincoln and the Civil War: I. (filmstrip adapted from an original motion picture "Lincoln trial by fire", by Ealing Films).

Wolper Productions, Wilmette, IL.

Films Inc. Movie Strip. (1972). Lincoln and the Civil War: II. (filmstrip adapted from an original motion picture "Surrender at Appomattox", Ealing Films).

Wolper Productions, Wilmette, IL.

Games:

Opportunities for Learning. (1983). Causes of the Civil War board game 1848-1861 and Civil War board game 1861-1865 (board game). Chatsworth, California: Opportunities for Learning, Inc.

Prints:

Logue, J. (Ed.). (1979). Battles of the Civil War: Kurz and Allison prints 1861-1865. (prints). New York: Fairfax Press.

Records:

National Geographic Society. (1976). Songs of the Civil War (record). Washington, D.C.: National Geographic Society.

Random House. (1974). Across five Aprils; by Irene Hunt (record). Chicago, Illinois: Follett Publishing.

Transparencies:

Moehle, E.A. (1972). The Civil War I and II (transparencies). St. Louis, Missouri: Milliken Publishing.

Videotape:

Public Broadcasting System. (1983). American History Series #5, 6, & 7 (videotape). Kansas City, Missouri: KCPT-ITV, Channel 19.