

**Evaluation of Bringing History Home – Cedar Rapids (BHH-CR):
A Project of the *Teaching American History* Program**

Final Report

Submitted to:
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1. Executive Summary

The Bringing History Home –Cedar Rapids project (BHH-CR) was a professional development initiative to expand and improve K-5 history instruction. The stated goals of the BHH-CR project were to:

- Improve teachers' historical content knowledge
- Improve teachers' knowledge and use of historical inquiry teaching strategies
- Develop students' understanding of historical topics and their command of historical inquiry skills

This report focuses on the events and progress of the BHH-CR project during the four years of grant funding. The University of Iowa Center for Evaluation and Assessment (CEA) served as the third party evaluator for this project. The CEA served as evaluators for four previous projects funded under the Teaching American History (TAH) Program of the U.S. Department of Education. Two of these projects, Bringing History Home and Bringing History Home II, both aimed at innovations in K-5 history instruction, were the foundation for BHH-CR. The CEA is a Board of Regents approved, independent center in existence under its charter since 1992.¹

Three cohorts took part in the BHH-CR project. Each cohort was offered two years of professional development with the exception of, during the final year, Kindergarten, 1st, and 5th grade teachers did not have a second year session because the training was completed in one session. The first cohort consisted of 68 K-5 teachers in the College Community School District (CCSD) and 16 teachers from the Cedar Rapids Community School District (CRCSD). The 16 CRCSD teachers served as teacher leaders for their peers when the entire district joined the project (as Cohorts 2 and 3) during the 2010-11 and 2011-12 school years. The first cohort included teachers from 16 schools within the two districts.

The second and third cohorts comprised all remaining CRCSD teachers who self-selected whether to enroll during 2010-11 or 2011-12. There were 250 teachers in the second cohort and 122 teachers in the third cohort. Because of natural transitions and scheduling conflicts, cohort numbers were not consistent over the two years that each cohort participated in the project. A total of 404 teachers completed all the training that was available to them.

Most participating teachers were experienced elementary teachers with mean years of teaching experience for all cohorts ranging between 11 and 15 years. Project participants for the most part had little preparation in teaching history with the majority of teachers in all cohorts saying that their preparation for teaching history was limited to social studies methods classes during college.

Teacher professional development during the BHH-CR project consisted of a series of two two-day professional development workshops conducted primarily during the summer preceding the first and second year of project participation. (Workshops during the third and fourth year were slightly revised to shorten the second year kindergarten, 1st grade, and 5th grade workshops to one-day workshops.) First year workshops introduced teachers to the Bringing History Home paradigm for teaching history in the elementary classroom and provided an introduction to the grade level specific historical content and curricula. Professional development sessions conducted by history professors, project staff, and experienced mentor teachers provided teachers with the experience of approaching history as adult learners through

¹ (<http://www.education.uiowa.edu/cea/>).

document and image analysis, mapping to improve historical understanding, timeline construction, introduction to online history resources, and exposure to modeling of synthesis activities. Working in grade-level groups as well as large groups, teachers had opportunities to become familiar with curricular materials and plan for their teaching, and align the new curriculum with their current literacy strategies. Second year workshops sought to expand the teachers' capacity to use the BHH paradigm, allowed teachers a chance to debrief about the implementation of their first year curricula, and introduced them to the second BHH unit. Please refer to the BHH webpage and to workshop descriptions provided in Appendix C of this report for a full account of the curriculum.²

The evaluation of the BHH project in the final two years focused on documenting changes in the U.S. history content taught in participating teachers' classrooms and on documenting changes in students' abilities to learn skills for understanding history and acquiring historical content knowledge.

As part of the evaluation, participating teachers were asked to complete surveys describing their implementations of the BHH curriculum, their use of the BHH paradigm in their teaching, and their perceptions of their students' ability to learn history. Teacher survey data demonstrated that teachers who participated in the BHH-CR project were more likely to teach U.S. history in their classrooms than they had in the past and rated their students' knowledge of history and ability to think historically higher than they did before they began their BHH-CR project participation. Participating teachers believed that it was beneficial for their students to learn history in the elementary classroom setting, and increased their usage of the pedagogical practices that the BHH-CR project offered as a means of fostering historical thinking skills (e.g. primary source analysis, using maps to explore history content, using timelines to organize historical content, sourcing). Participants also expressed confidence that they would continue to teach the BHH-CR curriculum and use its paradigm in the years to come as part of their regular district-sanctioned curriculum.

The second primary emphasis of the BHH-CR project evaluation was to collect data showing student outcomes in terms of history content knowledge and the capacity to demonstrate that knowledge using open-ended assessments that required students to use historical thinking skills, analyze sources, and construct historical narratives. All 3rd and 4th grade students completed written assessment aligned with particular historical eras that were addressed by the BHH curricular units. The assessments were: 1) narratives students constructed using seven key words from the unit (six words for one unit), and 2) photograph analyses using a photograph from a historical era students in treatment classrooms had studied as part of the BHH curricula.

Two major trends were observed on all assessments. First, the mean performance of students in treatment classrooms improved from pretest to posttest condition, indicating that students had learned the necessary historical content and skills. On all eight narrative and photo analysis assessments treatment posttest means were significantly greater than pretest means (as evidenced by non-overlapping 95% confidence intervals). Conversely, comparison students' performance did not significantly improve from pretest to posttest on any of the eight narrative or photo analyses assessments. Treatment pretest means did not differ from comparison pretest means demonstrating that the comparison groups were appropriate.

The second trend was that treatment students outperformed comparison students. Treatment students' mean performance on all assessments was significantly greater (as

² www.bringinghistoryhome.org

evidenced by non-overlapping 95% confidence intervals) than their comparison group peers. This means that students in treatment classrooms were learning historical content knowledge and skills that were not learned by students in comparison classrooms.

The BHH-CR Project was able to take what was learned during earlier BHH projects (I and II) and demonstrate that it could successfully be brought to scale in two large, urban school districts. Teachers became more skilled history educators and became more engaged in teaching history. Children in their classrooms learned U.S. history content from the BHH curriculum that they would not have been exposed to in the past and learned skills and approaches to learning history in the future. The BHH curriculum and paradigm for teaching and learning history has become the centerpiece of the social studies curriculum for the two school districts involved in the project and will continue into the future.

2. Description of the BHH-CR Project and Its Context

During the four years of the BHH-CR project, there were five main project objectives:

- Enroll three cohorts of elementary teachers from the CCSD and CRCSD in the project
- Provide teacher professional development workshops to all participants on two BHH grade level curricular units (one for 5th grade) and the BHH paradigm for history instruction
- Increase teacher content knowledge and ability to teach history using the BHH paradigm for history instruction
- Increase student content knowledge in history and ability to use BHH paradigm skills for learning history
- Promote ongoing use of the BHH curricula and paradigm in the two school districts including one large school district (21 elementary schools, > 7,000 students)

The first objective of the BHH-CR Project was to recruit and provide professional development in teaching U.S. history for the more than 400 teachers who teach K-5 in the CCSD and CRCSD. The CCSD is a small district located on the edge of the Cedar Rapids urban area. The district has one high school (grades 10-12), a ninth grade center, a middle school (grades 7-8), an intermediate school (grade 5-6), and five elementary schools (PK-4). The CRCSD is a large urban district with four high schools, six middle schools, and 21 elementary schools, with a PK-12 enrollment of more than 16,000 pupils.

When the project started, the BHH curriculum was already in use in one of the elementary schools within the CCSD (Prairie Ridge) because a teacher participant from the first BHH project in Washington, IA had moved to that district. Teachers from Prairie Ridge received training in the BHH paradigm through another funding source. As a result of that experience, the district chose to adopt the BHH curriculum as part of its K-5 social studies curriculum. The district asked the remainder of the K-5 staff to consider taking part in the BHH-CR teacher professional development workshops in July and August 2009. The CRCSD also chose to adopt the BHH curriculum as part of its K-5 social studies curriculum and all CRCSD K-5 teachers took part in professional development during 2010-2012.

The BHH curriculum consists of 11 curricular units; two for each grade level for Kindergarten through 4th grade, and one unit for 5th grade. BHH-CR teachers received professional development on teaching the first unit during their first year with the project and on the second unit during the second year. Table 1 lists the units for each grade level.

Table 1.

BHH History Topics by grade level

Grade Level	First Unit	Second Unit
Kindergarten	The History of Me	Children Long Ago
1 st Grade	My History at School	Community History
2 nd Grade	Immigration History	Environmental History
3 rd Grade	Slavery and Segregation	Industrialization
4 th Grade	The Great Depression	The Progressive Era
5 th Grade	Columbian Exchange	n/a

BHH Summer Workshops

Each summer, the BHH project director, two history professors from Knox College, and BHH project mentors from Prairie Ridge School conducted professional development workshops (after the first two years, mentors from Cohort 1 also facilitated the workshops). During Year 1, 84 teachers attended the workshops, 77 teachers from the first cohort and 250 new Cedar Rapids teachers attended the Year 2 workshops, 212 second cohort and 122 third cohort teachers attended workshops during Year 3, and 54 Cohort 3 teachers attended the final workshops conducted during summer 2012. Teachers received stipends for their participation in the workshops.

The summer workshops each consisted of two days of presentations by project staff about the BHH curriculum and the BHH paradigm for teaching and learning history including pedagogical strategies for use in teaching U.S. history at the elementary level. First year workshops took place during July and August 2009 at Prairie Ridge Elementary School outside of Cedar Rapids, IA. Second year workshops took place during June and August 2010 also at Prairie Ridge. Third year workshops were conducted in June and August 2011, and the final workshops took place in June 2012. The workshops ran from 8:00 AM until 4:00 PM.

All workshops were expanded replications of the BHH Workshops held in conjunction with the BHH and Bringing History Home 2 (BHH2) projects during previous sessions of the TAH funded programs. Presentations during each of the two-day workshops centered on Exploring the Nature of History in the Elementary Setting, Exploring the BHH Website and Other Internet History Resources, Exploring History through Written Document Analysis and Photo Analysis, Timeline Construction in Teaching History, Historical Mapping, Aligning Literacy Strategies with the BHH Curriculum, Sourcing (using the Source, Observe, Contextualize, Corroborate (SOCC) paradigm), Assessing Student Learning in History, and Grade Level Unit Preparation Time.

Full descriptions of workshops are included in Appendix C.

In addition to the summer workshops, the Project Director provided teachers with on-site professional development, including modeling of practices in the classrooms, and additional grade or school professional development sessions. On-site professional development was not included in the evaluation of the project.

3. Evaluation Methodology

For the evaluation of the BHH-CR Project, three primary data collection methods were used: 1) Participant Observations of Professional Development Workshops, 2) Surveys, and 3) Assessments.

3.1 Observations of Professional Development

3.1.1 Participant Observations of the Summer Professional Development Workshops

One evaluation team member attended all sessions of the summer 2009 BHH workshops and Biography Workshop, and parts of the 2010 and 2011 summer workshops and provided detailed descriptions of the workshops in 2009 and 2010. The observations followed a modified protocol developed by the Center for Evaluation and Assessment designed for use in describing the logic models used in teacher professional development (See Appendix B). The protocol requires observers to describe the following subcomponents of the professional development program: *Context, Environment and Participants, Needs and Problems Addressed, Resources, Activities and Procedures, and Immediate and anticipated Intermediate or Long-term Outcomes for Participants* for each session of the Institute. Complete descriptions of the Professional Workshops observed and framed by this protocol are included in Appendix C.

3.2 Surveys

3.2.1 Workshop Surveys

CEA evaluators collaborated with the BHH-CR project director to design surveys intended to elicit information about the participants' experiences, engagement in, and knowledge and skill acquisition during the summer professional development workshops. The surveys were sent via an email link to participating teachers within one week of the final workshop each summer and teachers completed the surveys online. During all years except Year 3, surveys were conducted using the University of Iowa's (UI) platform for secure survey data collection, WebSurveyor. During the final year, UI switched to the secure survey data collection platform Qualtrics and it was used for the final year data collection cycle. Teachers were sent at least two reminders to complete the surveys. Selected survey results are discussed in the next section and complete summer workshop survey results are reported in the Appendix D.

The surveys included the following sections:

- Eleven scaled retrospective pre-post items concerning participants' history content knowledge and ability to perform skills related to teaching history
- Nine scaled items concerning participants' level of engagement during the workshops
- Sixteen Likert-type items concerning participants' satisfaction with other aspects of the workshops
- Six open-ended items concerning participants' opinions of the value of the workshops for them, what they found least valuable about the workshop, their needs from mentors and staff for the next year, perceived barriers to success in teaching history, perceptions of possible student outcomes from their use of the curriculum, and any other feedback they cared to provide concerning the project.

3.2.2 Implementation Surveys

CEA evaluators modified and added to existing surveys used for the BHH2 Project concerning teachers' self-reported perceptions concerning implementation of the BHH

curriculum units. Near the end of the school year, after teachers had completed their unit implementations, they were sent links to online surveys concerning the unit(s) they had completed. After the first project year, first cohort teachers were also sent surveys about the unit they had not yet taught to be used as pre-participation data. Second cohort participants completed surveys about both units before they had attended any BHH-CR professional development and this data also served as pre-participation data. All project participants received at least two survey reminders.

There were 11 content and grade level specific surveys about the BHH units, each of which included the following (number of items in each group varied by grade level and BHH unit):

- A set of scaled items asking teachers to rate the thoroughness of their teaching of different elements of their BHH unit
- A set of scaled items asking teachers to rate their students' competencies at completing tasks relevant to the skills and content taught as part of the BHH unit
- A set of scaled items asking teachers to rate the perceived benefit to their students of receiving instruction on the BHH unit
- Six items asking teachers how useful the elements of the BHH paradigm are for their instruction
- Six items asking teachers how competent they believed their students are at using elements of the BHH paradigm for learning history
- Open-ended items asking teachers about: other history topics they teach, other historical topics on which their students could demonstrate competence, their beliefs about BHH skills and other important historical skills for students, the extent to which they had been able to teach history, modifications they made to the BHH unit, additional primary sources used as part of their teaching, changes in their teaching of social studies or other areas as a result of BHH participation, new collaborative relationships in teaching history, the types of writing their students do about history, and any other comments they had about teaching history.
- The final implementation survey for all second and third cohort teachers also contained a group of scaled items asking about the likelihood of their continuing to teach the BHH curriculum for their grade level and to use the components of the BHH history teaching paradigm
- Final implementation surveys also asked participants what aspects of the curriculum were most engaging for students, which curricular areas they taught in the most detail, perceived obstacles to continuing to teach BHH, and what support they most needed to continue to teach BHH.

During the second and third years of the BHH-CR project, teachers completed implementation surveys by accessing online surveys via Websurveyor, a secure online survey tool used by the University of Iowa. After the third project year, UI changed platforms for survey administration to another secure online survey tool called Qualtrics. The surveys were formatted to appear as similar as possible to previous surveys. Teachers received individual emails with links to all surveys and at least two reminders during each survey administration.

Response rates varied over the course of the project. Table 2 reports response rates for all implementation survey administrations by grade and cohort. A factor in lower response rates later in the project may have been differences in participants' perceptions of their project responsibilities. Although all participants received detailed explanations of the project

expectations from CEA, the two districts' differing approaches to distributing stipends may have played a role in the response rates from Cohorts 2 and 3. Cohort 1 teachers did not receive their stipends until after they had completed project requirements, including responding to surveys and submitting student data. Cohorts 2 and 3 received their stipends as soon as they had completed the professional development workshop. Additionally, in particular during the last two years, there was much confusion at the district as to the teachers' project responsibilities, teachers received inconsistent information from their building or district support staff, and there was a lower rate of compliance with evaluation requests.

Table 3

Ns and Response Rates for Teacher Implementation Surveys by BHH Unit and Cohort

Grade/BHH Unit	Cohort 1*				Cohort 2**						Cohort 3***	
	Pre		Post		Pre		Post 1		Post 2		Post	
	N	Response rate %	N	Response rate %	N	Response rate %	N	Response rate %	N	Response rate %	N	Response rate %
K/ History of Me	14	<i>n/a</i>	12	75	28	96	28	100	26	65	20	70
Children Long ago		100		100		90				50		
1/ History at School	15	<i>n/a</i>	15	80	33	85	33	70	27	30	16	94
Community history		100		80		85				26		
2/Immigration	15	<i>n/a</i>	13	85	32	88	32	81	29	66	10	60
Environmental history		100		100		85				52		
3/ Slavery and Segregation	14	<i>n/a</i>	14	93	35	94	35	80	26	31	14	57
Industrialization		100		100		92				23		
4/ Great Depression	13	<i>n/a</i>	9	89	30	97	30	77	20	65	15	40
Progressive Era		100		100		93				45		
5/ Columbian Exchange		<i>n/a</i>	10	50	27	89	27	70	22	55	16	69

*Cohort 1 did not take the pre-implementation surveys for the first units.

**Cohort 2 took post-implementation surveys for the first units after each implementation year.

***Cohort 3 did not take pre-implementation surveys and did not teach the second unit during the grant period.

There were also other irregularities in data collection practices. First, CEA was not able to complete the transfer of implementation surveys from paper-and-pencil surveys into the online collection tool in time to collect pre-data for Cohort 1 on the first units. Second, Cohort 2 completed the first unit twice during the grant period, so they were surveyed twice. However, they received conflicting instructions from their district instructional coaches as to whether they should complete both surveys, so although they were sent the survey twice, response rates for the second round of surveys were quite low. Third, the final cohort did not teach the second unit, so they did not complete surveys on that unit. Finally, in general during the last year, there was confusion at the district as to the teachers' project responsibilities and there was a lower rate of compliance with evaluation data collection. Implementation survey data collection cycles and participants are shown in Table 3.

Table 3.

Data Collection Schedule for BHH-CR Teacher Implementation Surveys

Survey	Cohort 1	Cohort 2	Cohort 3
Unit 1 Pre		X	
Unit 1 Post	X	X	X
Unit 2 Pre	X	X	
Unit 2 Post	X	X	

For data analysis, responses were examined as *all pre* and *all post* responses without looking at individual participant's changes over time. This approach provides a general sense of change over the course of the grant period, however additional analysis to look at the pre and post surveys of individual teachers who completed both surveys for a particular unit will shed additional light on how teachers changed the historical content and paradigm for teaching history in their classrooms. Because there were idiosyncracies in data collection, there will not be a large number of cases who completed both surveys. Complete implementation survey data is reported in Appendix E.

3.3 Assessments

As part of the BHH2 project, CEA developed twelve assessments to examine students' historical content knowledge and ability to use historical skills. The assessments were designed to examine use of historical skills that are a key part of the BHH approach to learning history, in the context of the content knowledge taught as part of the BHH curricula. There were two types of assessments for each unit at the 3rd-5th grade levels: a narrative assessment where students were asked to create a story about a historical era using a list of six or seven important terms from the unit, and a photo analysis assessment where students viewed a novel photograph taken during the era of study and were asked to provide answers to a series of questions about the "who, what, when, where, and why" of the photograph.

In the evaluation of the BHH2 project and a follow-up study that examined the technical characteristics of the assessments (IMRF tech report citation), these tests were highly challenging for students and had strong technical characteristics with interrater reliability averaging between 0.86 and 0.89 across instruments, and internal consistency between 0.82 and 0.86, when used with the student population. All assessments were effective for

distinguishing between treatment and comparison students and between pre and posttest conditions with effect sizes of at least 0.68, averaging between 1.2 and 2.2.

While in measurement terms the 5th grade assessments for the two BHH units on the WWII Home Front and Native American History were just as robust as the 3rd and 4th assessments (if not more so), the project director worked with schools to determine a new content area for 5th grade that was a better fit with units typically required in at the 5th grade level in Iowa schools that was still compatible with the BHH approach. The Columbian Exchange Unit is a modification of a unit available online from Digital History. During the 2009-10 school year, CEA, with the help of project staff, designed and piloted two new assessments to examine student and teacher content knowledge and skills use in the Columbian Exchange content area. Because of the increase in the number of students served by the BHH-CR project, it was decided to score larger samples of the large amount of data collected from 3rd and 4th grade students on their four units rather than to fully develop the scoring protocols for use with the Columbian Exchange unit, so data will not be reported for teacher or student assessments for that 5th grade unit.

Teacher participants were asked to collect pre and posttest data from their students during the spring *prior* to their participation in the project when students had not yet received BHH history instruction and before teachers had received professional development on the BHH content or pedagogical methods. This data set served as comparison data for students in treatment condition. Students in the classrooms of participating teachers completed pre and post assessments for each unit for which they received instruction on the BHH curriculum and this comprises the treatment data.

3.3.1 Student Content Knowledge Assessments

Data Collection Practices

Comparison Data Collection

During the spring of the years prior to the first and second cohorts' participation in the BHH-CR project, all 3rd and 4th grade teachers were asked to collect student assessment data to be used as comparison data with the data to be collected from students after teacher participation in the BHH-CR professional development series. Teachers in the comparison condition were randomly selected to administer the assessments for one of the BHH grade level units. Although students in the comparison condition did not receive instruction in the BHH curricula, to mirror the time passage between pre and post tests in the treatment condition, students completed the pre assessments and then approximately three weeks later (the average time it takes to teach a typical BHH unit), they completed post assessments. Teachers were sent electronic copies of all assessments and directions for administration. They were asked to return the completed assessments to CEA by mail. Assessments and administration instructions are available upon request to CEA.

Treatment Data Collection

Before and after teaching each BHH unit, 3rd and 4th grade teachers administered pre and post narrative assessments and photo analysis assessments to all of their students. Pre assessments could be administered any time before the onset of BHH instruction and post assessments were to be administered as soon as possible after the end of BHH instruction. As in

the comparison condition, all assessments and administration instructions were sent electronically to teachers and they were asked to return the student data by mail. They were sent reminders throughout the year to collect pre and post assessments from all students and to mail them to CEA.

Sampling data for scoring

After the first data collection year, all student data, comparison and treatment, was entered by a CEA data entry clerk. During the remainder of the data collection cycles, data was sampled before entry. The sampling procedure was to first match all student pre/post narratives and pre/post photo analyses. Data was not included in the sample if any of the four data pieces were missing. Teachers were asked to make a strong effort to test all students at all assessment occasions; in most cases close to 100% of the data was eligible for selection. The data entry clerk selected a random sample of five complete sets of data (pre and post tests, narrative and photo analysis) for entry from each classroom.

Narrative Assessments

For the narrative assessments, students were asked to write a narrative incorporating six or seven key terms from the history unit in which they had received instruction. Students were asked to use the terms to “tell a story” about something that happened in the past.

Scoring of Narrative Assessments

The rubric used to score student responses was constructed during the BHH2 project and adaptations were made during the course of BHH-CR scoring if novel responses occurred that were not observed during the earlier project. Complete scoring rubrics and scoring protocols are available upon request to the CEA.

The scale for rating the correctness of students’ usage of each term ranged from 0 to 2, with “0” indicating no answer or an incorrect answer, a score of “1” indicating a minimally or partially correct answer with little or no elaboration, and a score of “2” for a correct answer with some elaboration.

One scorer scored all assessments. The same scorer had previously scored the same types of assessments during the course of follow-up research after the BHH2 project as part of a generalizability study.

For the BHH-CR scoring, interrater agreement was first established by asking the scorer to score a set of training responses and then comparing the current scores with scores that had been established during the BHH2 scoring process. BHH-CR scoring for the Segregation and Slavery, and Great Depression assessments was done at two different times, and scoring for the Industrialization and Progressive Era units was all completed in one session. When the scorer scored the second round of Segregation and Slavery, and Great Depression data (data collected during the final year of the project), inter-rater agreement was re-established by using a training set comprised of scores from the first round data set to recalibrate agreement. In all cases, before beginning to score the BHH-CR data, inter-rater agreement with the previous scores had to be at least 85%. During the scoring of the BHH-CR data, there were periodic checks of agreement with a reference set of responses scored by the CEA staff member who designed the scoring process.

The inter-rater agreements between the scorer and the training set pre-established scores, and between the scorer and the reference scores are found in Table 4. In calculating

percent agreement, the scores were counted as *different* if they were not exactly the same, so that a disagreement between a score of “1” by one coder and a score of “2” by the other, was treated the same as if they had been scored “0” and “2”. The total number of scores for which the two coders had complete agreement was divided by the number of possible scores to calculate the percent agreement. If percent *adjacent* agreement were used instead of *exact* agreement, this figure would have been larger since most differences were between scores of “1” and “2”. The number of training and reference samples differed for each scoring set because of different number of examples necessary to achieve desired agreement during training and sufficient sample non-zero scores during reference. Complete instructions for scorer training for each of the four BHH-CR units evaluated are available upon request to CEA.

Table 4.

Inter-rater agreement for Narrative Scoring with Training and Reference Samples

Scoring session	Slavery and Segregation		Industrialization		Great Depression		Progressive Era	
	Training	Reference	Training	Reference	Training	Reference	Training	Reference
	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
1	0.90 (10)	0.90 (28)	0.92 (22)	0.99 (52)	0.89 (31)	0.95 (60)	0.94 (23)	0.96 (28)
2	0.94 (16)	0.90 (28)	<i>n/a</i>	<i>n/a</i>	0.92 (16)	0.96 (11)	<i>n/a</i>	<i>n/a</i>

Item reliabilities, discrimination, and difficulties for all tests and items were calculated as part of the final report for the BHH2 and will not be recalculated here. That report is available on the CEA website.³

After achieving acceptable agreement on training essays, the scorer received the full set of BHH-CR student responses. All responses from comparison and treatment, both pre and post, were consolidated into a single file and then randomized so that it was not possible for the scorer to know whether the responses were pre or post, or from comparison or treatment students.

Photo Analysis Assessments

Photo analysis assessments were used as a second measure to assess students’ content knowledge and ability to perform historical thinking skills. The BHH curriculum emphasizes the use of primary sources in learning history and in particular on using photographs to learn about the era of study. During professional development workshops and in the BHH written curriculum, age appropriate adaptations of the National Archives and Records Administration (NARA) format for doing photo analysis are suggested for use at all grade levels. Students (3rd through 5th grades in particular) were expected to be comfortable with the process of closely examining photographs, and be able to use skills related to photo analysis combined with relevant background knowledge to make informed speculations about a photograph they had not seen before. Students were asked to answer several questions in writing in reference to a

³ <http://www.education.uiowa.edu/centers/cea/default.aspx>

novel photograph that was relevant to the content of the unit that they had been taught as part of the BHH curriculum. The assessments used for the BHH-CR project had been piloted as part of the BHH project and were used for the BHH2 project.

The questions used for the assessments, across all three grades and all five content areas assessed, were:

- What do you think is happening in the photo?
- Who do you think the people in the photo are?
- When do you think the photo was taken?
- Where do you think the photo was taken?
- Why do you think the photo was taken?
- After you look at the photo, what questions do you still have about the photo that you would like to learn the answers to?

Students were told that if they were not sure about the answers, it was okay to guess.

Scoring of Photo Analysis Assessments

During the BHH-CR project, the rubrics for scoring the photo analysis assessments that had been constructed during the BHH2 project were used to score student assessments. When scoring the photo analyses, raters used each student's responses to all questions to decide on the score. In earlier use of the instrument, we observed that students often gave information about the photo in a place other than for the question where it was specifically requested. For example, a student might respond to the "What" question for a civil rights era photo by saying that it was probably taken during segregation times and then not repeat that answer when asked "when".

As part of the rubric, the scorer was given examples of student responses and shown how each example should be scored, covering as many points of the score scale as possible. Since it was not expected that students would actually know the exact details for the photographs (the photographs did not depict famous people, places, or events) the answers were to be judged on their plausibility within a particular historical context. The scorer was first asked to decide whether the student placed their responses within a historical context. This procedure was intended to establish whether the student used the cues to place the photograph into the context that they had studied, another historical context, or whether their responses reflected no consistent historical context. The rater was also asked to think about the types of incorrect, but somewhat plausible responses that students may have provided. For example during the BHH2 scoring cycle, some students placed a photo of Japanese Americans waiting to go to internment camps into a WWII context, but failed to note the internment camp context. Plausibility was based on expert judgments from the historians and project staff of what the photos depicted and on knowledge of what other historical content knowledge students might be expected to know something about.

If the scorer decided that the student had established a plausible historical context, the scale for rating the students' usage of each of the first four terms, "what", "who", "when" and "where" term ranged from 0 to 2, with "0" indicating no answer or an incorrect answer, a score of "1" indicating a minimally or partially correct answer with little or no elaboration, and a score of "2" for a correct answer with clear and correct elaboration. While responses to the "why" and "what other questions do you have?" were not scored separately, student responses to these questions could also contribute to the scores on the other items. For example, for the Great Depression photo analysis, if a student wondered, "Why did someone take a picture of a Hooverville?" but had not mentioned Hooverville as part of their answer to the "where"

question, the mention of Hooverville was allowed to contribute to their “where” score. If no plausible historical context was established, no points could be earned for any of the items.

As with the narrative scoring procedure for BHH-CR, a trained rater scored all student responses. During training, the rater met with evaluators and went over several small samples of student responses to further illustrate how to apply the rubric. The rater then independently scored small samples of student responses. Evaluators monitored the extent of agreement and made corrections and modifications in scoring procedures where necessary.

The percent agreement between the trained rater and the evaluator consensus scores was calculated for a sample of photo analyses throughout each set and is found in Table 5. In calculating percent agreement, as in the narrative scoring procedure, the scores were counted as different if they were not exactly the same, so that a disagreement between a score of “1” by one coder and a score of “2” by the other, is treated the same as if they had been scored “0” and “2”. The total number of scores for which the two coders had complete agreement was divided by the number of possible scores to calculate the inter-rater agreement. If percent *adjacent* agreement were used instead of *exact* agreement, this figure would have been larger since most differences were between scores of “1” and “2”. Since all responses that were not placed within a plausible historical context were scored as “0”, scores are inter-related, which is not uncommon in performance assessments.

Table 5.

Inter-rater agreement for Photo Analysis Scoring with Training and Reference Samples

Scoring session	Slavery and Segregation		Industrialization		Great Depression		Progressive Era	
	Training	Reference	Training	Reference	Training	Reference	Training	Reference
	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
1	0.95 (19)	0.95 (20)	0.92 (19)	1.00 (26)	0.90 (15)	0.97 (18)	0.85 (22)	0.97 (22)
2	0.98 (20)	1.00 (28)	n/a	n/a	0.96 (15)	0.98 (20)	n/a	n/a

3.3.2 Teacher Content Knowledge Assessments

Teachers who had been recruited to participate in the BHH-CR project were asked to complete two content assessments that were also used to examine students’ content knowledge. In the previous BHH project, the assessments were effective for demonstrating change between pre and post in treatment conditions and between comparison and treatment students, therefore it was decided that they might also prove effective for looking at changes in teacher historical content knowledge, since the history content, by and large, was unfamiliar to the teachers before project participation. The content studied as part of the 3rd, 4th, and 5th grade units is not typically taught in elementary school and there were no existing teacher instruments. Cohort 1 and 2 teachers were asked to complete the same assessments as their students during the year before their participation in the project. Due to communication problems in participating schools, response rates for the post versions of the assessments were very low and therefore, the assessments have not been analyzed for this report. Teacher

content knowledge was also demonstrated through successful teaching of the content to their students.

4. Evaluation Questions

The evaluation questions addressed by elements of the evaluation during the project were:

1. How many teachers and what were the characteristics of the teachers who participate in the BHH-CR Project?
2. What were the key components of the teacher professional development provided by the BHH-CR Project and what were the immediate effects of the summer professional development workshops on participants?
3. In what ways does participating in the BHH-CR project change the history curriculum in participating schools?
4. In what ways does teaching the BHH curriculum change teachers' approach to teaching history?
5. In what ways does learning history through the BHH curriculum change students' capacity to learn history and their historical content knowledge?

The first question evaluates the extent to which the project recruited its target population, in terms of number and needs of participants. Question 2 provides information about the professional development actually experienced by the teachers. Question 3 provides information about the teachers' self-described thoroughness and perceived benefit of using the BHH content and methods for teaching history. Question 4 provides information about the historical content and pedagogy teachers employed before and after project participation. Question 5 examines student outcomes in terms of changes in students' content knowledge and ability to use historical skills to learn history.

The following subsections for each question present the evaluation findings based on analyses of the methods described in the preceding section. Findings are organized by research/evaluation question; therefore, results from a particular survey are not reported in their entirety without interruption. Readers interested in the instruments and complete findings for a specific instrument should contact the CEA for more information.

4.1 How many teachers and what are the characteristics of the teachers who participated in the BHH-CR Project?

Table 6 reports the grade levels taught by participants who attended the workshops during the BHH-CR project according to self-report data from the workshop participant survey. Because response rates were not 100% on any survey administration (see individual survey reports for response rates), the frequencies in this table will not match the total participant counts. Some participants taught combined grade classrooms and they are included in the *Other* category for this report. Special education teachers, support teachers, instructional coaches, and administrators, while included in the total number of teachers served, are classified as *Other* for this table.

Table 6.

Number of participating teachers by cohort and grade level (by attendance at summer workshops)

Grade	2009	2010		2011	2012	
		<i>Cohort 1</i>	<i>Cohort 2</i>		<i>Cohort 3</i>	
K	13	10	28	20	17	n/a
1	15	13	36	14	17	7
2	13	11	30	22	10	9
3	16	14	36	17	12	11
4	14	18	25	15	10	20
5	8	5	25	19	11	n/a
Other	3	4	42	19	9	7

Note: There were no 2012 summer workshop sessions for teachers of grades K, 1, and 5.

There was large variation in the teaching experience of the participating teachers and Cohort 3 was slightly less experienced on average than the other cohorts with a Cohort 1 mean of 15.58 years taught (SD=10.55), Cohort 2 mean of 15.03 years taught (SD=7.50), and a Cohort 3 mean of 11.34 (SD=9.23). Cohort 3 had a much higher proportion of less experienced teachers, with a third of the participants in the first five years of their teaching careers. However, all cohorts had a large range in teaching experience with novice teachers as well as teachers with more than 30 years of teaching experience participating in all three cohorts. Table 7 reports the number of years taught by participating teachers, by cohort.

Table 7.

Years of teaching experience of participating teachers

Teaching experience (yrs)	Cohort 1 (n)	Cohort 2 (n)	Cohort 3 (n)
1-5	14	13	31
6-10	21	27	14
11-15	9	32	15
16-20	11	20	12
21-30	14	28	11
31+	10	5	4

Table 8 reports the areas in which participants said they are certified to teach.

Table 8.

Certification and endorsements of participating teachers

Certificate or Endorsement in:	Cohort 1 (n)	Cohort 2 (n)	Cohort 3 (n)
Elementary, K-9, K-6	70	218	76
Reading	28	71	35
Early Childhood	16	27	18
Eng/LA	11	29	6
Special Ed	8	17	8
Social Studies	8	29	0
ELL	3	3	1
Math	3	8	7
Gifted and Talented	2	3	0
Other: [including one or two each in Art, At-Risk, BD, Coaching, Family and Consumer Science, French, Guidance counseling, Health, Home and Family, Instructional Coach, Instructional Strategist, K-12, LD, Library, Media, Mild and Moderate, Music, Physical Education, Principal, Resource, Science, Spanish, Speech Communication/Theater, Technology, US History.]	20	41	18

Note: Some teachers had multiple endorsements so total does not equal the number of participants.

Most BHH-CR participants had very little previous preparation to teach history (including college courses or professional development). On workshop surveys at the onset of professional development, the majority of teachers in all three cohorts (94%, 77%, and 75%, respectively) said they had none or very little preparation to teach history, many mentioning only social studies methods classes during college or one or two college courses in social studies content. A few people in each cohort (5, 5, 10%) said they had been exposed to Social Studies Alive, History Alive, the district's Iowa History unit, and/or to Nystrom social studies materials during district sponsored professional development, but only a small number had extensive history education with fewer than 10% across cohorts having social studies or history concentrations and only approximately 3% having history majors.

Participants' history teaching experience was also very limited, with many saying that they had primarily taught social studies. Of those who had taught history, most said they had taught limited lessons on traditional topics such as holidays, famous Americans, presidents, Cedar Rapids or Iowa history, brief black history units, or exploration.

4.2 What were the key components of the teacher professional development provided by the BHH-CR Project and what were the immediate effects of the summer professional development workshops on participants?

The professional development activities of the BHH-CR project in the first two years consisted of two replications of a summer workshop for K-5 teacher participants that took place on Thursday and Friday, July 30-31, 2009 and Monday and Tuesday, August 3-4, 2009.

A CEA staff member participated in both workshops as a participant observer and wrote detailed observations for the workshop activities. One participant observer took detailed notes in a narrative style and the other used a modified version of the expanded project model. Complete descriptions of the activities can be found in the Appendix C.

CEA conducted online surveys after each of the 2009, 2010, and 2011 workshops and the complete results for these surveys can be found in Appendix D.

4.3 In what ways does participating in the BHH-CR project change the history curriculum taught in participating schools?

At the end of each school year during the BHH-CR project, teachers were asked to complete a survey concerning their experiences teaching each of the BHH units taught during that school year. Data collected through the eleven surveys was analyzed at the end of the project. Each survey had two sets of items that addressed teaching of specific aspects of the BHH curriculum units and asked for teachers' perceptions of their students' historical content knowledge and skill usage.

This analysis includes all surveys collected. As described in the Methods section, not all teachers completed all surveys. Pre-implementation surveys were collected from Cohorts 1 and 2 only. Surveys for the first units were still in development when the first cohort began, so Cohort 1 completed only the pre-surveys for the second units. Cohort 2 completed pre-surveys for both units. BHH second units (listed second for each grade) were taught by teachers during their second year of program participation, so Cohort 3 teachers, who had not yet taught the second unit at the project's end, did not complete a post survey for the second unit. Additional analysis to be done at a later date will examine changes for teachers who completed both pre and post surveys.

Table 9 reports the findings for teachers of all grades and units on item clusters concerning their self-described thoroughness of teaching the BHH topics and their perception of their students' specific content knowledge and skills related to the BHH units.

Table 9.

Grand Means with Confidence Intervals (CIs) and Standard Deviations of Item Clusters of Teachers' Thoroughness of Implementation and Perception of Student Competencies

Grade	Unit	Group	N	Thoroughness of implementation		Perception of Student Competencies	
				Mean (SD)	95% CI	Mean (SD)	95% CI
K	History of Me	Pre	27	1.23 (1.10)	[0.79, 1.67]	1.46 (1.15)	[0.98, 1.93]
		Post	67	2.64 (1.07)	[2.38, 2.90]	2.97 (1.04)	[2.71, 3.24]
	Children long ago	Pre	39	1.49 (1.23)	[1.09, 1.89]	1.77 (1.27)	[1.36, 2.19]
		Post	24	3.33 (0.92)	[2.94, 3.72]	3.46 (0.76)	[3.14, 3.78]
1	1 st grade history	Pre	28	1.49 (1.11)	[1.05, 1.92]	1.80 (1.24)	[1.32, 2.28]
		Post	57	2.80 (1.05)	[2.52, 3.08]	3.08 (0.93)	[2.84, 3.33]
	Community history	Pre	42	0.67 (0.95)	[0.37, 0.97]	1.25 (1.43)	[0.81, 1.70]
		Post	19	1.96 (1.12)	[1.42, 2.50]	2.81 (1.20)	[2.23, 3.39]
2	Immigration	Pre	28	0.75 (1.00)	[0.36, 1.14]	0.41 (0.61)	[0.17, 0.64]
		Post	66	2.74 (1.19)	[2.45, 3.03]	3.07 (0.95)	[2.84, 3.30]
	Environmental history	Pre	42	0.84 (0.92)	[0.56, 1.13]	0.81 (1.10)	[0.47, 1.16]
		Post	28	2.75 (0.91)	[2.40, 3.11]	2.71 (0.96)	[2.34, 3.08]
3	Slavery and segregation	Pre	33	0.60 (0.74)	[0.34, 0.87]	0.40 (0.75)	[0.13, 0.66]
		Post	56	2.68 (1.01)	[2.41, 2.95]	2.65 (1.09)	[2.36, 2.94]
	Industrialization	Pre	46	0.52 (0.68)	[0.32, 0.73]	0.58 (0.80)	[0.35, 0.82]
		Post	20	2.35 (1.15)	[1.82, 2.89]	2.70 (1.25)	[2.11, 3.28]
4	Great Depression	Pre	29	0.42 (0.57)	[0.20, 0.64]	0.53 (0.73)	[0.25, 0.81]
		Post	50	2.69 (1.18)	[2.35, 3.02]	2.92 (0.86)	[2.68, 3.17]
	Progressive Era	Pre	41	0.38 (0.60)	[0.19, 0.57]	0.64 (0.86)	[0.37, 0.92]
		Post	18	2.90 (1.04)	[2.38, 3.41]	2.97 (0.91)	[2.52, 3.43]
5	Columbian Exchange	Pre	22	0.99 (1.20)	[0.46, 1.53]	1.32 (1.33)	[0.73, 1.91]
		Post	47	2.21 (1.14)	[1.87, 2.54]	2.58 (1.13)	[2.25, 2.92]

Note: All items were on a 0-4 scale. The number of items in item clusters (k) varies by grade level and unit. For *Thoroughness* cluster, k=4-10 and for *Student Competencies* cluster, k=11-20.

Thoroughness items were based on the lessons within each unit and items ranged from quite specific to a particular unit topic (for example, “The Dust Bowl” for Grade 4 or “Explain what the 13th Amendment is about” for Grade 3), to more general historical ideas (“How to use documents to learn about history” or “Historical controversies”). Results show that for all grades and units, after participating in the BHH-CR project, teachers taught history topics that they had not taught or taught to a lesser extent before taking part in the BHH-CR project. Pre and post

95% confidence intervals for thoroughness item clusters are non-overlapping for all grades and units.

Items concerning teachers' perceptions of student competencies were also based on the specific BHH unit and ranged in specificity from items like *"Describe what it was like to be a 'settler,'" "Identify three stated aims of Columbus' voyage,"* and *"Migrant experiences in California,"* to more generic items such as, *"Analyze photographs for historical information"* and *"Talk about some of the things needed in a town."* For all grades and all units, teachers who had taught the BHH units rated their students as more competent at the historical skills and content knowledge than they had rated their students before participating in the project. Differences between pre and post means of teachers' perceptions of student competencies were significant for all grades and units as evidenced by non-overlapping 95% confidence intervals.

Teachers who had completed at least one teaching cycle of a unit were also asked to rate how beneficial for their students the BHH units were. Respondents rated each BHH activity on a scale from "1" meaning "Not at all beneficial" to "5" meaning "Very beneficial." Table 10 reports the findings for this item for all grades and units.

Table 10.

Grand Means with Confidence Intervals (CIs) and Standard Deviations of Item Clusters of Teachers' Perceived Benefit of BHH Activities

Grade	Unit	N	k	Perceived Benefit of BHH Activities	
				Mean (SD)	95% CI
K	History of Me	67	10	4.29 (0.80)	[4.06, 4.52]
	Children long ago	24	6	4.61 (0.66)	[4.32, 4.89]
1	1 st grade history	57	7	4.46 (0.76)	[4.26, 4.66]
	Community history	19	4	4.24 (0.96)	[3.77, 4.70]
2	Immigration	66	9	4.33 (0.96)	[4.10, 4.57]
	Environmental history	28	8	4.32 (0.80)	[4.01, 4.63]
3	Slavery and segregation	56	8	4.30 (1.00)	[4.03, 4.57]
	Industrialization	20	9	4.08 (1.04)	[3.59, 4.56]
4	Great Depression	50	9	3.97 (0.77)	[3.75, 4.19]
	Progressive Era	18	8	4.51 (0.74)	[4.14, 4.88]
5	Columbian Exchange	47	9	3.42 (1.15)	[2.92, 3.91]

Note: All items were on a 1-5 scale from 1="Not at all beneficial" to 5="Very Beneficial".

Teachers from all grades rated the BHH units as quite beneficial with nine of the eleven units rated as at least a four on the five-point scale. Only the 5th grade Columbian Exchange and 4th grade Great Depression units received mean usefulness ratings below a 4.

Teachers were also asked what they thought were the most important student knowledge and skill outcomes from learning with the BHH curriculum. Since teachers were only asked this question on the last survey where response rates were somewhat low and inconsistent across grade levels, rather than providing frequencies, we looked at responses that

occurred across grade levels or across a cluster of grade levels, and then at responses that were more idiosyncratic to a particular grade level.

The most common responses to occur across multiple grade levels were the skills that are part of the BHH paradigm. Two responses occurred at most or all six grade levels; analysis of primary sources (photos and documents) and use of timelines. These ideas tended to be expressed in different ways at different grade levels. For example, a kindergarten teacher said that, "Pictures, artifacts, letters, added to their awareness," and a 1st grade teacher said, "Learning to understand the past through photos and articles is important," while a 5th grade teacher said, "They loved doing the photo analysis. I think it is a valuable skill because it is applicable to many other academic areas." Teachers of kindergarten to 4th grade students said that learning to use timelines and put things in historical context was important to students.

The use of maps was mentioned as important by kindergarten through 2nd grade teachers. Reading and responding to reading were mentioned primarily by 3rd and 4th grade teachers. Using the specific SOCC process was mentioned only by 4th and 5th grade teachers, but a similar concept were mentioned by 2nd through 5th grade teachers; searching for and verifying information. One 3rd grade teacher said, "I think one important skill my students learned is that if we ask questions, we can search 'til we find the answers, and that not searching is not acceptable," and a 4th grade teacher said, "Everything is student-centered and they investigate and research their findings more thoroughly."

At each grade level, teachers mentioned students attaining deeper content knowledge in their BHH areas; personal histories for kindergarten and 1st grade, immigration for 2nd grade, civil rights in 3rd grade, the Great Depression in 4th grade, and the Columbian Exchange in 5th grade.

Students learning empathy for people of different historical times and becoming aware of how peoples' actions matter was mentioned by teachers of 2nd through 5th graders. A 4th grade teacher said, "The empathy and the involvement and the realization that we have a complex history. It hasn't always been the way it is now. People face adversity, adapt, learn, and survive. People can and do make a difference," and a 3rd grade teacher said, "To understand that people are not always treated as they should be, and that we should stand up for what we feel is right."

Two ideas that occurred most often in the responses by teachers of younger grades were that students learned the vocabulary of history, e.g., the word *history* itself, the concepts of "past and present", and learned about the concept of change over time. An important concept mentioned only by 5th grade teachers was the importance of understanding point of view and bias. One 5th grade teacher said, "I think that the ability to analyze history is extremely important. It is entirely too easy to teach history as a set of facts to be memorized. It is quite another to encourage students to ask pertinent questions about the reasons certain historical events took place, or to wonder about the perspective they are traditionally taught."

Other important outcomes that occurred across several grades were that students saw connections across subjects and to their own lives and that they gained excitement and interest in learning history. One 5th grade teacher said, "The desire to want to know more. Not only asking questions, but feeling comfortable and competent enough to try and find the answer. To look beyond what the norm is and look deeper into the why."

4.4 In what ways does using the BHH curriculum change teachers' approaches to teaching history?

Teacher implementation surveys also asked teachers to reflect on their own use in teaching of the tools for exploring history suggested by the BHH paradigm and their students' ability to use the same skills as learners. The six key skills of the BHH paradigm for teaching and learning history are:

- Constructing timelines to show important events and how they relate to each other
- Using maps to illustrate an important concept
- Interpreting primary source documents to add to understanding of history
- Reading for background knowledge to provide a context for new learning
- Synthesizing various sources to create a narrative
- Using the "Stop and Source" process (for Grades K-2) or SOCC process (for Grades 3-5)

Teachers were asked to rate the usefulness of these six skills as part of their teaching on a scale from 0-4, with "0" = "Not at all useful" and "4" = "Very useful". They were also asked to rate their perception of the extent to which students were able to use the six skills independently to explore history with "0" = "Are not able to perform this skill", "1" = "Only with direct assistance from teacher", "2" = "As part of a whole class discussion", "3" = "With a partner or in a small group", and "4" = "Independently." These items were included in the "first unit" surveys only because the historical skill usage is not specific to a particular unit. Means for items clusters are reported in Table 11.

Table 11.

Grand Means with Confidence Intervals (CIs) and Standard Deviations of Item Clusters of Teachers' Usefulness of BHH Paradigm for Teaching and Level of Students' Independent Skill Use

Grade	Group	N	Usefulness of BHH Paradigm for Teaching		Level of Students' Independent Skill Use	
			Mean (SD)	95% CI	Mean (SD)	95% CI
K	Pre	27	1.78 (1.34)	[1.25, 2.30]	0.87 (0.92)	[0.51, 1.23]
	Post	67	2.66 (1.02)	[2.41, 2.91]	1.97 (1.14)	[1.69, 2.25]
1	Pre	28	2.13 (1.23)	[1.65, 2.60]	1.61 (1.08)	[1.19, 2.02]
	Post	57	2.99 (0.95)	[2.73, 3.24]	1.92 (1.10)	[1.63, 2.21]
2	Pre	28	2.66 (1.19)	[2.19, 3.12]	1.89 (1.20)	[1.43, 2.36]
	Post	66	3.09 (1.01)	[2.84, 3.34]	2.42 (1.03)	[2.16, 2.67]
3	Pre	33	2.89 (1.10)	[2.50, 3.28]	1.65 (1.09)	[1.26, 2.03]
	Post	56	3.12 (1.05)	[2.84, 3.40]	2.52 (0.95)	[2.27, 2.78]
4	Pre	29	2.84 (0.92)	[2.49, 3.19]	1.90 (1.08)	[1.49, 2.31]
	Post	50	3.24 (0.93)	[2.98, 3.50]	2.64 (0.94)	[2.37, 2.91]
5	Pre	22	2.96 (1.11)	[2.47, 3.46]	2.53 (1.11)	[2.04, 3.02]
	Post	47	2.96 (0.96)	[2.69, 3.24]	2.39 (1.15)	[2.06, 2.73]

Note: All items were on a 0-4 scale. For all item clusters, for all grades, k=6.

Kindergarten through 4th grade teachers rated the usefulness of the BHH paradigm skills higher after they had taught the BHH curriculum than before, although only the Kindergarten and 1st grade teachers' mean ratings had non-overlapping pre and post 95% confidence intervals. Fifth grade teachers' ratings of the usefulness of the BHH skills in teaching were the same at pre and post survey administrations.

Kindergarten through 4th grade teachers rated their students as more able to use the skills independently after learning with the BHH curriculum than they did before, with significant differences (reflected in non-overlapping 95% confidence intervals) between pre and post surveys for Kindergarten, 3rd, and 4th grade means. Fifth grade teachers' ratings of their students' independent use of the skills were the same at pre and post survey administrations.

At a later date, additional analysis will be done to examine whether specific skills were perceived as being more useful than others, and whether teacher perceptions of students' capacity to use skills independently was different for specific skills.

Survey respondents to the last survey conducted at the end of year 4 were also asked a series of questions designed to learn more about the potential sustainability of the BHH curriculum in the classrooms after the end of the BHH project funding. Teachers were asked about the likelihood of teaching each of the two BHH units (one for 5th grade) and about the likelihood of their continuing to use the six aspects of the BHH paradigm as part of their instruction. Respondents used a scale of 1-6 with "1" = "Very Unlikely" and "6" = "Very Likely". Table 12 reports the results for all grades.

Table 12.

Grand Means with Confidence Intervals (CIs) and Standard Deviations of Item Clusters of Teachers' Likelihood to Continue to Teach Using BHH Content and BHH Skill Paradigm

Grade	N	k	Likelihood of continuing to teach using BHH	
			Mean (SD)	95% CI
K	30	8	5.45 (1.02)	[5.07, 5.83]
1	22	8	4.83 (1.40)	[4.21, 5.45]
2	25	8	5.46 (0.90)	[5.09, 5.83]
3	14	8	5.78 (0.52)	[5.48, 6.00]
4	19	8	5.07 (1.40)	[4.39, 5.74]
5	23	7	4.64 (1.28)	[4.08, 5.19]

Note: All items were on a 1-6 scale with 1="Very Unlikely" to 6="Very Likely".

Teachers of all grades rated the likelihood of using the BHH units and skills paradigm as at least "Somewhat likely", with all but 1st and 5th grade teachers rating as "Likely" or above. While teachers rated all skills as likely to be used in the future, the elements of the BHH paradigm that were most likely to be used across grade levels were timelines, maps, and reading for background knowledge. Third grade teachers rated their likelihood of using all six elements highly likely with a mean of 5.70 across those items.

Teachers in Cohort 2 and 3 who were participating in the project at the project's end were also asked two open-ended questions about any perceived obstacles to continuing to

teach using the BHH curriculum and the kinds of support they would find necessary to continue to teach the curriculum.

On that final survey, teachers responded to the item, “What obstacles or barriers do you see in continuing to teach history using the BHH curriculum and/or methods? Responses were provided by 76 of the 147 survey respondents for a response rate of 52%.

The most common response to this question, given by 45 of the 76 who responded to this item (59%), was concern about a lack of time. While most respondents cited time in general as the obstacle to continued teaching of the BHH curriculum, for 11 of these respondents (14%) the lack of time for BHH was a result of other subjects taking precedence over BHH. One respondent said, “I tried to fit it in our curriculum, but there were times that other curriculum took priority.” Another respondent commented, “It will be squeezed out if curriculum is added to our year.” Two 2nd grade teachers cited the addition of Spanish to their curriculum as additional competition for teaching time and another respondent said that they, “May have to cut things as the district continues to add more curriculum in other areas.” Six respondents (8%) said that it was difficult to find adequate time to do the BHH curriculum well because of the depth of the curriculum and student and teacher interest in the topics. One respondent commented, “The only obstacle I see is that there is so much information, and students tend to want to look in deeper, gathering more background knowledge, however we don’t always have time to do that” and another said that they needed time for “implementing all the fun/engaging aspects of BHH.”

Another obstacle to continuing to teach the BHH curriculum named by 10 respondents (13%) was a need for additional resources. This response occurred most often among teachers of the younger grades with 8 of the 10 responses coming from kindergarten or 1st grade teachers. The resources they said were needed included more artifacts, globes, maps, and books. One kindergarten teacher commented, “We need to have artifacts from long ago that can be checked out and passed around the buildings to show kids concrete evidence of long ago.”

Two respondents (3%) noted that teacher mobility was an obstacle to teaching the BHH curriculum in the future. One respondent commented, “Teacher mobility due to [school] closures may impede the level at which BHH is implemented because it’s A LOT to expect people to complete another series of trainings due to being assigned to another grade level.”

Two respondents (3%) said that an obstacle to teaching BHH was the unclear alignment of the BHH curriculum with other existing curriculum. One of these respondents questioned the connection of the BHH curriculum with the Iowa Core Curriculum and with their district’s Student Learning Expectations and a 5th grade teacher said it was not clear how BHH fit with other social studies curriculum (Social Studies Alive) adding, “I was confused by the BHH addition – thus my students were, too.”

Three respondents (3%) said that the difficulty of the curriculum was a barrier. A 2nd grade teacher said the concepts were “very hard for 7 and 8 year olds to understand,” a 5th grade teacher said the documents and pictures were too difficult for 5th grade students, and a 3rd grade teacher said that, “the kids love everything, but...for the writing, some kids...need more assistance.”

Two respondents said that the BHH curriculum was not “teacher friendly” and two other respondents (all 5th grade teachers) said that the curriculum did not keep students’ interest, with one saying the curriculum was “too linguistic for visual learners.” Other comments regarding potential obstacles to teaching BHH made by single respondents included the need for: district support, more background knowledge, and more time for collaboration with grade level peers. One respondent mentioned important BHH curricular assets, but also said that there

was not enough to the curriculum saying, “If this replaces our entire curriculum, I see that as a major barrier to using it. This is great for expanding ideas and pushing normal limits of thinking, but it’s not enough as a stand-alone.” One person said that completing the evaluation survey was a barrier for them. Six respondents (8%) did not foresee any obstacles in continuing to teach the BHH curriculum.

The second survey item asked teachers, “What support would you most need in order to continue to teach the BHH curriculum?” Many responses echoed concerns about potential obstacles and fell into four major categories: resources, collaboration and preparation time, curriculum revisions and support, and district support. Responses were given by 62 of the 137 survey respondents for a response rate of 45%. Nine teachers (15%) said that they believed that they had the support they needed.

The most common response, given by 21 respondents (33% of those who responded) concerned a need for additional resources. This comment occurred across all grades, but was most predominant in the lower grades where they named needing more historical artifacts to share with students, more high quality and age-appropriate literature to accompany the units, and more online resources.

The second most common response, given by 16 respondents (26%), was that they needed more time, especially for peer collaboration, but also for unit preparation and adapting lesson plans to fit individual needs or interests. One teacher said, “[I] Always love the support of teachers sharing their ideas in using BHH; what worked, what didn’t.”

Thirteen teachers (21%) said they needed support related to the curriculum itself. Eleven of those teachers suggested various changes to the curriculum; most of those suggested a need for an improved organization system to make it easier to follow or “more teacher friendly”, and two people said too much of the curriculum was too difficult for students. Two teachers were concerned about needing ongoing BHH professional development; one because they were changing grades and needing to learn new content, and the other for reinforcing the SOCC process.

Three teachers (5%) said that they needed district support in order to continue to teach the BHH curriculum. They emphasized the need to ensure that district learning expectations align with the curriculum and that the district “take some things ‘off the plate’ so we can teach quality, not quantity.”

Complete survey findings reporting individual item results for scaled items on all surveys are included as Appendix E to this report.

4.5 Do students learn history content and historical thinking skills as a result of the BHH curriculum?

As discussed in the previous section, teachers’ perceptions of their students’ abilities to demonstrate content knowledge and perform skills related to the BHH curriculum are one way to examine the changes in students’ capacity to learn history as a result of their exposure to the BHH curriculum. A more direct way was used to measure the content knowledge and skill use of 3rd, 4th, and 5th grade students. All BHH-CR teacher participants who taught 3rd-5th grades were asked to collect two types of assessments from all students, as pre and post tests administered before and after instruction. Since the BHH-CR project ended up serving more teachers than originally proposed, it was decided to concentrate resources on analysis of the 3rd and 4th grade student data. Fifth grade pre and post assessments were collected, but were not analyzed at

this time because the unit was new and would require more time to build rubrics and validate the new assessments designed to accompany the Columbian Exchange unit.

Student Assessment Results

Written narrative assessments and photo analysis assessments concerning the four BHH content areas implemented in 3rd and 4th grades were collected from students as two direct means of examining student learning outcomes that occurred as a result of the BHH-CR project. Narrative assessments asked students to construct narratives using seven key words (for 3rd Grade Industrialization there were six words) from the content area they were studying. Resulting narratives were scored with 0, 1, or 2, points possible for each key word used, so the maximum score possible on all narrative assessments was 14 (12 for the 3rd Grade Industrialization assessment).

Photo analysis assessments asked students to examine a photo taken during the era of the history content for each unit and answer the following questions:

- What do you think is happening in the photo?
- Who do you think the people in the photo are?
- When do you think the photo was taken?
- Where do you think the photo was taken?
- Why do you think someone took this photograph?
- After you look at the photo, what questions do you still have about the photo that you would like to learn the answers to?

For this analysis, we looked at students' answers to the "What", "Who", "When" and "Where" questions. Resulting analyses were scored with 0, 1, or 2, points possible for each of the four questions, so the maximum score possible on all photo analysis assessments was eight. Estimates of reliability for both narrative and photo analysis scores in the form of Cronbach's alpha were obtained during earlier use of the same assessments as part of the BHH2 project and are available on the CEA website.

For the BHH-CR project, comparison data was collected from the classrooms of the teachers who were registered for the project during the year prior to their participation. The effects of experiencing instruction in the BHH curriculum and paradigm on student performance on the narrative and photo analysis measures are summarized in Tables 13 and 14. Data are reported at the student level. Future research will include analyses of classroom level data.

Table 13 and 14 present the important differences between treatment students on narrative and photo analysis assessment pre and posttests, and between treatment and comparison students. Table 13 shows means for 3rd grade narrative pre and posttest performance (out of a possible 14 points, 12 points for the 3rd Grade Industrialization narrative assessment) along with standard deviations, and 95% confidence intervals for each test and treatment condition. The table also reports the means for 3rd grade students photo analysis pre and posttest performance (out of a possible 8 points) along with standard deviations, and 95% confidence intervals. Table 14 shows the same findings for 4th grade students. Group means with non-overlapping intervals indicate 95% likelihood that the difference between the two means is significant.

Table 13.

Means with Confidence Intervals and Standard Deviations of 3rd Grade Student Scores on Narrative and Photo Analysis Assessments

Segregation and Slavery								
Assessment	Comparison (N=108)				Treatment (N=442)			
	Pre		Post		Pre		Post	
	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI
Narratives	0.86 (1.05)	[0.66, 1.06]	0.89 (1.05)	[0.69, 1.09]	0.86 (1.28)	[0.74, 0.98]	4.98 (3.79)	[4.62, 5.33]
Photo Analysis	0.93 (1.82)	[0.58, 1.27]	0.87 (1.79)	[0.53, 1.21]	0.62 (1.57)	[0.47, 0.77]	3.75 (2.78)	[3.49, 4.01]

Industrialization								
Assessment	Comparison (N=140)				Treatment (N=120)			
	Pre		Post		Pre		Post	
	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI
Narratives	0.91 (1.26)	[0.70, 1.12]	0.85 (1.20)	[0.65, 1.05]	0.78 (1.21)	[0.56, 0.99]	3.31 (2.68)	[2.82, 3.79]
Photo Analysis	2.36 (2.48)	[2.05, 3.03]	3.14 (2.52)	[2.72, 3.56]	2.54 (2.69)	[2.05, 3.03]	4.87 (2.33)	[4.45, 5.29]

As shown in Figures 1 -4, 3rd grade students who received instruction using the BHH-CR *Industrialization* and the *Segregation and Slavery* units (treatment condition) on average scored significantly higher on narrative and photo analysis posttests than they did on pretests for both units indicating that growth in historical content knowledge and ability to construct narratives and analyze historical photographs occurred over the course of the project. Furthermore, students in treatment schools scored higher on the posttests than did comparison school students over the same school year, indicating that the content knowledge and skills were not something that children of the same grade typically learned during the school year. Treatment students and comparison students did not differ on pretest scores and comparison student scores did not increase significantly from pretest to posttest indicating that there was no pretest effect. All differences between treatment students' mean pre and posttest scores were significant as illustrated by non-overlapping 95% confidence intervals and, using the same criteria, all differences between treatment and comparison students' mean posttest scores were also statistically significant. Values for means, standard deviations, and 95% confidence intervals are reported in Table 13.

Figure 1.

Means and Confidence Intervals for 3rd Grade Slavery and Segregation Narrative Assessments

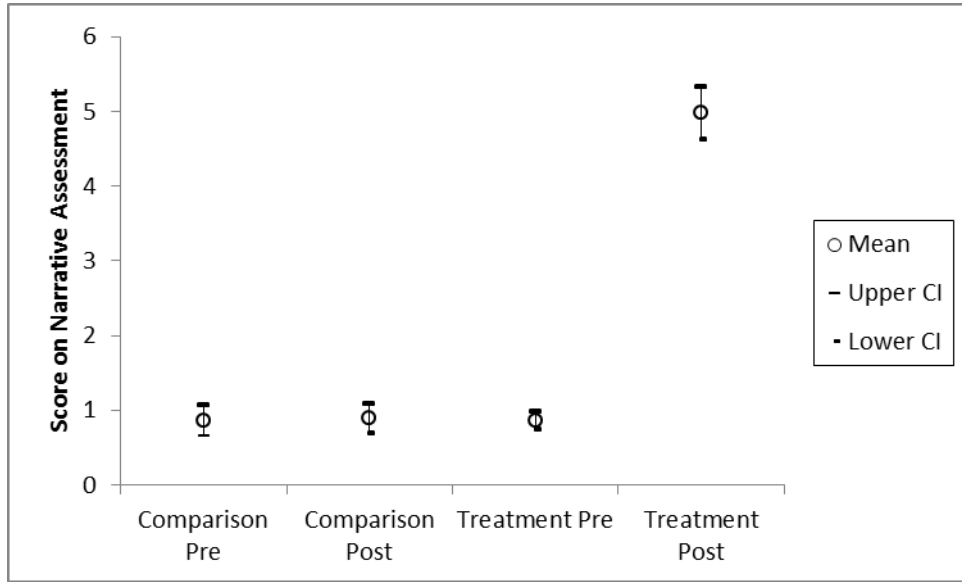


Figure 2.

Means and Confidence Intervals for 3rd Grade Slavery and Segregation Photo Analysis Assessments

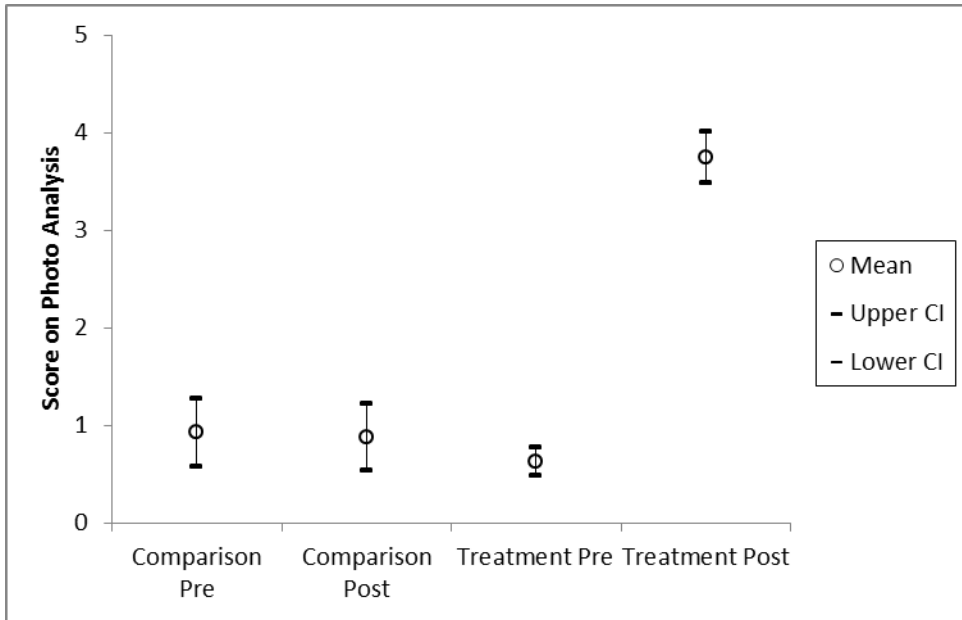


Figure 3.

Means and Confidence Intervals for 3rd Grade Industrialization Narrative Assessments

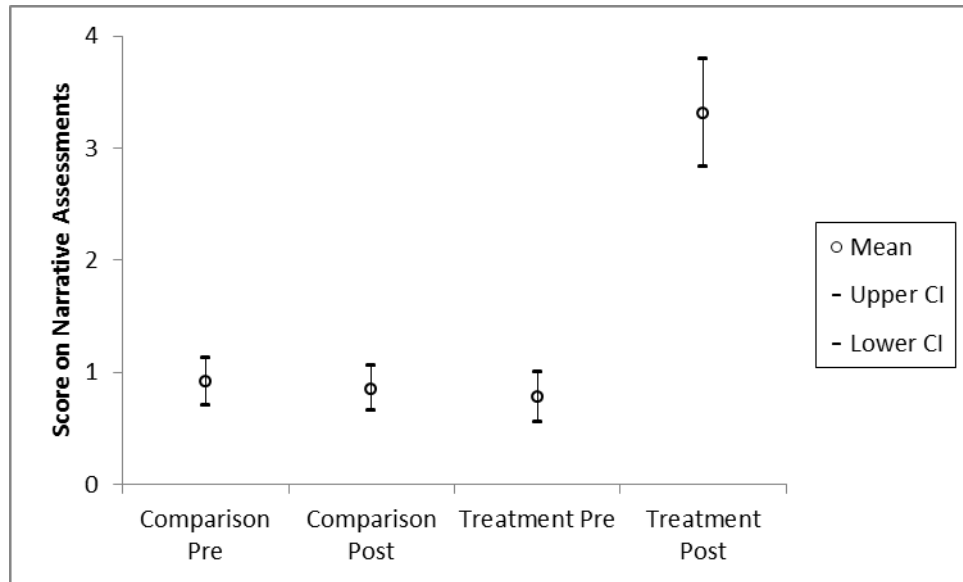
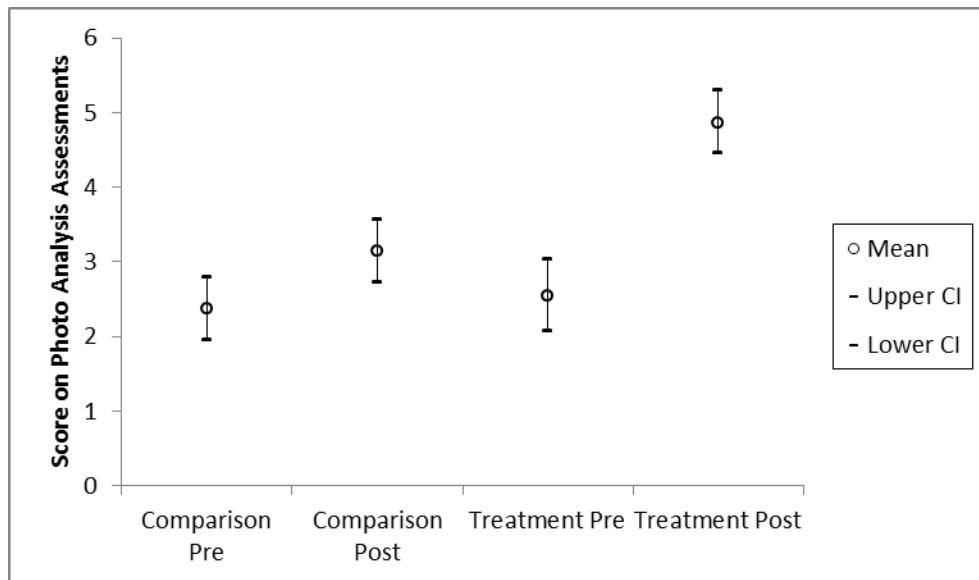


Figure 4.

Means and Confidence Intervals for 3rd Grade Industrialization Photo Analysis Assessments



Figures 5-8 show findings for 4th grade students on Great Depression and Progressive Era assessments. For 4th grade treatment students, there were significant gains between pre and post tests, treatment posttest means were greater than comparison posttest means, and there was no mean gain for comparison students. Pre test means were not different

between comparison and treatment students. Table 14 reports the values of means, standard deviations, and 95% confidence intervals for all 4th grade assessments.

The largest mean gains pretest to posttest occurred on 4th grade Great Depression unit assessments, with mean gains of 5.07 points on the narrative tests and 4.21 points on the photo analyses. The magnitude of the gains on the Industrialization tests were statistically significant, as indicated by non-overlapping 95% confidence intervals, however observed gains were smaller than on the other tests. Industrialization test results were also less robust during the BHH2 project, but still demonstrated statistically significant differences between groups, and between pretest and posttest for treatment students. Near the start of the BHH-CR project, the Industrialization curriculum also underwent revisions that decreased emphasis on topics that three of the six narrative stimulus words targeted, however pretest assessment data had already been collected so it was too late to modify the assessment for evaluation purposes.

Table 14.

Means with Confidence Intervals and Standard Deviations of 4th Grade Student Scores on Narrative and Photo Analysis Assessments

Great Depression									
	Comparison (N=133)				Treatment (N=300)				
	Pre		Post		Pre		Post		
Assessment	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	
Narratives	1.02 (1.30)	[0.79, 1.24]	0.97 (1.33)	[0.74, 1.20]	1.10 (1.52)	[0.92, 1.27]	6.17 (3.55)	[5.77, 6.58]	
Photo Analysis	0.42 (1.34)	[0.19, 0.65]	0.52 (1.51)	[0.26, 0.78]	0.83 (1.75)	[0.63, 1.03]	5.04 (2.36)	[4.77, 5.30]	

Progressive Era									
	Comparison (n=169)				Treatment (N=105)				
	Pre		Post		Pre		Post		
Assessment	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	Mean (SD)	95% CI	
Narratives	1.18 (1.29)	[0.99, 1.38]	1.18 (1.34)	[0.98, 1.39]	1.33 (1.68)	[1.01, 1.66]	4.69 (2.70)	[4.16, 5.21]	
Photo Analysis	2.02 (2.65)	[5.24, 6.27]	2.32 (2.87)	[1.89, 2.76]	2.68 (2.92)	[2.11, 3.24]	5.75 (2.65)	[5.24, 6.27]	

Figure 5.

Means and Confidence Intervals for 4th Grade Great Depression Narrative Assessments

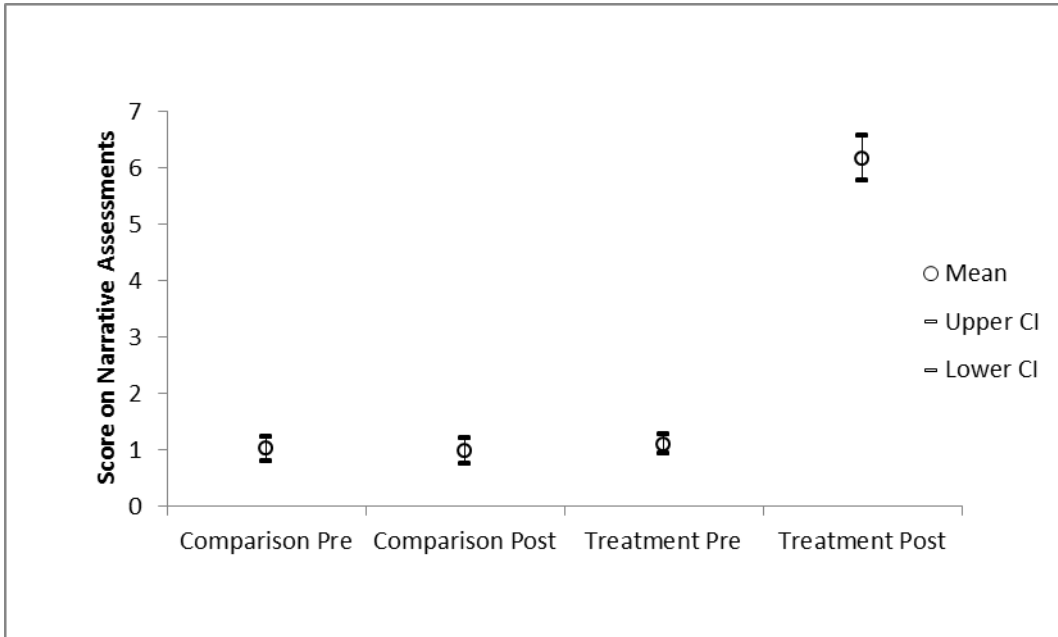


Figure 6.

Means and Confidence Intervals for 4th Grade Great Depression Photo Analysis Assessments

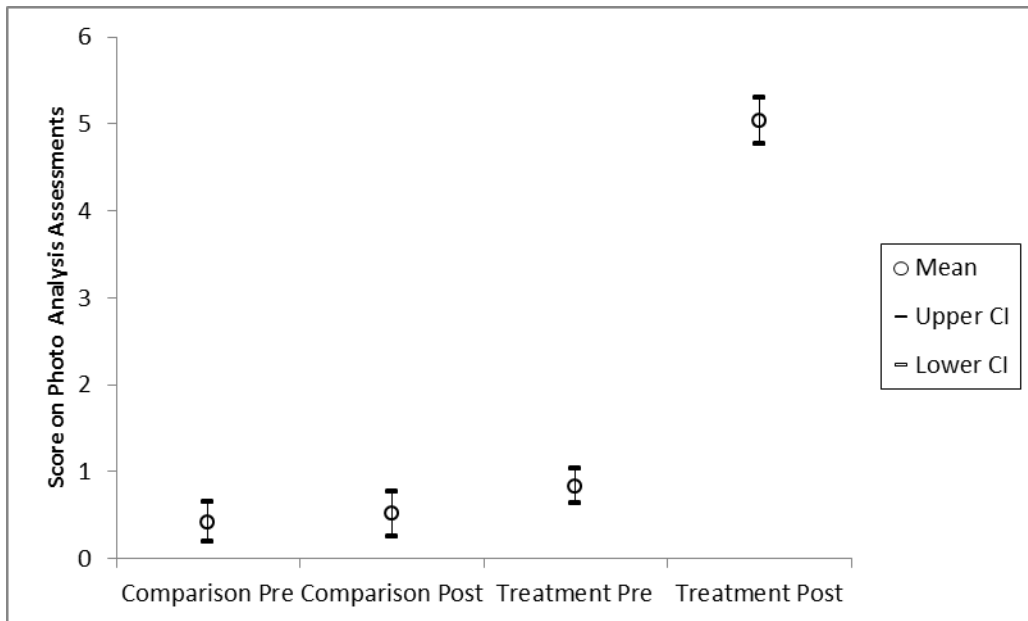


Figure 7.

Means and Confidence Intervals for 4th Grade Progressive Era Narrative Assessments

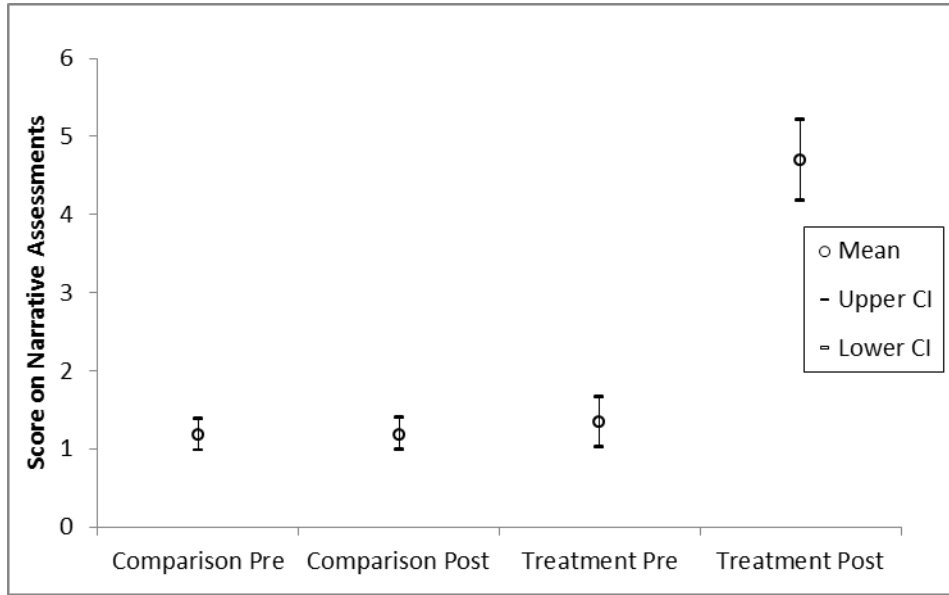
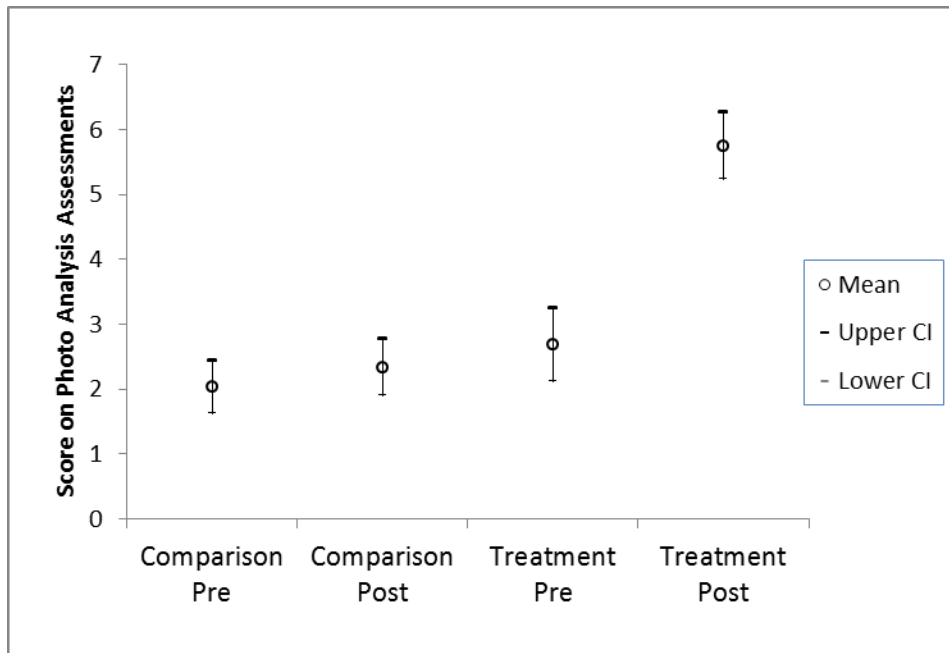


Figure 8.

Means and Confidence Intervals for 4th Grade Progressive Era Photo Analysis Assessments



5. Conclusions

During the four years of the BHH-CR project, there were five main project objectives:

- Enroll three cohorts of elementary teachers from the CCSD and CRCSD in the project
- Provide teacher professional development workshops to all participants on two BHH grade level curricular units (one for 5th grade) and the BHH paradigm for history instruction
- Increase teacher content knowledge and ability to teach history using the BHH paradigm for history instruction
- Increase student content knowledge in history and ability to use BHH paradigm skills for learning history
- Promote ongoing use of the BHH curricula and paradigm in two school districts including one large school district

The BHH-CR project accomplished all of these goals and has contributed to the body of research concerning elementary children's ability to learn historical content and practice historical thinking skills. Summer professional development workshops and ongoing professional development support provided during the academic years of the project gave over 300 K-5 teachers the confidence and knowledge to teach 11 new history units to students in the Cedar Rapids and College Community school districts. The BHH curricula and paradigm for teaching and learning history have been adopted by both districts, and teachers expressed confidence and excitement in continuing to teach using the BHH approach.

Teacher surveys documented implementation of the history units in the K-5 classrooms. BHH-CR teachers believed that their students had learned new historical content and acquired skills to facilitate future history learning. In the BHH-CR schools, there was more history instruction than there had been prior to the project and students learned U.S. history content they had now been exposed to in the past. Participating teachers demonstrated that their students were able not only to learn historical content, could also acquire historical thinking skills that would help them understand history. While some units and some grade levels accepted the changes in curriculum more enthusiastically than others, teachers across grade levels strongly agreed that the BHH curriculum and methods are beneficial for their students. As the curriculum invites teachers to supplement and modify their instruction to reflect their own knowledge and interests, the curriculum as implemented will continue to evolve. Although teacher content knowledge assessments were not analyzed due to very limited return rates on posttests, teacher content knowledge can certainly be inferred by the extent to which students learned content from their instruction.

Evaluation activities documented student outcomes (for 3rd and 4th grade students) through two types of assessments completed by students; written narrative assessments using key words from each curricular unit, and photo analysis assessments using photographs from historical eras addressed in each curricular unit. As a result of exposure to the BHH curricular units, students in BHH-CR schools showed strong improvement in their ability to construct historical narratives and to use photographs to learn and display their command of historical content knowledge and skills. In addition to demonstrating increased knowledge and ability to use historical thinking skills over time, students in treatment schools outperformed their comparison group peers on all measures. Students' performance gains were not uniform across all measures, in most cases mirroring earlier evaluations of the BHH II project.

The BHH-CR intervention was successful in providing professional development in teaching history to elementary teachers, implementing history instruction in elementary classrooms, demonstrating the capacity to scale up the intervention, and improving the historical content knowledge and ability to think historically of elementary school children.

Appendix A: BHH-CR 2009 Workshop Survey

Bringing History Home Summer 2009 Workshop Survey

[This survey was conducted as an online survey. The text below shows the questions asked and the items types and scales, but is not as the survey appeared to participants.]

General Survey Directions: This survey gives you the opportunity to provide feedback about the BHH Summer 2009 Workshop you have completed. The information you provide will be very useful in evaluating the value of the workshop for you and in suggesting ways that future professional development activities for this project and others can be improved. Your answers are confidential and will be grouped with all the other responses to be analyzed so that no one will know how you responded. If you have questions about what you should do, or questions about any of the items, please contact Julie Kearney at julie-kearney@uiowa.edu for clarification. Thank you!

Please enter your birthdate below in the format of MM/DD/YYYY. Your birthdate will be used only to link your data throughout the project and will never be used to identify you in any way.

I attended the *Bringing History Home* workshop on:

___ Thursday-Friday (July 30-31)

___ Monday-Tuesday (August 3-4)

Section 1 Directions. Indicate the degree of confidence you feel about whether you could do each of the following **before** and **after** your participation in the BHH Summer 2009 Workshop. Using the scale above each item ranging from 0% (not at all confident) to 100% (completely confident), indicate your confidence on each scale by selecting one value. Remember to answer as you really feel, with your best estimate of your confidence. For each item, please select one answer for the 'Before' scale and one for 'After' scale. If you don't have an opinion, or if the question is not applicable to you, please select "NA".

<i>Not at all confident</i>				<i>Completely confident</i>						
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Help students learn to think like historians

Help students learn to use primary sources to construct their understanding of history

Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction

Help students learn to analyze historical images

Help students learn to analyze historical documents

Use internet resources to locate relevant historical primary sources

Provide instruction that encourages students to investigate historical evidence

Align my history instruction with my current literacy strategies to enhance literacy learning

Use timeline construction to enhance students' understanding of history

Use map construction to enhance students' understanding of history

Help students learn to synthesize information learned from multiple sources

Section 2 Directions: For the following list of events or presentations from the BHH 2009 Summer Workshop, please indicate how *engaged* you were as a learner, using the scale on the right. Select the option that best describes your learning engagement for that session, using the following scale. If you don't have an opinion, or if you didn't attend the specific presentation, please select "NA".

How engaged were you as a learner for each of the following sessions?

DAY 1:

Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator	NA
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Exploring the Nature of History in the Elementary Setting

Exploring the BHH Website and Other Internet History Resources

Exploring History through Written Document Analysis

Exploring History through Photo Analysis

DAY 2:

Timeline Construction in the BHH units

Historical Mapping in the BHH units

Aligning Literacy Strategies with the BHH Curriculum

Assessing Student Learning in History

Grade Level Unit Preparation Time

Section 3 Directions: For each statement below, indicate how strongly you agree or disagree by selecting one response for each item. If you don't know or have no opinion, please select "No opinion". We want your candid opinions so please answer as you honestly feel at the time. You may comment in your own words about any item or issue by writing in the box below.

Strongly Agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly Disagree	No Opinion
----------------	------------------	----------------	-------------------	---------------------	-------------------	------------

There was enough time for my questions and comments.

My prior knowledge and opinions were respected.

The refreshments and breaks met my needs.

I know and understand the goals of the project.

Working on aligning my literacy goals with the BHH curriculum was beneficial to me.

The opportunity to work with mentor teachers was beneficial to me.

I wanted more time to work with my grade level group.

I am confident I have the knowledge and skill to teach history effectively to my students next year.

It was helpful for me to hear how history instruction in the early grades can build a foundation for students' future learning.

I have a different understanding of what it means to teach history than I did before the workshop.

I have a different understanding of what it means to learn history than I did before the workshop.

I am looking forward to learning more about history.

As a result of the workshop, I understand more about the processes that historians use to study history.

All in all, the workshop activities were enjoyable.

All in all, the workshop was very beneficial to me.

All in all, my time was used efficiently and effectively on important topics and activities.

Additional comments:

Section 4 Directions: Please respond in your own words to each of the following questions using the spaces below.

Consider everything about the BHH 2009 Summer Workshop and all aspects of your experience there. What has been most valuable to you?

What has been least valuable to you? How could the workshop have been improved?

During the 2009-10 school year, what can the BHH project staff and/or mentors do to help you be as successful as you can be in teaching history in your classroom?

What kinds of student outcomes do you expect to see as a result of your teaching history using the BHH curriculum? [Please be as specific as possible. Include both immediate and long-term outcomes.]

Before the workshop, I defined history as:

Now I define history as:

What potential barriers or obstacles to your success in teaching history (if any) are of concern to you?

Is there anything else you'd like to comment on concerning the BHH project, summer workshop, teaching history in general, or the evaluation?

Section 5 (Demographics) Directions: For the next two items, please select the answer that best describes you, and then fill in the blanks below.

Grade(s) you currently teach (please select all that apply):

K 1 2 3 4 5 OTHER

(If you selected other please specify_____)

District: Cedar Rapids _____ College Community _____

Total number of years of teaching experience: _____

Areas that you are certified to teach:

Describe your previous preparation to teach history before this project began (including college courses or majors/minors and any previous professional development in teaching history).

Describe your previous experience teaching history before this project began.

When you have completed the survey, please click 'Submit" below.

Thank you very much for providing this feedback!

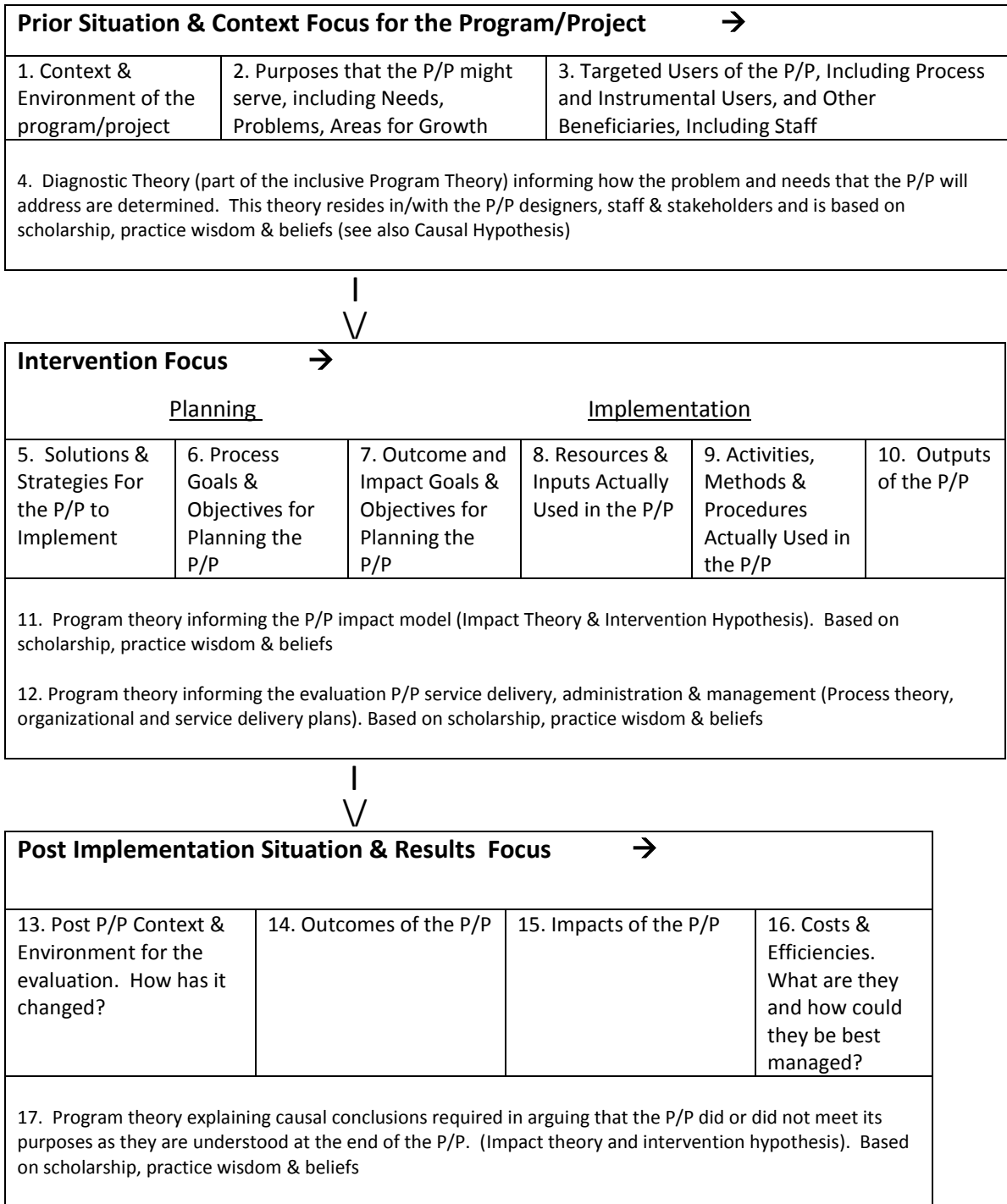
For questions or comments about this survey, to request a copy of the results, or for permission to use it for other applications, contact:

Don Yarbrough, Director, Center for Evaluation and Assessment, University of Iowa, College of Education, S210 LC, Iowa City, IA 52242, 319-335-5567, d-yarbrough@uiowa.edu

Appendix B: Expanded Program or Project Model

(Modified Version Used as Observation Framework)

Figure 1: Expanded Program/Project Models (EPMs) for Programs, Projects & Subprojects



Appendix C: BHH-CR Professional Development Workshop Descriptions

Description of BHH-CR Summer Workshops 2009

Workshop notes are in two sections; the first section consists of notes for the first two day workshop conducted on July 30-31, 2009. They are detailed notes of the activities of the two days. The second section includes detailed notes from the second workshop, a replication of the first workshop conducted on August 3-4, 2009. The second set of notes is organized using a modified version of an expanded program model that describes the program elements of: Context, Environment, and Participants; Needs and Problems Addressed; Resources, Activities and Procedures; and Immediate and Longer Terms Outcomes Perceived by Observer. Because the workshops were conceived as replications, the program elements are the same for both workshops.

July 30, 2009

Prairie Ridge Elementary School, Cedar Rapids, IA

Observer: Melissa Chapman

8:00 A.M.

Registration, teachers grab bagels, coffee, juice, etc.

Room set-up: There are tables for each grade level, sometimes two tables per grade level (there are two Kindergarten tables). At the front of the room there is a large whiteboard on the left, a long table in the middle, and then a paper easel on the right. Further right of the easel there are chairs where the mentor teachers sit (one per grade). Besides participants, others in the room include Elise Fillpot (project director), Kim Heckart, Bruce Fehn, and Cath Denial (project staff members).

8:20 A.M.

Kim convenes the large group for the first time and provides an introduction and brief history of the BHH projects. She then introduced Elise, who named each of the mentor teachers, Bruce Fehn, Cath Denial, and I. I gave an introduction to the CEA, the evaluation, and the data that would be collected for the project, including the survey Julie will send out the Wednesday following the professional development (PD).

8:35 A.M.

Cath began her presentation by asking participants to ask her any questions they would like, which is what she does with her college students. There was a period of silence before Bruce Fehn asked what her favorite history topics were. Cath reported she particularly enjoyed social justice issues, including American Indians, women's rights, and the like. Within this response, she mentioned, "I became a college professor because I'm not good enough to be an elementary teacher." Laughter erupted from the teachers.

Cath then transitioned into a task for the teachers, which involved primary source documents from the American Revolution. Teachers were to write a story about what the pictures were telling them, and they were to write it as a narrative versus a point-by-point description of the pictures. She gave the teachers approximately 15-20 minutes to work as a table. I joined one of the kindergarten tables. The teachers nominated a recorder and all contributed to the story. Some prior knowledge was used, including the American Girl "Felicity." As the teachers constructed a story, they made the decision to write this as a journal entry by a young girl.

Just before 9 A.M., the kindergarten group I am sitting with was done. Kim was talking with a 1st grade table and Cath was at the 4th grade table. About ten minutes later, Cath came by our Kindergarten table and encouraged the teachers to pay closer attention to the details on the photo, including titles and dates. The teachers continued to examine the pictures for a couple of minutes, until Cath reconvened the large group.

Cath reminded teachers that it was okay if the stories were different. The 2nd grade table immediately volunteered to read first, and the teacher who read the story aloud did so quite enthusiastically. The pattern

of sharing went counterclockwise, without any intervening from Cath. The content of most of the stories seemed to go beyond the pictures, with teachers inserting prior knowledge into the narratives. For example, the other kindergarten table mentioned the 4th of July.

Once each group had read their narrative aloud, Cath asked the large group to note the differences between the narratives. One teacher suggested there were various points of view. A second teacher noted the use of prior knowledge in constructing the narratives, including the 4th of July reference and a reference to the Sons of the Revolution. Cath agreed and highlighted the importance of being aware of this prior knowledge when looking at pictures.

Next, a 1st grade teacher mentioned that not all groups had the same pictures. For example, they were the only group to have letters between John and Abigail Adams. Cath rhetorically asked the large group why she would distribute different pictures to the groups. She then explained that historians rely on the evidence they have, leading some perspectives to be lost, including that of women, the illiterate, or other marginalized groups. As an example, she explained how only 15% of documents are kept at the National Archives while the other 85% is thrown away. She said there is a group of historians that determines what is kept and what is discarded.

Then Cath brought up the fact that one group mentioned African Americans in their narrative, and questioned why this was the case. One of the kindergarten groups had a picture of the Boston Massacre, which they handed around. Cath explained how there were two pictures by Paul Revere of the Boston Massacre which were slightly different. The copy that showed African Americans fighting was released by an anti-slavery group just prior to the Civil Rights era to make the case that these men have fought and died for America, and deserve to have equal rights.

Cath continued the large group conversation by asking what else was different between the narratives. One teacher mentioned the order of events. Cath explained how historians go between primary and secondary source documents, and that the construction of history is a dynamic process. Another teacher asked who decides what documents to keep, which led to a more detailed discussion of the role and training of archivists. One participant suggested this could be a teachable issue, since ordinary people don't think of themselves as part of history the teachers should encourage this and encourage students to think of themselves as part of history.

Next, Cath asked the groups if there was anything they had a question about in the pictures. A group that had a political cartoon from Royal American Magazine did have a question. Cath went through the picture, and went through her process of making meaning of a picture. For example, she suggested one could look for the most powerful person in the picture (the tallest, highest person) and for the least powerful person. She went through this picture and asked participants questions about each person in the picture. The picture showed a man with a wig (wealthy, upper-class person who benefited from the British rule) looking up a woman's skirt, with a judge (the rule of law) holding the woman down, and another man from the Boston elite pouring tea down her throat. Also included was Britannia, which Cath explained was a figure like the American Statue of Liberty, looking away from the scene, and some comical men on the side who represented neglect by France and Spain.

Finally, Cath summarized the purpose of the activity and explained this was the process historians engaged in all the time. She suggested that one doesn't need a Ph.D. to be a historian, that all the teachers in the room were historians. She ended around 9:40 a.m. and left for another engagement. The teachers were all sitting up, looking forward for the duration of Cath's activity. The teachers went on a ten minute break while the leaders set materials on each of the tables.

Just before 10:00, Kim introduced the next activity, analyzing written evidence. Elise then took over, and after briefly recognizing Regina for all the work she had been doing behind the scenes, started the next activity. The first topic was pieces of evidence and determining how close those documents are to the source. Elise explained that the narratives the groups just wrote were secondary sources and the photos were primary sources, but that she did not like to get too caught up in this distinction. She found it more useful to think of sources as how close or far away they are to the event, and the perspective(s) or goal(s) of the source (what might have been the motivations of the painter or photographer).

One document placed on the table was a sheet that listed “5 history tools,” which included:

1. Stories
2. Primary Source Analysis (written and images)
3. Time-lining (establish and reinforce chronology)
4. Mapping historic information
 - To analyze as evidence
 - Visual organizer, geographic evidence, perspective
5. Synthesis of sources (e.g., written narrative or other)

Elise explained the BHH units that are online are adaptive, that this is an ongoing process of modifications for various classrooms and purposes, versus a scripted curriculum.

Many of the documents had a lot of verbiage, and Elise encouraged teachers not to get too overwhelmed at this PD, but explained that by the end of the project these processes would become “part of your fiber.” She next discussed the importance of “stop and source,” explaining this was a newer emphasis for this BHH project. Stop and source means look for the author(s), look for the date, and then determine what type of document you are working with (a law, a letter, etc.).

Elise then asked the teachers why “stop and source” was important. One teacher mentioned the importance of taking perspectives into account, and another added that determining the motive of the author(s) who created the document was essential. Elise agreed and asked teachers to imagine their classroom is in Britain in 1790 – how might the narratives be different? One teacher suggested those students might say the Americans were traitors. Elise explained that “history is a collision and an intersection,” as evidence is left and we have to try to make sense of it.

10:10 A.M.

Elise introduced the next activity, which she explained was for the teachers to experience, not specifically an activity they would use with students. Grade levels each received different, but related documents:

- Kindergarten: Newspaper article about the NY orphans who headed to the Midwest on the orphan train
- 1st grade: A different article about the orphan train
- 2nd grade: Immigrant Ships Transcribers Guild (online – list of U.S. immigrants by ship)
- 3rd grade: Court case, Green et al. vs. County School Board of New Kent County

- 4th grade: a letter to President and Eleanor Roosevelt
- 5th grade: a letter from a soldier

Elise explained that teachers were to take a document analysis worksheet and dive into the evidence. After individual teachers completed the worksheet, they were to discuss as a group. Finally, they were to write one or two questions the group had about the larger context of the document, or something within the document (what else do you want to know?).

Generally, teachers spent the first ten minutes working individually, after which conversations started to occur between two or three people at a table. Elise, and the mentor teachers, went around the room to answer questions and provide direction as necessary.

Around 10:45 A.M. Elise reconvened the entire group. She asked each group to discuss their document with the entire group, starting with the kindergarten tables. As the first kindergarten table started to describe the document, Elise reminded them to stop and source. The newspaper article was about New York orphans finding homes. The date was 1911 and the location was Oskaloosa, KS. The teachers' questions included, (1) what happened to those children not placed? And (2) is there any kind of background or criminal check for those interested in adopting?

The second kindergarten group had similar questions, plus (1) what are "western homes?" and (2) what happened to the parents? Elise suggested creating some categories to organize the questions into social, economic, cultural, and legal-type questions. She also told the teachers they would have a chance to research their questions online.

The 1st grade group had three articles about the same New York orphans, which were written around the turn of the nineteenth century. These teachers noted the article mostly talked about women and that there were only six girls of the 26 children mentioned in the article. The teachers wondered why the orphans were coming to Grinnell and what the criteria were for "disposing" of children if there was not a good fit between the adoptive family and the child.

Elise suggested the better questions the teachers ask, the more you can ask. A teacher asked if they should let the students answer the questions, to which Elise responded, "It depends" and that teachers could direct children to the sources. Kim then provided an example from her own classroom. She used to tell students, "You are exactly right," which she changed to "That's quality thinking" or "Wow, I think I read that in a book. Let's look it up." She explained to the teachers that in leaving the children with a question, they will typically go find the answer. She added that it was okay if she did not know an answer. One of the mentor teachers added that she had so many questions that they made a "question box," where kids write and leave their questions. They can research these questions at the library, share the answer with the class, and add information to the timeline.

Next, the 2nd grade table reported their work using the ship's manifest lists. They had a lot of questions, including:

- There were 4-year olds listed with an occupation of merchant - would like more information about this.
- Some children were traveling by themselves, and some were traveling with only one parent. They would like to explore some of the personal stories of these immigrants.

- What is a flag stressor (occupation)?
- On some ships there was a large gender imbalance (ex. Only 10 or 12 men listed on the entire ship.)
- They found it interesting there was a column on the manifest that indicated whether each passenger could read.

The 3rd grade table had a 1957 court report from a case in Virginia dealing with similar issues as Brown vs. Board of Education, which took place in 1954. These teachers wondered what happened after the court case, and they wanted more information about Charles Green, who was the first listed sponsor on the lawsuit. Elise suggested it may be good to ask questions about the larger context, to more into desegregation. One teacher suggested a book which dealt with these issues and was on the Iowa Children's Choice list, titled *A Teacher for Today*.

The 4th grade table had a 1956 letter to President Roosevelt from a "Ms. O.M." The teachers' questions included: (1) Why was it sent to President and Eleanor Roosevelt? (2) They noted she wrote "Dear Friends," which was interesting, and (3) When did women get the right to vote? This was followed by a conversation on the reading levels of some primary source documents being too advanced for many or most of the students. Elise reminded teachers they would not necessarily give students the document as is, and would probably at least provide a relevant excerpt. She also told teachers that she will adapt a document if the teachers don't have time.

The 5th grade teachers had a letter from a soldier. The teachers wondered whether there was really a friendly exchange between the soldiers and the Native Americans. At least one teacher thought the intention might have been to spread small pox to the Native Americans. Elise asked the teachers to anticipate what questions the students might have, particularly since they would have less prior knowledge to contextualize the document.

11:20 A.M.

Mentors each explained how they implement document analysis into their classrooms, starting with kindergarten on up to 5th grade.

The kindergarten teacher mentor explained they do a "history of me," which includes a family interview (letters, invitations, etc.). They write a letter to someone as well and talk about why people send letters, authorship, and the like.

The 1st grade mentor reported they do a "history of school," which includes discussion of report cards (how do you feel when you get a report card? What information is on a report card) and other school documents (lunch menus, open house letter, and snowy day letter).

The 2nd grade mentor explained how they had a community focus, including a history of communities in the area. They use the ships manifest as a large group and discuss the immigration records.

The focus of the 3rd grade mentor is on slavery and desegregation. This teacher reported use of documents such as the Emancipation Proclamation as a large group. At this point, a teacher asked if the mentor used KWLs (she does).

The 4th grade mentor then explained that she used letters, first in a whole group setting, then in small groups (if there is time), and finally as individual activities.

Next, the teacher participants asked the mentors and project leaders questions. The first question focused on how teachers select the content and questions to ask. Elise responded. The sequence of unit topics follows this general pattern:

- K-1st grade: Children during other times
- 2nd grade: Immigration, plus an environmental unit because this is the time science is brought in and it fits with the Industrial Revolution
- 3rd grade: Industrialization, segregation
- 4th grade: Great Depression, Progressive Era

Elise explained the point was that these topics all feed together. There was some other discussion on whether mentor teachers had done field trips and modifications for various grade levels.

11:45 A.M.

The entire group moved into the computer lab, which had theater-style seating with a large screen in front. Teachers either paired up or sat at individual computers throughout the room. All computers were at the BHH homepage. Elise went through the BHH website, which was projected onto the front screen, with participants. She went through the curriculum and resources page, and then through some of the general resources (ex., Library of Congress link).

Noon – Lunch for approximately 30 minutes. As teachers finish lunch, they are to get on the computers (in the lab or on a personal computer) to research the questions their group generated about the primary source documents from the morning activity.

12:50 P.M.

I joined a 1st grade group in the main room. The five teachers were working on two computers to answer questions about their primary source documents (newspaper articles about the orphan train). During the searches, the teachers generated more questions about why there were so many orphans, related to issues regarding the economy and immigration. There was some discussion about a dot.com site and whether it was a good source. The teachers determined it was, since it was a non-profit organization, possibly a museum, about the orphan train. Another teacher found stories of individual orphans in the Grinnell Herald from 1899 and 1904. This led other teachers to conduct a Google search for other names, and one teacher found the story of an orphan that was in a primary source document from Elise. Another teacher found information on when they left NYC and how long the children were on the train. Approximately ten minutes after 1:00, the teachers started to move onto lesson planning using these documents.

I moved to the 4th grade table, where there were three teachers at one computer and another two teachers at individual computers. The group of three was working on answering their questions about the primary source document (letter to President Roosevelt) and the other two teachers were working on benchmarks and using the BHH website. I continued to move around the large room and the computer lab. There were approximately 12 teachers in the lab, along with Bruce Fane, some mentor teachers, and Kim.

1:25 p.m.

All participants were back in the large room and Elise moderated the large group sharing. Each group, starting with 5th grade, was asked to repeat what primary source document the group had, what questions the group had, and then the answers to those questions. As the teachers shared, Elise would ask questions, such as

“how can we talk about this in the broad sense”? She suggested teachers make connections from smaller to larger contextual issues.

During this sharing, there was a 20-minute discussion on how teachers might think about addressing segregation and difficult questions that might arise. The general consensus from Elise and Kim was that it was important to address these issues; they did not want the teachers to ignore potentially difficult questions. This might be especially difficult when there are only a few (or even one) African American student in the class. Elise suggested it may be helpful to focus on the contributions and achievement of those in the African-American community.

Kim chimed in to share her teaching experiences, particularly the fact that students come with many different perspectives and experiences. She had an African American student in Washington, IA who had zero notion of the history of segregation. She had another student in Cedar Rapids who had not only knowledge of segregation but experiences of discrimination. These two students experienced these lessons in a completely different manner. She has also had a Caucasian student who, during a lesson, told him, “my dad is prejudice.” She responded by explaining to him that it was his choice how he would be, given what he had learned.

Bruce added there could also be a focus on the many groups who have been discriminated against throughout history. For example, the Irish or the Chinese have been through some similar experiences and were characterized in similar ways. This could be a lesson in how skin color is a construction – the Irish were once “Black.”

Kim added the definition of prejudice she uses is from the American Girl books Addy, and it is focused on how prejudice is judging others by outside appearances. She told a story of an incident where the boys did not want the girls to play basketball with them because the girls were not as good. Although the boys did not come out and say they didn’t want the girls to play, they would not pass the girls the ball. Kim’s class had just finished a discussion of the 15th Amendment, where African American men could legally vote though various obstacles were presented, including literacy tests and a real threat of violence against those who tried to vote. A girl in the class made the connection between that situation and the basketball incident, and Kim led a discussion with the class on what they would do to resolve this. The end solution was that the boys would spend one recess teaching the girls how to play basketball, and the next recess they would all play basketball together.

Next, the 3rd grade teachers reported their findings, and included a discussion of how they might connect this to the larger context. Then the 2nd grade group reported they found the definition of a flagstressor (someone who weaves and makes linen, lace, and other materials). They also found that some 14- and 15-year olds were listed as a spinster, which prompted more research. They found that spinster, in this context, was a prostitute. Finally, the kindergarten and 1st grade tables reported findings from their searches about the orphan trains.

Elise finished this activity by asking teachers if they enjoyed the process. There was a lot of heads nodding and words of agreement, indicating the teachers did enjoy the process. Kim then talked about how she only has her kids searching for information on specific websites, which she has reviewed prior to letting the students search. She emphasized that she would never allow her students to search websites like the teachers did this afternoon. One teacher asked if Kim discusses Internet safety with parents; Kim does discuss this at open house and the media specialists also addresses this issue.

2:25 P.M.

Five minute break

2:30 P.M.

Kim reconvened the large group and explained there were two things left to discuss for the day – photo analysis and time-lining. She started with photo analysis by giving teachers two tools to use – the 5 Ws (what, where, when, who, why) and a modified KWL.

K – What we think we know

W – What we want to know

L – Where can we learn it

Kim then described different ways to do a KWL. The first example focused on Jim Crow laws. She puts students in groups of 3-4 and gives a different picture to each group. The students take turns being the recorder within the group as they complete the group KWL. Then each group shares with the large group and Kim puts each group's KWL on a large paper. She had an example of this that she brought around the room. Kim also talked about how she used photo analysis to build background knowledge, as an assessment, and how she uses it with PWIM. Kim viewed photo analysis as an opportunity for students to be detectives, similar to I-Spy.

She then had the teachers do a photo analysis with a large photo that was posted at the front of the room. Teachers were to work within their groups and then they would do a PWIM as a large group. She passed out a small handout to each table and teachers in each group discussed and described the photo. Kim went around the room as teachers worked to answer questions and support the group work.

Around 3:10, Kim checked in with the groups and then reconvened the whole group. She started by asking the teachers to source: Who drew this? One teacher indicated it was John Gast, which she found by doing a google search for "Western Expansion paintings." The teacher had also found it was done in 1872 and that it was titled "Manifest Destiny."

Kim then asked if there were any "whos" the teachers found in the picture. Responses included: farmers, cowboys, Pony Express, Native Americans, train engineers, animals, an angel/lady in white, firemen. Kim suggested that when teachers do this in their own classrooms they use a kooshball so that only one student can talk at a time. She then asked the teachers to list objects in the picture, which included the Mississippi River, telegraph, log cabin, stage coach, train, ship, and a covered wagon. Kim said she always asks her students to use photos to determine when it was from and then to put this on the timeline. She wants the focus to be on context and using knowledge to interpret the picture versus getting hung up on dates.

Another modification she suggested was the cover up parts of the photo, slowing uncovering them to give the students more information. At the end the students can create a story about the photo. She also asked the teachers what was missing from the photo, including Chinese people, children, and women.

Next, the mentor teachers talked about how they use photo analysis. The kindergarten teacher mentor mixes it was "King/Queen for a Day." Students have brought in photos of themselves and she asks questions about which picture is older, and what information the students can get from the photos. She uses this activity to work on sentence structure.

The 1st grade mentor has the children bring in five pictures and she asks the students questions: when was the picture taken? Who is in it? How were you feeling? What are you doing? She then leads this activity into books that they use for photo analysis. They do a lot of comparing and contrasting.

The 2nd grade mentor used a KWL, but with a focus on generating questions. She establishes with the class that it is okay to disagree. The 3rd grade mentor instructed similar to what Kim had already described. She

added that she laminates the photos and makes multiple copies because the kids want to touch and hold the photo themselves. She added that sharing out as a whole group was a vital piece of this activity.

The 4th grade mentor starts with the 20s and 30s in a compare/contrast activity. Then they move into hobos, Hoovervilles, and the Great Depression. She also lets students know that it is okay to guess while doing photo analysis. The teachers asked a few questions about where Kim got the photos she used.

Next, Kim discussed how to source with the students. She has an icon for each source (photograph, book, diary, letter, artifact) and students “source as you go” for each unit. Then, at the end of the unit, they can see all of the connections, somewhat like a bibliography. One of the 4th grade teachers wondered if students could keep track of sources in individual notebooks. Kim thought this might be appropriate in 4th and 5th grades.

Just before 4:00, Elise closed for the day and told teachers they would discuss timelines the following morning. In addition, teachers would learn about geographic processes and addressing literacy in the BHH units. Finally, teachers would have a chance to work on their units for the upcoming year.

July 31, 2009

Prairie Ridge Elementary School, Cedar Rapids, IA

Observer: Melissa Chapman

8:00 A.M.

Breakfast, registration, and conversations occurred. The social studies coordinator for the CR school district came up to me and introduced herself. We spoke briefly and I reminded her that she would usually be talking with Julie for this project.

8:17 A.M.

Elise started for the day and reviewed the activities for the day.

8:20 A.M.

Kim began to discuss timelines and explains she starts by reading an immigration book – not the entire book but this is used as a “coathanger” for starting the timeline. The 3rd grade timeline from Kim’s classroom last year was posted on one of the walls of the main room. Kim explained that she keeps her timeline in the hallway, versus in her classroom, and that the teachers could figure out what works best for their own classrooms. The photo analysis and document analysis were all included on Kim’s timeline. The first entry is “long, long ago,” and includes land form changes. She emphasized it was important, especially for the earlier grades, to discuss the concept of time frequently. For example, you might say this was so long ago even your grandparents wouldn’t remember this. She also re-emphasized the numbers in the timeline with math activities, and used color pictures from a book (read early on) that were her “coathangers” through the timeline. For example, there is a picture for when the Native Americans came to North America, when African Americans arrived, and then when the explorers arrived – then the other events they discuss throughout the units are added around these events.

She then explained that students were able to add things to the timeline. In fact, last year a student added Barack Obama. When they add something, they are to “walk and talk” the timeline each time; students also do this at the parent conferences. Kim also puts the kids’ current pictures on the timeline.

Another thing added to the timeline throughout the year is a picture of a “hero,” someone the students pick to study further for a project. Once students have selected a hero, they read two sources to find information on their accomplishments and what the world would be like without them. In art, they draw the upper part of their hero’s body and add a “push me” button. Then students write and memorize a speech, and present. The

class had a “Hero Wax Museum” at the end of this project. Some teachers in the group mentioned they had witnessed other teachers at their school doing something similar to this.

8:35

The mentor teachers each described how they used timelines. The kindergarten mentor aimed to teach children more about chronology by putting children’s birthdates on the timeline. She also asks children to bring in an object for each year of the child’s life. When the child is king/queen for a day, that child does a gallery walk to show and talk to the rest of the class about each object. This teacher also incorporates the school day and has magazine clippings for each part of the school day. Her timeline is posted in the classroom.

The 1st grade mentor teacher focuses on a school timeline. She uses math to introduce the timeline and then puts pictures to represent each part of the school day, sequenced accordingly. Eventually they might extend from the school day to the school week.

The 2nd grade mentor explained her process is similar to the 3rd grade (as explained by Kim), and that her 2nd graders are typically quite interested to view the 3rd graders timeline. This mentor had also posted her timeline in the room for the teacher participants to view and she went through the timeline as she described her process. She had children draw pictures for the timeline, versus using magazine clipping or copies of pictures. She also did timeline walk and talks, and had the children do this as well. A piece unique to this grade was the addition of an environmental piece. They read a book, *A River Ran Wild*, and then make a large timeline of various environmental events.

The 3rd grade mentor did not have much to add to Kim’s detailed presentation. The 4th grade mentor shared with the group she had initially used clothespins to hang the timeline, but that it fell by January. She posts her timeline in the classroom and includes inventions, presidents, and the link. She also suggested some teachers may want to do a timeline as an entire grade (versus by classroom).

This led to a discussion and questions from the teachers. The 2nd grade teacher mentor recommended having the timeline in the room at first, so that it is not out of sight, out of mind. She also suggested trying to keep the timeline low, at the children’s eye level, so they can read it and interact with the content.

One teacher asked whether there was or should be criteria for children to put things on the timeline. Kim said in her class it has to be somehow tied to what the class was learning about. She also repeated that it was not about the date, but rather about children using evidence to figure out where to place things on the timeline. Elise added that in student interviews, timelines have come up as an interesting piece, particularly how children connect with, internalize, and interact with history. A teacher suggested children could use a computer program to make a vertical timeline of a person’s life.

8:55 a.m.

Kim asked if there were any further questions or discussion on timelines. Since there were no questions, she moved on to mapping. She explained that each unit had a different twist and referenced a map up on the wall. She started with a blank map and did an I-Spy piece where she would give students clues for each state until they correctly identified each state. She did not give a larger explanation of the activity until the end – for example, she might explain after the I-Spy piece that she used different colors for the Northern and Southern states (separated by the Mason Dixon line); states that were blank were not states at this time period. Often students can figure this broader context out with little direction from Kim. The class used this map for the segregation unit.

They constructed another map for the Industrialization unit. Kim started by reading the book, *Ten Mile Day*, which highlighted cities like Lowell, Massachusetts and Chicago, Illinois. They put pictures on the map of cotton, sugarcane and plantations.

Next, the mentors explained how they implemented mapping. For the kindergarten mentor, the goal was to get the children to recognize how to use maps. She starts with a large map with the states labeled, and then takes pictures of the children and puts them on the map where they are born. Similar to other history activities, she integrated this with the king/queen for the day. She also did a school map and used it to explain to people how to get around the classroom.

The 1st grade mentor talked a lot with her students about maps as a physical representation and how maps can be useful (e.g. helping you to get around in an unfamiliar place). Her class made a map of the playground and a map of their own town. The 2nd grade mentor used maps for landforms and natural resources. They also used a world map for immigration, and the students placed a string on the map to where their ancestors came from. Finally, she also sends a parent letter home and asks for a photo of something the kids did that summer. In the classroom, they map out where the summer activity took place, which was meaningful to the kids.

In the 4th grade mentor's classroom the kids partner up and share where they went this summer. The teacher then maps this, either on the overhead or sometimes on paper. She has also done maps for landforms, regions, and the Great Depression (showed Rt. 66 to illustrate how various people traveled). In 5th grade, Kim explained maps had been used for the Native American unit, the Revolutionary War, and the explorers.

9:12 a.m.

Next, Kim began to discuss literacy strategies, using the overhead projector. She started with the slavery and segregation to illustrate the close connection between literacy and the BHH strategies. She displayed a slide that read "hiSTORY," and then did an overview of all the literacy strategies she would cover (reading, writing, oral speaking, vocabulary, comprehension). She went through each literacy area, starting with vocabulary.

For each unit, she uses vocabulary lists with definitions. All of this information is on the BHH website. She does a review of the story each day, a retell, and uses the vocabulary. As she does this, she has found the kids will start to use the vocabulary themselves. Sometimes she also does a share-pair. She has also heard of a teacher who stuck each vocabulary word to a Popsicle stick, which she would pull out to review.

Next, Kim discussed comprehension. She went through background knowledge, visualizing, questioning, determining importance, and synthesizing. Next, she discussed written language, for which the Prairie teachers use "Right Tools." Finally, she discussed oral speaking, which included walking and talking the timeline.

Then Kim explained that she uses a pretest at the beginning of a unit. She showed a transparency of the pretest and then went through an example of one student's pretest. Next, she showed the pretest for image analysis, and again she showed one student's pretest. She explained how these pretests addressed both skill and content, and that she can glean a lot of information from the students' thoughts and misconceptions. A teacher asked if she discussed the pretest with her students; Kim tells the students they will see this test again but does not discuss it further.

Next, she went through a unit, which was in a different order than what was on the website. First, she read a book, *What is the U.S. Constitution?* She did not read the entire book; instead she used this to transition into making the classroom rules. Her goal was to have students make a connection between the constitution, as the rules of the United States, parallel in purpose to the rules of the classroom. She provides each student

with a note card and the students write down a rule. Then they place the rules into categories, such as school, home, United States, state, and the like. As the class decides on a set of classroom rules, all the children sign it, just as the founding fathers signed the constitution. A teacher asked Kim about appropriate books to read, which led to a discussion about a number of possible books the teachers could use.

Then Kim returned to the description of her unit. She then read the book, *Coming to America*, which is about immigration. Children construct an individual timeline, which is ready to be folded up and put into a baggie with each child's name. Kim emphasized that her philosophy is to be "ready to learn, not ready to get ready," and she tells her kids this on the first day of school.

Kim moved on to the KWL chart, and displayed a small version of what she modeled yesterday. She does a KWL for slavery, segregation/Jim Crow, and Civil Rights. She mentioned other books she uses and also displayed a graphic organizer she uses with her kids called number notes.

Name: _____

Number Notes

Topic: ___(slavery)_____

1 ___(Africa)_____ (Big idea)

2 _____ (tell me more)

2 _____ (tell me more)

2 _____ (tell me more)

[the big idea/tell me more points are repeated two times]

9:50 a.m.

The number notes were used to help students begin to form and organize their ideas for the student narratives. Kim showed a 1st draft of one of a former student's narrative, and explained that next this child would edit the narrative with a partner, then edit it with Kim, and finally would put this in Chapter 1 of their book. She showed a few examples of books and told the teachers she got the books at barebooks.com. She emphasized the children's powerful experience with authorship and that the book included the narrative (in multiple chapters), a timeline, glossary, and table of contents. A typical book might be organized as:

Chapter 1: Slavery

Chapter 2: Lincoln

Chapter 3: Segregation

Chapter 4: Famous African American that stood up against segregation (do this with paired reading)

Then a "Peak into the Past": pictures

Then an "About the Author"

As Kim continued to discuss the book, she answered questions about how she prioritizes her time between the various activities, how and when sourcing takes place, and how her room is organized.

10:05

Break

10:25

The group reconvened. During the break some of the teachers asked Kim questions, and others looked at the timelines and other materials posted around the room.

Kim moved on to discuss Chapter 2 of the student books. She explained they start by reading Tony Johnston's book, *The Wagon*, which makes reference to the 13th Amendment and the Emancipation Proclamation. Then they conduct a mapping activity. Children use the same number notes sheet as they did for Chapter 1, but on this second version Kim added lines for a topic sentence and a closing sentence (for Chapter 1 the students chose from sentences Kim had generated).

For Chapter 3, the content includes segregation, Jim Crow laws, and the 15th Amendment. Activities include photo analysis, read-alouds (including the book *Papa's Mark*), and writing a persuasive letter to President Johnson about why there should be laws against poll taxes, literacy tests, and the like.

The focus of Chapter 4 begins with a discussion about how African Americans stood up against segregation. Kim did a synopsis of a book they read, *White Socks Only*, which is a fictional story but shows how even kids could stand up for what they believe in. Then, during guided reading groups, the kids write a paragraph about how African Americans stood up against segregation; for this activity the higher ability students get a lesser-known African American. Next, they create a mind map, which is a synthesizing activity. She put up a transparency of a mind map (similar to a concept map), and shared that websites like wordle.com allow kids to type in words and then draw pictures around those words. The key to this activity, according to Kim, was the sharing out piece. She has two or three kids a day "share out" with the rest of the class.

She mentioned one more synthesizing option in the form of Photostory, which can be downloaded free. When Kim has used Photostory, she put all of the images in a folder on her desktop. Kids could then import photos into the program, title it (if they want), and then record their own voice. The end product is a narrative to the pictures, as displayed with the Photostory program. Each of her students last year did two Photostories, and Kim spent about 10-15 minutes with each child to create these stories.

Finally, Kim conducts the posttests with her students. She put up a transparency that displayed the posttest of the same student for which she had earlier show a pretest. She mentioned this was an average student.

10:53 A.M.

Elise started talking about the assessments for reporting purposes. The goal is to determine the extent that students are developing a chronological sense of history. The two formats for assessment include the image with the 5 Ws and the content knowledge assessment. She made one last note about the importance of sourcing before she had me hand out the consent information sheets. I re-introduced myself and provided a brief into to the purpose of the consent forms. I also mentioned the web survey that would be sent the Wednesday following the PD and told teachers to provide me with an alternative email address if they were not able to access their school email. No teachers provided me with another email address. There were no questions about the consent form.

11:10 A.M.

Kim went through the rubrics, which were primarily for grades 3-5. Elise clarified that teachers could use these rubrics if they would like, and that this is separate from the CEA assessments.

11:17 A.M.

Kim sent the grade-level groups off with their mentors to engage in lesson planning. I went with the 3rd grade group, who met in Kim's room with the 3rd grade mentor, Nichole. The teachers each received a number of books, including the *Addy* series. Nichole also passed out a set of papers that was laminated and bound with a metal ring – this was the unit with all photos and in the order that Kim and the other 3rd grade teachers at Ridge followed. The teachers all expressed appreciation for all of the materials. There were also conversations about how organized Kim's room was – there were even papers in each student's desk, ready for the first day of school!

Nichole and the teachers discussed what might be the most useful way for them to spend their working time. They decided that Nichole would go through each of the lessons in each unit, even though Kim had provided a good amount of detail. This format allowed the teachers to ask Nichole questions, from “Is this all of your social studies curriculum?” to “Do you laminate these photos?”

Some time was also spent discussing the Addy books, which the teachers at Prairie Ridge start at the beginning of the school year. One teacher wondered if the boys were okay reading these books, since they are part of the American Girl series. Nichole said that she tells her students that they will read the first book and then take a class vote about whether they want to continue to read these. So far, after reading the first book, the kids decide to continue reading the series.

For a number of the materials, such as the rule cards, one of the teachers would work on typing up the list and then would email it to the rest of the group. It was an extremely collaborative working environment.

Most of the teachers in this room were from the Prairie district. Three Cedar Rapids teachers, from three different buildings, were working to come up with a plan for how to incorporate BHH into their already large social studies curriculum. These teachers already had five units to cover and would need to add two units. These teachers decided to work in another room with Elise.

The 3rd grade Prairie teachers worked together until 12:15, when we broke for lunch.

12:55 P.M.

I joined the third grade teachers from Cedar Rapids, who were working in a room with Elise and the social studies coordinator. Soon after I joined their group, Elise left to work with the 5th grade teachers. The three teachers and coordinator discussed how to balance history, as well as how to make sure all subject areas received enough time. They decided it was important to provide other teachers, particularly brand new teachers, with guidelines, specific cut-off dates by trimesters, and the like, since this is the format for math and reading.

1:15 P.M.

I found six of the 2nd grade teachers working in a classroom, looking at ship manifests and talking about what to print and what information is provided in the manifests. One teacher left to look for more printer paper. About five minutes later the mentor came in with some paper materials, such as worksheets, and discussed how to use that information. This group was also collegial and much collaboration was taking place. For example, some teachers were looking for specific books and videos and would share this information with the group.

1:35 P.M.

I walked around the school, looking for the teachers in the earlier grades, but I think they are dispersed into the computer labs (some may have also left early – Elise mentioned some teachers had to leave). I joined Elise and the 5th grade teachers in the main room. The 4th grade teachers were also working in here, along with the 4th grade mentor. Elise and the 5th grade teachers were discussing when to address voting and how to break up and organize other BHH units. They discussed reorganizing the units on voting and on the Revolutionary War. The teachers told Elise they would keep her informed on how things went in their classrooms. Elise also mentioned to these teachers that Cath would meet with them on Tuesday to give them some additional background knowledge.

Next, they discussed how these teachers could collaborate through the next year and what these teachers will do next summer. It was suggested they might be mentors for some of the Cedar Rapids teachers, even though they would have only taught this for one year.

1:55 P.M.

I went back into the 3rd grade room, where they were still discussing the units in detail. One of the Cedar Rapids teachers had rejoined this group and was taking a lot of notes. Nichole mentioned to the teachers they could get background knowledge on the BHH website, which she had found helpful in the past. They discussed a number of books that the Ridge teachers used, and some teachers in the room were trying to find out of print books on Amazon and eBay. I stayed in this room until 2:30, when these teachers broke up to construct materials for their lessons. Nichole went to go make copies of a few things that were not in the packet.

Around 3:00, the remaining teachers were working on their materials, engaged in lesson planning, or were talking in small groups. There were still a number of teachers in the computer lab. Around 3:20 I touched base with Elise, who mentioned the only thing that would take place was the completion of forms for AEA credit. I left around 3:30 p.m.

Monday August 3, 2009

Day 1 of second replication of workshop

BHH-CR Summer 2009 Workshop – Overall view

- Context, Environment, and Participants

The workshop was conducted at Prairie Ridge Elementary School in their multi-purpose room. It was a large pleasant room with a wall of windows along one side. The participants were asked to sit at tables by grade level. There was one table for each grade level. There were approximately 38 participants. Others present included: grade level mentors from Prairie Ridge School, Kim Heckart (lead mentor), Elise Fillpot (project director), Cath Denial and Konrad Hamilton (both from Knox College), Cheryl Muhlenbach (Iowa Department of Education Social Studies Curriculum Director), Regina Helm (grant assistant), and myself. On each of the two workshop days, there was breakfast (bagels, donuts, fruit, juice, coffee) available when participants arrive and lunch was served at midday (sandwiches one day, pizza the next, and dessert). There was also candy, sodas, and bottled water available all day. Participants were mostly from the College Community School District and about one teacher per grade level from the Cedar Rapids Community School District. The College Community district includes four different elementary schools and an intermediate center where the 5th grade is housed, so many of the teachers know each other. This session was the second of two presentations of the same workshop – the first workshop was held on the previous Thursday and Friday. Participants were allowed to choose the workshop they wanted to attend. Some teachers opted to come with their grade level team, but others attended on their own.

- Needs and Problems Addressed

The workshop was intended to serve as an introduction to the BHH paradigm for teaching history and a specific introduction to one of the two grade level units that teachers will be teaching in their classrooms over the next few years. The College Community district has adopted the BHH curriculum as their history curriculum for the next few years.

Sessions

The day began with introductions by Elise Fillpot, project director and Kim Heckart, lead mentor. They introduced themselves, then introduced Cheryl Muhlenbach, State of Iowa Department of Education Social Studies Curriculum Director, and then introduced the first speaker, Cath Denial, Assistant Professor of History at Knox College in Galesburg, IL. Denial has worked with the BHH project pretty much since its inception, first as a history graduate student at the University of Iowa and then continuing after taking her position at Knox College.

Exploring the Nature of History

- Context, environment, and participants

The context, environment, and participants were as described above.

- Needs and Problems Addressed

The first session was intended to provide the participants with an introductory look at using primary source documents as a way to talk about history.

- Resources, Activities and Procedures

Cath Denial gave a brief description of her involvement with BHH over the years and said to the teachers, “I wouldn’t do your job. I have a tremendous amount of respect for what you all do every day.” She gave each grade level group a set of handouts, consisting of primary source documents (written and images) about events around the time of the US Revolutionary War. She asked each group to look at the documents, put them in chronological order, and then write the story of what is happening in the whole packet. She asked them to appoint someone from their group to write, and be ready to share their story when they were done. The groups took 10-15 minutes to look at their documents. There was a lot of talking and laughing during this time.

After about 15 minutes, she asked the groups to share their stories. Each table shared their story, often laughing as they described something that they weren’t sure what it meant (usually a political cartoon). At first all teachers appear attentive, but after a few tables have presented, some people seem less interested, talking among themselves.

After all the groups have finished, Denial asked them, “Why are the stories different?” One teacher said, “Our prior knowledge was different” to which Denial agreed, saying, “Yes, prior knowledge affected how you looked at the sources.” Another teacher suggested that their personalities and learning styles affected their approach and another that the interpretations they made of the images changed their story. Another teacher said that the way that you organized the documents, how you made sense of them affected the story. One person said that they had decided that one of the images was George Washington in his youth which no one else had, and that colored how they told their story.

Denial asked if they all had the same sources. The teachers said they didn’t think so and she said, “Why would I do that to you?” She answered her own question by suggesting that she did that as an illustration of how historians come across evidence when constructing a historical account. She said that the story you end up telling depends on where you are and what you find. It also depends on what documents were kept. So many stories of that time do not include women or African Americans because far fewer documents were kept that were produced by those people at that time. It also depends on how the documents are archived. She said that in the past, things created by women, “if they existed” were not filed under their names, but under the names of their husbands or fathers. Also at that time, many women and African American people were illiterate, so they did not even have the capacity to leave documents behind. One of the groups had a letter

from Abigail Adams and they were the only group that mentioned anything to do with women. Two groups had drawings of the Boston Massacre, one with an African American in it, one without, which she said was often noticed by people doing this activity, but today was not mentioned.

She reiterated that this is the kind of thing that historians do on a daily basis; they are looking into the lives and times of others, trying to find ways to access as much information as they can about a particular time or event or place. She said, “There is no god of history puking on the page” to create history – there is no one answer to the question of what happened. She said that the reason that each of their groups told a slightly different story was because of differences in documents and in who was looking through the evidence.

She asked if they had any questions about particular images. A couple teachers asked about a political cartoon. Denial said that at the time there were pretty specific “rules” about illustrations, to make sure that people would understand the point of the illustration, like that whatever was most important was the highest in the illustration. So, for example, the illustration that they were looking at had an image of the King of England high up in the corner of the image. She said that once you understood that, it helped you understand that this was not an American document, but a British one and that knowing the point of view was very helpful in interpreting the image. She explained further that this image would have been a British propaganda document. At the request of the teachers, she explained some of the other things in this image, including the tar and feathers in the background, the “ugly” American faces as opposed to the attractive British faces, the fact that the Americans are making the British sign the document in the image. She said that almost all the documents we have are from the American point of view. In another image, drawn by Paul Revere, he depicts America as a naked, vulnerable Native woman that is being disrespected. There is another woman in the image who represents Britannia – she is embarrassed and is looking the other way. The British army is depicted as being ineffective.

- Immediate Outcomes Perceived by Observer

Teachers appear to be interested in looking at the images. During group time, some teachers were more involved than others – it’s hard to tell whether the quieter ones were not interested or just quiet. A couple teachers said things like, “I don’t know anything about the revolutionary war other than what I learned in 5th grade! The fifth grade teachers are the only ones who know anything.” Many appear to have become curious about the topic and about the strategy of using images.

- Intermediate/Long-term Outcomes

Not clear what teachers have taken from the presentation so far.

Five BHH Tools

- Context, environment, and participants

Same as above.

- Needs and Problems Addressed

This session is intended to be introduction to the pedagogical tools and the historical learning tools used by the BHH project.

- Resources, Activities and Procedures

The session started with everyone looking at a list of the BHH tools that Fillpot said are not unique to this project, but distilled and combined from other sources. They received a handout with the list of tools. They are:

- Reading for Historical Context
- Primary Source Analysis
- Timelines
- Mapping Historic Information
- Synthesis of Sources into a Narrative

Denial said that for the first of these, in BHH they use picture books for learning background knowledge. Primary sources are ones that are produced at the time the event happens, and in BHH they use images, written documents, and other physical artifacts of the time studied, such as tools, etc.

Denial asked them to think about the analysis of written documents. She asked if their account (earlier in the day) would have looked the same if they had also had a written account from a British soldier? Teachers said no and one asked if, in Britain today, they consider the revolution very important. Denial (who is of British origin) said, “No, we do not talk about the ‘British empire’ – we skip over the revolution, because we do not believe it is particularly important. People tend to teach primarily the history of their successes.”

She said that today they would be working at “their level”, and tomorrow they will be talking about how you can do it all at your kids’ level. She handed out copies of written documents, a different document for each grade level. I was seated with the 4th grade group who received a copy of a letter marked “Excerpt from a letter written by a married woman to Franklin and Eleanor Roosevelt.” Each group was asked to look at their document along with the BHH format for document analysis. They worked in their grade level groups for about 20 minutes. My group (and most of the other groups) started off quietly, reading their handouts and then became more animated talking about and trying to understand their document. Some groups were going through the BHH handout item-by-item, others seemed to be jumping around more talking about whatever captured their interest.

Their first task was to “Stop and Source”. The following are brief examples of what one person from each group of teachers shared about their source when asked to share what they had learned and the questions they had about their source.

<http://www.bringinghistoryhome.org/assets/bringinghistoryhome/document%20analysis%20guide%202009.pdf>

Kindergarten: Newspaper article, 1911, Oskaloosa Independent

www.kancoll.org/articles/orphans/or_news2.htm “New York Orphans All Find Homes” article about where and with whom orphans were placed. Questions: What legal measures were taken to make sure they were orphans? Where were they from? Why were they sent where they were?

1st Grade: Three newspaper articles from the Grinnell Herald 1893-99 also about finding homes for unwanted children. Questions: Why was there a need for children? Were they used as servants? Why were there so many children? What happened to the orphans not placed?

2nd Grade: Press Release from the EPA about Love Canal toxic waste dump, 1980. Questions: What were the penalties? What were the health hazards? What brought awareness? How many people were

affected? One teacher said she remembered this as the first big “our world is being poisoned” incident. Another said she had memories of seeing pictures with fencing, abandoned homes. Denial said that these emotional memories are important – you have to think about what students may remember when teaching history.

3rd Grade: Court report from May 27, 1968 Supreme Court Decision regarding New Kent County, VA school board (in reference to *Brown vs. Board of Education*) regarding freedom of choice in schools for students in grades 2-7. Questions: Who was writing the plan? Was it just to comply with plan? Did they lose federal funding? Why only for certain grades? What was the African American perspective on this? Were there differences in the schools? [Fillpot said that these were great questions for understanding how questions push knowledge. Questions are not weakness or stupidity. Asking questions means that you are engaged.]

4th Grade: Excerpt of letter to Roosevelt, Jan.24, 1936. Questions: They wanted some background knowledge about the questioner. Who is this person? Was this an open letter? Did it actually go to the president? What is the “Townsend Plan” referred to in the letter? Was the “security plan” that it referred to, what is now “Social Security”?

5th Grade: A 1763 Journal entry by a Native American to small pox hospital. The journal referred to donated “blankets”. Questions: There are parts of the journal which are bracketed – were they originally illegible and these are someone’s conjectures?

Fillpot asked the fourth grade group why they were wondering whether this was an open letter to a newspaper or an actual letter. She asked if this had to do with the person’s purpose for writing the letter. “And what other questions might you ask if it was an open letter? Was it from a real person? Who were they really trying to address? Would the public have known who the letter writer was?” She said that Eleanor had a real presence with the common people and that is probably why the letter was written not only to FDR, but also to Eleanor. She also said that it provided an outlet for women to write to her. Denial put in that all letters on file were written with initials, not names.

They then talked about corroboration. If you have a theory on these kinds of research topics, how can you use evidence to learn more? Where else are things related to this topic found?

Fillpot and Denial said that they would all go to the computer lab and they could use either their own laptops or computers there to do some explorations.

They all went to the lab and are seated at computers. Nearly all of the participants had access to computers – a few people share with someone else. Fillpot asked them to start by going to BHH website. She did a brief introduction to the website and asked them to make sure to let her know if they, now or anytime, have problems with the website or any of the links from the site. She reminded them that there are two units for each grade, but that they would only be prepping for one this year. She did a walk-through of different facets of the website, www.bringinghistoryhome.org

Denial also talked about select history websites where they might find additional sources for any of their units, including “the Big 3”: the Smithsonian, the Library of Congress, and the National Archives sites. They said that there is no expectation that they will find their own resources and that is why sources are already provided (adding that they “know that teachers have *Lives* – daughters getting married, 3 year olds, all that!”). They talked a little about other general history websites and teachers asked a few specific questions about finding websites for certain topics.

Denial said that she had ten short reminders about deciding whether the information you get from a website is good information – things to help you decide if a website is trustworthy.

1. Evaluate the web address: .edu, .ac.uk, mean that it's academic -- .com's will usually involve advertising which could compromise the integrity of the information
2. Access: Does the website require fancy software? This means it is not accessible by everyone. Is there a mission statement?
3. Author: It should be more than just an email address otherwise it again indicates a digital divide – a “snail-mail” address should be part of the identification.
4. Date: When was it produced? Updated? There are constant changes in historical scholarship.
5. Funding: Who funds the site? Are there glaring advertisements? Is the information free?
6. Authority of person writing: She talked about “Bob the Button Man” someone who has an elaborate site on the Civil War with no known credentials for anything he says.
7. Links: Does it provide links offsite? Should help you learn more information, not limit you.
8. Digital Divide – Again, are there too many software needs to use the site?
9. Functioning: Are there broken links? Images that don't load?
10. Corroboration: Does the information on the site compare with things you find elsewhere? Shouldn't be the only place you find something.

Denial asked them to spend a little time trying to answer their questions about their sources from their earlier exercise. She asked them to make sure to “Stop and Source” – verify and keep track of where they get their information. The teachers could work alone, as a group, or in pairs. They worked until noon when they broke for lunch.

- Immediate Outcomes Perceived by Observer

Teachers become more familiar with working with documents, using the internet to access their BHH units, using the internet to do research, and thinking about the trustworthiness of websites. They also learned some content knowledge about their grade level topics. They also appear to be interested in generating questions to drive research.

- Intermediate/Long-term Outcomes

Teachers may be more cautious when using sources on the internet and teach their students to be more cautious. Teachers will use questions as a way to drive research.

The teachers took a 45-minute break for lunch. Lunch was served in the same room as the workshop and teachers sat in informal groups in the room to eat.

Sharing of Findings from Document Exploration (continuation of morning)

- Resources, Activities and Procedures

One presenter from each group shared their findings. Others from the group often added to the discussion.

5th grade: They learned that the blankets donated to the Delaware Indians may have been an attempt to intentionally spread small pox and the British had antibodies so were not vulnerable. They had also researched who the people referred to in the document were. Denial mentioned two books about the spread of small box among Natives, *The Ghost Map* and *The Speckled Monster*.

4th grade (two groups): They had done research on the Townsend plan and the social security act. They had found the whole documents. They were very interested in the idea that Townsend had recommended that people get \$230 a month that they had to spend in 30 days. They also had found the 1935 social security act and were particularly interested that teachers were among the jobs excluded from social security coverage and that when it was first instituted, while 14% of eligible whites received social security, fewer than 1% of eligible blacks did.

Denial asked them where they had found their information and one had used the Social Security Office website and the other had found documents on Wikipedia. She spoke briefly on the four steps for analyzing – source, contextualize, corroborate, and comprehend. Someone asked about modifying documents to make them easier for students to understand. Fillpot and Denial said that you have to be very careful because you can drastically change the document and you have to realize the limitations that you create if you choose what should be included or how it is simplified.

Fillpot also asked them to take the idea of a letter to Eleanor Roosevelt and expand it to talk about other ideas inherent in this action, e.g. women’s issues and issues of social reform.

3rd grade: This group looked at segregation in Virginia schools. The issues were desegregation and freedom of choice. They argued that as long as there was freedom of choice, that they did not have to integrate, but they it was decided that unless they could prove that this policy was leading to integration, they had to get rid of freedom of choice as their policy. They had found interviews of people involved at black schools and white schools.

Denial asked them to contextualize their findings. She said that Brown vs. the Board of Education was 14 years prior to this, but in 1968 with the Martin Luther King, Jr. assassination and the Johnson Civil Rights Act, things had to change. Fillpot inserted that this could bring on a discussion of, “Are we an integrated nation now?” She said you had to be wary of teaching in way that led to the “it happened in 1968, so it still is in practice now. These kinds of court cases did not mean that integration happened. And in many cities, the suburban migration negated any real integration.”

A longer discussion ensued about iconic dates like 1968 for civil rights and that we often do it to make it tangible and to simplify the story, but it’s important to really understand the continuum of change – “the devil is in the details”. Try to construct outward to the big issues that surround the details, and making connections to other things happening at the time.

2nd grade: The second grade group reported that they had found several sources on the Love Canal. One was a woman who had filed the first lawsuit. Fillpot asked them about the connections they might make to larger issues, suggesting the Clean Air Act/Clean Water Acts as documents to help in this. They talked about having students talk about responsibility and the role of government in regulatory responsibility. They also talked about the environment and economics as problems that are shared across demographic lines. They suggested talking about activism, such as clean-up efforts and how citizens play a role.

1st grade: They had found some secondary and primary sources about the orphans at the time in history of their newspaper articles. They found a personal account that said that the train stopped in Iowa City with the orphans and they were transferred to the stage coach and travel on to there. They said they

were unable to find any attempt to follow up on the children once they got off the train because people at the time thought there were too many children to possibly follow up on them.

Kindergarten: They said they had found similar sources to the first grade sources.

At times during the sharing and presenter-led discussions of their findings, it was difficult to hear what they were saying because there were many sidebar conversations occurring. Participants appeared to be mostly uninterested in other groups' topics or research, many engaging in non-related conversations, especially when they had already presented.

Fillpot talked about developing criteria for talking about whether things that occurred in history were good or bad. For example, when talking about industrialization, even with third graders, they can understand that it may have been good for some people and bad for some people.

- Immediate Outcomes Perceived by Observer

The teachers who presented their findings appeared to gain knowledge and confidence about sharing their findings. They learned some ideas about taking the details of what they were finding and lead discussion toward the general issues that might be addressed.

- Intermediate/Long-term Outcomes

Teachers may be more able to take discussion beyond the simple details revealed during research and take on larger issues.

Mentor explanation of document analysis

- Context, Environment, and Participants

The context, environment, and participants were the same as in previous sessions.

- Needs and Problems Addressed

This session appeared to address the need of participants to 1) work with peer mentors and 2) hear examples about how the BHH approach to document analysis works in the classroom.

- Resources, Activities and Procedures

This session was led by Kim Heckart (the lead mentor) and by grade level mentors from each grade. Heckart began the session by saying that this session would be about what document analysis looks like in the elementary classroom. She said, "Of course we would not just send them out onto Google." She said that for the lower grades they would use books from the library for research and for the upper grades they would do structured document analysis. She said that in 3rd grade (the grade she teaches), instead of using the NARA or BHH document analysis worksheet, they would use the strategy of answering the who, what, when, where, and why questions about the document and work from there.

The mentors stood in front of the room and went from Kindergarten to fifth grade giving an example of document analysis that they do as part of their BHH unit.

K: She said that they do whole group document analysis of letters as part of their History of Me unit. They use a modification of their “King” and “Queen” of the week activity and kids bring in their bag of artifacts including a letter and they talk about the purposes of letters.

1st grade: First grade does My History at School unit and one of their goals is to learn the concept of history. They look at lots of documents having to do with the school, e.g. school newsletters, menus, early dismissal notes. They discuss the purpose of each of these and make personal connections concerning the impact of the documents.

2nd grade: The Immigration unit analyzes a ship’s manifest. They also create their own “class manifest” to illustrate what a manifest is and the kinds of information you can learn from them.

3rd grade: Segregation/Slavery unit looks at the US constitution as a large group and in particular analyzes the 13th, 15th and 19th amendment and talks about their impacts. They also look at the Emancipation Proclamation.

4th grade: During the Depression unit, they look at letters to Mrs. Roosevelt and talk about who wrote them and why. They also look at some political cartoons.

5th grade: They look at journals from the pre-Columbian exchange.

Fillpot emphasized that the BHH website has everything that you need for document analysis – both document analysis tools and the documents themselves.

- Immediate Outcomes Perceived by Observer

Participants gained knowledge of the types of documents they can use with the age group of the children they teach. They also had their first opportunity to hear from their mentors and feel more at ease about approaching document analysis appropriate for the students they teach.

- Intermediate/Long-term Outcomes

Participants may begin relationships with peer mentors that will be important to them during their teaching.

Image analysis

- Context, Environment, and Participants

The context, environment, and participants were the same as in previous sessions.

- Needs and Problems Addressed

This session was addressed at familiarizing participants with doing large group image analysis.

- Resources, Activities and Procedures

Denial passed out copies of an image to each table of the painting shown below. She said they would do small group and then large group analyses. She reminded them to Stop and Source and that the image, *American Progress*, is by John Gast and was painted in 1872.



Heckart said the first thing that she usually does is ask the students to “take inventory” of the image. She says that it is very important never to say that a student’s observation is wrong. Because we don’t always know what everything is in an image, you need to leave students with comfort that they can speculate on what things might be without being corrected.

Denial and Heckart worked together on collecting teachers’ input on the image. They asked the teachers to start by listing the people they saw in the image.

<u>People</u>	<u>Places</u>	<u>Objects</u>	<u>Objects (cont’d)</u>
Person riding horse (pony express rider is attaching meaning)	Mountain	Stagecoach	Deer
Native American	Body of water	Plow	Dog/wolf
Angel-like woman	Prairie	Train	Buffalo
Farmers	Farmland	Covered wagon	Sunny skies
Soldier	City (on far right)	Power/telegraph lines	Oxen
Guy with a covered wagon	Indian village	Bridge	Dust storm
People in the stage coach	Homestead	Ships	Saddle
Explorers – mountain men	Log cabin	Travois	Sails on boats
		Storm clouds	Rifle
		Cabin	Teepee
		Book	Bow and arrow
		Star on her head	Tomahawk
		Fence	bones

When a teacher said “train”, Denial pointed out that seeing trains of a certain type may help date the image, too. She asked, “What is this picture about?” Teachers chimed in with responses of westward expansion, the positive and negative of westward expansion, modernization, bringing light to a bad world, unconquered, uncivilized, opportunity. Denial said, “So what you’re doing now is trying to make sense of what you are seeing. What is the most powerful, central aspect of this image?” One person said, “Manifest Destiny”. Denial asked, “What does that mean? And where does it come from? And then looking at the person in the image, why do we think she is a good person?”

Teachers offered the following: White, angelic, floating, supernatural, attractive, she has a book (meaning she's smart), gold star on forehead. Other positive things in the image were identified as: the light, the east, dawn a new day, clarity on the right side of the image, technology, telegraph wire. Bad things noticed were: darkness, storm/dust (maybe not bad, we don't know), scary, fear, Indians have weapons. The people in the middle appear to be settlers, they are bigger, more clear, more powerful. Someone pointed out that the fence sets up boundaries and ownership.

Denial said that someone from outside the US might see the light/dark aspect, but might not necessarily attribute any meaning to things like the pony express rider, telegraph wires, etc. She also pointed out that this image was created after the Civil War – during the war, it would have been less probable. She asked the teachers, "This is 'the west' to whom?" A teacher answered, "People in the east." Denial said that even thinking about the picture as being "the west" shows some bias. There was discussion of what "the west" might have meant to people from Mexico, New Orleans, earlier settlers, early settlers from the north, the French.

Denial asked what or who that existed in the US at this time was missing from the image. Teachers answered – Chinese, Hispanic, Native Americans. Denial asked if this image could have been a spoof, expressing skepticism rather than optimism. She said, for example, that Mark Twain was very sarcastic about these kinds of ideals. But some people definitely believed in the manifest destiny idea.

- Immediate Outcomes Perceived by Observer

Teachers learned some techniques for image analysis and some ideas about how to use it in a classroom. Teachers may have also learned some content knowledge about the idea of manifest destiny.

- Intermediate/Long-term Outcomes

Teachers may feel more comfortable carrying out class discussion concerning images.

Image analysis – mentor reports

- Context, Environment, and Participants

The context, environment, and participants were the same as in previous sessions.

- Needs and Problems Addressed

This session was addressed at familiarizing participants with doing image analysis with their students.

- Resources, Activities and Procedures

Heckart said that for image analysis with 3rd graders she typically uses the KWL format rather than the image analysis worksheet. She added that the students become very accustomed to it and never worry about whether they are right or wrong in what they suggest when they try to come up with what they know. She added that they use this as part of their PWIM strategies in Prairie (and CR does too). She says they start by identifying the "K" part, what they know about the photo. She says that she finds that using photos helps students understand that although they are learning the "story" of history, it is real.

The other grade level mentors each gave a brief idea of how they use image analysis.

K: As part of the King and Queen of the week, they bring photos to help tell their stories and the kids examine each others' photos and become "detectives" to figure things out from the photos.

1st grade: They talk about how photos are historic evidence and they work on their questioning strategies to figure out what's in the photos. They also talk about their feelings when looking at photos that are part of their personal history.

2nd grade: During the immigration unit, they look at photos from Ellis Island (first as a whole group, then in smaller groups) using either the KWL or the 5Ws process, they do read-alouds about some of the pictures, and they take the time to share their analyses.

3rd grade: They also do their analyses in large group then small. She said that the sharing is important for their age group. She said that kids start bringing in their own pictures they want to analyze and that she is noticing that kids are coming in remembering their analysis from previous years.

4th grade: She said that photo analysis has been her students' favorite part of the units and that there are lots of great photos for the Depression unit. They also typically do photo analyses in large group and then small groups.

5th grade: They have done image analyses of the drawings in Jane Yolen's book, *Encounter*. One thing they do is to break the images down into quadrants so that they really examine each part carefully.

- Immediate Outcomes Perceived by Observer

Teachers learned ideas about using photographs or other images with their student populations and had more opportunity to hear more from their mentors.

- Intermediate/Long-term Outcomes

Teachers may feel more comfortable and competent at carrying out class discussion concerning images.

After this they talked briefly about the Historical Source icons that are available on the BHH webpage for use with the BHH units.

Tuesday, August 4, 2009

Day 2 of second replication of summer workshop

Day 2 began with the project director, Elise Fillpot providing participants with information about necessary registration for recertification and/or graduate credit.

Timelining

- Context, Environment, and Participants

The context, environment and participants were the same as the day before.

- Needs and Problems Addressed

This session address participants' needs for more information on how to use timelines as a strategy for teaching and learning about history.

- Resources, Activities and Procedures

Lead mentor, Kim Heckart began this session by saying that she had used timelines before she started using the BHH curriculum, but had always used it in relation to a specific time or topic. She now uses timelines as a

permanent fixture in the classroom to which she and her students are constantly adding events and dates and discussing the connections between events across time.

She said that with 3rd graders she still does not start with numbers for the actual dates. She uses the concepts of “long, long ago” and “long ago” which she defines as “when no one alive today can remember it and there are no stories about it – like the time of the dinosaurs” and “no one alive today can remember it, but there are stories about what it was like”, respectively.

She said she starts with reading aloud of the book *Coming to America*. She said she became familiar with this book after teaching the 2nd grade immigration unit, but it is a good fit with learning to timeline. They use the images in the book and other time appropriate photos along the timeline and then use a photo of their class as the image for the present. She has her students do drawings of events on note cards and then they can add those to the timeline if they want to put the event on the timeline. They use it not only for things they learn in social studies, but across the curriculum. For example, one student did a note card on the invention of the paper clip that they talked about in math class. Often when they are doing image analysis, they refer to the timeline to help them figure out when the image might have been taken and what else they know about that time.

She said that one of her students said to her, “Timelines are a little like a chapter book. If you started with Chapter 3, you wouldn’t know what happened in Chapter 2.”

The grade level mentors talked about and showed examples of how they have used timelines in their classrooms.

- K: In kindergarten, they do timelines of the chronological events in their own lives – “all five years”. They start with when they were born, talk about infants, babies, toddlers, etc. The teacher models it first with her own life story. Later they also do timelines of their day at school.
- 1: They start by talking about long, long ago and long ago. They do timelines about what school was like long ago and what it’s like today. They also do a timeline of their school day and their school week. Then they read it back to each other as a narrative of their day and week.
- 2: They use their timeline all year. They also use note cards with events that they come across. The students are very motivated because they like to put their note cards on the time line. Sometimes they may do a special time line about something they are studying because the kids like to do them. For example, someone had done a report about Dale Earnhart and they were very interested in him, so they did a timeline on him. The teacher said that the students are constantly making connections using the time line. She mentioned a book (*River Runs Wild*) for which they create a timeline and do story retelling using the time line.
- 3: The third grade teacher said that in her room the timeline is always available for students to refer to. She emphasized to put it in a place that they really can use it – low enough for them to read the cards and dates. She said that she allows her students to use the timeline even during assessments because she doesn’t want to emphasize memorization of dates, but wants them to be able to reinforce their sense of the time.
- 4: The fourth grade teacher said that they have tried different ways to display their timelines, from hanging them from clothesline to putting it in the hallway. Kids still love the timelining activities, even in 4th grade. She says they continue to make connections all the time. Her students make their own timeline to go with the BHH units.
- 5th: The fifth grade teacher said that at the beginning of the year, she has her students do their own personal timelines as a getting to know you activity and then they use timelines all year. She said that her students still like to make the note cards, too.

- Immediate Outcomes Perceived by Observer

As in previous mentor sessions, teachers gain knowledge about how the strategies actually work for grade school students. They also learn more about the developmental progression from grade to grade.

- Intermediate/Long-term Outcomes

Again as in previous sessions, teachers may feel more comfortable and competent in using the strategies after exposure to mentor teachers' ideas for use of strategies.

Mapping

- Context, Environment, and Participants

Same as previous sessions.

- Needs and Problems Addressed

This session addressed teachers' needs to learn more about using maps in conjunction with their history teaching.

- Resources, Activities and Procedures

Heckart started this session by talking about what she has done to use this strategy (mapping) with third grade classes. They do some activities that are just having to do with becoming familiar with maps. They play an "I Spy" game giving characteristics of states such as "is a peninsula" and hunt for the states. When they are working on the BHH slavery and segregation unit they do individual maps of slave states and union states, and states that did not secede. They draw in the Mason-Dixon line. They talk about why because of the gold rush, California, Nevada, and Oregon were important and recognized as states at about that time even though they were separate by many other states. They also combine mapping with photo analysis to add on cotton states when they talk about the economy of the civil war. They use the same maps to add on their information about the industrialization later in the year when they do the other BHH unit.

The other mentors shared ways in which they have used mapping at each grade level.

K: They do one large map and map where they were born. They identify the city where they were born and then put a string out to a picture of themselves to show who was born in that city. They also use the US map that is on the playground and the world map for their ELL kids. They also make a classroom map together.

1: In first grade, they talk about maps as physical representations. They talk about scale, and why it is useful to have smaller physical representations of large areas. They do a map of their school by walking around the school to plot distances, and find directions. They also do individual maps of their classroom and the playground.

2: They build on what they have learned in the Social Studies Alive curriculum about communities and landforms by adding things to the maps to represent the different natural resources they learn about in their environmental unit. She is contemplating doing some mapping with her immigration unit although she has not before.

3: The third grade teacher said she didn't have much to add to what Heckart had said except that they also do some mapping of the Underground Railroad.

4: The 4th grade usually does a regions unit for social studies so they already do a lot of mapping. They coordinate the Great Depression unit with the southwest region. They also do some vacation mapping and play "mystery states" game.

5: They have done mapping of Native Americans in the US. They talk a lot about how the region that Natives lived in play a huge role in their lives, homes, shelters, etc. They have used world maps to show European exploration and then go back to the US map for revolution and colonies.

- Immediate Outcomes Perceived by Observer

This session again added perspective on how experienced BHH teachers can use the BHH strategies with grade school students. They also learn more about the developmental progression from grade to grade.

- Intermediate/Long-term Outcomes

Teachers may feel more comfortable and competent in using the mapping strategies after exposure to mentor teachers' ideas for use of maps.

Aligning BHH and literacy strategies

- Context, Environment, and Participants

Same as for previous sessions.

- Needs and Problems Addressed

This session was addressed at understanding how teaching the BHH unit can help teachers achieve their literacy goals and use literacy strategies in the context of the BHH curriculum.

- Resources, Activities and Procedures

Heckart led this session. She started out by saying that in recent years, social studies has received less attention because it is not tested in the way that reading and mathematics are. She said that she finds the BHH curriculum to be a very good way to achieve both their literacy goals and teach social studies content. She said that she starts out by taking the word "history" and writing it out as hiSTORY – pointing out that history has the word story in it. She says that the BHH units give plenty of ways to do reading, writing, oral speaking, listening, and learning vocabulary words.

She said for building vocabulary, she uses the Tier 3 words on the website and puts vocabulary words on popsicle sticks for students to study. They start each day by telling a story of what they've learned so far in the unit. She models it for them and then they do pair-share and they also draw sticks with the vocabulary words to share their definitions with the class.

She continued to talk about literacy strategies that are used in their district. I had to leave the room because of a phone call, but I talked to Heckart after the session and she said she had done the same presentation on the previous Friday and this is described in the notes for 7/31/09.

After I returned to the room, Fillpot did a brief session on using a rubric with assessments. She shared an example of a 5-point analytical rubric for use with photo analysis using the 5 W's questions.

During this session, several people had their computers open and were off-task, reading email or surfing the web, but most people seemed to be attending.

Fillpot announced that for the short time before lunch, they would be meeting in their grade level groups and going through their units. Each group would meet in the classroom of their grade level mentor. The groups

broke off and worked for a half hour, had lunch, and then after lunch they returned to their mentors' classrooms and worked on getting ready for their units until it was time to reconvene at 3:30, finish any paper work and take the AEA evaluation survey.

I walked around the school spending a few minutes in each of the grade level groups. All groups were sorting through the unit materials, listening to their mentor "walk through" each activity, deciding when to do the units and how to best coordinate them with other curriculum, and/or reading and discussing the materials.

I made the rounds several times before and after lunch and all groups seemed to be engaged in their materials.

They met briefly back in the main room at 3:30, completed their surveys, and left by about 4 PM.

Notes from BHH-CR Summer 2010 Workshop (Cohort 1 – second year workshop) (JK observer)

BHH-CR Summer 2010 Workshop – Overall view

- Context, Environment, and Participants

The workshop was conducted at the same place as the first year workshops, Prairie Ridge Elementary School, in their multi-purpose room. It was a large pleasant room with a wall of windows along one side. The participants were asked to sit at tables by grade level. There was one table for each grade level. There were approximately 40 participants. Others present included: grade level mentors from Prairie Ridge School, Kim Heckart (lead mentor), Elise Fillpot (project director), Cath Denial and Konrad Hamilton (both from Knox College), Regina Helm (grant assistant), and myself. On each of the two workshop days, there was breakfast (bagels, donuts, fruit, juice, coffee) available when participants arrive and lunch was served at midday (sandwiches one day, pizza the next, and dessert). There was also candy, sodas, and bottled water available all day. Participants were mostly from the College Community School District and about one teacher per grade level from the Cedar Rapids Community School District. The College Community district includes four different elementary schools and an intermediate center where the 5th grade is housed, so many of the teachers know each other. There were no fifth grade teachers at this session of the workshop. This session was the first of two presentations of the same workshop – the second workshop was held on the following Thursday and Friday. Participants were allowed to choose the workshop they wanted to attend. Some teachers opted to come with their grade level team, but others attended on their own.

- Needs and Problems Addressed

The workshop was intended to serve as an expansion of the BHH paradigm for teaching history, time for reflection on the first year and how teachers can improve their teaching of the first BHH unit, and a specific introduction to the second of the two grade level units that teachers will be teaching in their classrooms over the next few years. Both the College Community and the Cedar Rapids districts have adopted the BHH curriculum as their history curriculum for the next few years.

Monday July 26, 2010

Day 1 of first workshop

Sessions

The day began with introductions by Elise Fillpot, project director and Kim Heckart, lead mentor. They introduced themselves, the grade level mentors, and the evaluator. She had the day's agenda written on a flip chart and walked through it quickly, saying that they would first be looking back at the first unit implementation, then work on making connections between the BHH curriculum and other subjects, then look at using the new Predict and Infer model, and then begin work on preparing the new units. She said that before they moved on to the new units, they would first spend some time reflecting on the first unit. She asked them to work in grade level groups, talk about their unit implementation using the mentor and a set of questions to guide their discussion. The questions were:

- To what extent were you able to implement the unit?
- What affected the thoroughness of implementation? Time for implementation? Time for planning? Missing resources?
- Brainstorm solutions
- How would you briefly characterize your student learning outcomes from the unit?
- What was successful in the unit implementations? Your favorite part of the unit?

- What was not successful? Your least favorite part of the unit?
- How did the implementations differ between your individual classrooms, i.e. how did your individual styles, activities or emphasis affect the lessons?
- How did you change or adapt the lessons? Why?
- What will you do differently next time you teach the unit?
- What parts of the curriculum did the students enjoy? Were there activities they didn't enjoy and if so, why?
- What was BHH's most important impact on your students and classes?

Reflections on the First Unit Implementations

- Context, environment, and participants

The context, environment, and participants were as described above. The participants worked in grade level groups first. These varied in size from five to ten teachers plus a teacher mentor who facilitated each group.

- Needs and Problems Addressed

The first session was intended to provide the participants with a chance to talk with peers about the unit they had already taught and to brainstorm solutions to any problems that may have occurred.

- Resources, Activities and Procedures

During this session, I sat with the third grade teachers who had two facilitators, Kim Heckart and another third grade mentor. The mentor asked the teachers to start by thinking about what affected the thoroughness with which they taught the BHH curriculum. One teacher said she didn't know if she made enough use of her timeline. She asked if others did theirs in their room or the hallway. The mentor said that she found it easier to have it in her room and uses it more than if it was in the hallway. Another teacher said that they are more accountable as teachers to keeping in central as an organizer if it is there all the time. Some said they can't do it in the hallway, but others said that doing it in the hallway was good because students saw other classrooms' work and they asked about other things put on the timeline. Another teacher said sometimes they have several classes out in the hall at once and that makes it seem like an occasion to work on the timeline. Some teachers said that they have kids make cards to put on timeline, but if there are repetitions of the same thing they don't put it on the main one – just on their own. One teacher asked the mentor if they save their timelines from year to year – she said she doesn't save the items. Some people use the photos they do in photo analysis as their illustrations for timelines.

One teacher said that the timelines were really important for keeping students thoughts on history. Another teacher said that communication among teachers who were teaching the unit was really important – they were doing the unit at different times, but it was still helpful to keep in touch.

One teacher said that writing in the Barebooks (blank books in which they synthesized their knowledge about the historical topic) really took a long time. The teachers discussed the different ways in which teachers had done their Barebooks. Some had written the text for the books as a class and then had each child illustrate their own books. A few teachers said that their “higher kids” had done their own text. Another teacher said they had decided which “big ideas” needed to be included in the books, but each student included them as they wanted. One of the teachers asked if they also did Barebooks for the second unit. The mentor said that she usually does one Barebook and one PowerPoint or PhotoStory presentation for the second unit. Kim said she has her

students do two Barebooks. Some teachers said that they tried to get their Barebooks done by the first conferences which was a lot to do. A teacher asked about PhotoStory software and Kim said that it is not a Mac program so you need to do it in the lab or on the netbooks.

The mentor asked the teachers if they had all the resources they needed to do the units. One teacher said that she was missing a lot of the books, but that she had heard she could get them from a teacher who had retired.

One teacher said she had not really done the photo analysis thoroughly. The mentor said that she had found that photo analysis requires a lot of modeling. Kim said she had videoed her kids doing a photo analysis this past year and perhaps, in addition to modeling it themselves, they could show their kids that video so that they could see other kids doing it. Kim said that during the video the kids also did a really good job of working together so it is a good example of that too. She said that they would be putting the video on the BHH website soon. Kim and the third grade mentor also said that connecting the photo analysis with the time line is a good way to practice photo analysis skills.

The mentor asked if the teachers thought their kids learned a lot from the BHH curriculum. There were several “yes” responses to this. One of the teacher said that one of the things the kids really liked and learned a lot from was the Addy books. She said that when she first mentioned them the boys did not want to listen, but after the first one they were begging for them. Several teachers said that they cry when they read the books – one said she also cries when she reads *Pink and Say*. One teacher asked if there are other American Girl books that might go with the second unit, the industrialization unit. Kim said the Samantha books are the right era, but that she is a rich girl so it does not tell about the problems of industrialization. She said there is a Dear America book that is good.

A new teacher asked if the BHH curriculum was the entire social studies curriculum for Prairie district and the teachers told her there were also some things they covered concerning mapping, cardinal directions, and globes and that it was all in the standards and benchmarks.

The mentor asked the teachers if there was a particular centerpoint for the unit. Several teachers said that the Addy books were central for them, with one adding, “Really any of the books – they were great books.” Another said that starting off talking about Africa was important for them. One teacher said the kids loved this unit and said she had heard them talking about it during other parts of the day – sometimes arguing whether certain states were “slave or free” and about other things they had heard or read. Another said that students frequently referred back to the maps they had made.

When asked about their favorite parts of the unit, most teachers said the books and several teachers said that their favorite part was how engaged their students were in the unit. One teacher said that her kids loved doing the Barebooks and were very interested writers. One teacher said that the Barebooks construction was one place where she had to learn to “release control” because she realized that she really had an idea of how they “should be done” but the kids also wanted control.

The mentor asked them what was their least favorite or least successful part for them. One teacher said that it was hard to dig up some of the books or to find books on their own to replace some of the books they couldn’t find. Another teacher said it really helps to do the unit with someone else – to bounce off ideas and to clarify tasks. One teacher asked how others had fit it in with their science curriculum – some said they alternated units doing the unit each day, and some said they did each on alternate days. Another teacher said that because the high level of literacy components present in the units, she also worked on it during literacy time. Several teachers said that having packets of materials really helps. One teacher said that she got done with the teaching of the unit, but still allowed students to work on their Barebooks. A teacher asked if others had kept everyone on the same chapter of the Barebooks or allowed them to move on as individuals and most said they kept on the same chapter. Kim said that once the students have done their number notes, they know the material really well and can move back and forth at their own pace. The mentor said that her kids have always been really excited

about the content – “even the low kids really know the content” – adding that with some kids with IEPs they type the content up that they say orally for them and then glue it in to the Barebook.

The mentor asked if they had adapted the unit or changed it in any way? One teacher said she spend a lot more time on the Africa aspect than had been in the unit. The mentor asked if there are things they would do different next time. Things mentioned were that they would spend more time on the timeline, do more modeling of the photo analysis, and do more as a whole group. One teacher asked what other accommodations teachers made for their IEP students. One said that their IEP students did the unit with their paras, one said they do it with taking turns with para, and one said she has them use the photo analysis photos instead of drawings so that they can still make their whole book. At that time, the mentor mentioned that she has the students illustrate their books as they go rather than doing it when they are all done with the words because the kids are more excited about it.

The mentor asked what they thought was the most important impact on students. The responses were:

- Realizing how history changes
- Realizing what history is
- Talking about how things were so unfair
- Gained knowledge about the issues that they will carry with them
- Gained empathy
- They were really engaged – went home and talked with parents about it
- Used so much good literature
- Made so many good connections

The mentor asked how they thought that they differed in their teaching styles. One teacher just said that it was good for teachers with all different styles because they could put their own selves into it. Another said it made them closer to the kids because the “kids see you cry” about the sadness of the events in history portrayed in the books. One teacher said that she felt that the parents could be even more involved. As an aside one teacher said that they had been thinking that their trip to the Amanas will be really meaningful with the industrialization unit.

The discussion among the third grade teachers was very animated and positive with all teachers participating and sharing.

Elise called the teachers together and asked them to share as a grade level a few important things from their discussion, with the particular goal of letting the grade above them know what they thought they could expect from their kids this year in terms of prior knowledge so that teachers would be able to activate that knowledge.

One teacher from each grade typically presented their discussion.

Kindergarten: The teacher said it was an overall success as implemented by most of the teachers. She said they did not need to have a dedicated social studies time because it fit across the curriculum with elements of math, socialization, literacy, etc. She said they did a lot of discussion and modeling and that they will be extending the unit next year. Elise asked what first grade teachers should expect to see in their students. The teacher said that the history of me is very focused on learning the vocabulary of history, including the words *history*, *artifacts*, *change over time*. She said that they understand that as you get older you gain skills, abilities, change physically and personally. They also learned the difference between a question and a statement.

Elise said that they were going to be changing the name of the unit from “history of me” to the “history of us” because they were experiencing increased numbers of children who had no pictures or artifacts from when they were younger due somewhat to the floods in Cedar Rapids, but also from displaced people and refugees. One teacher said that this past year they had 28 students, seven of whom were ELL students who did not have anything like pictures or childhood toys. She said that one child, who was from the Congo, had everyone interested when he said that when he was a baby “my mommy wore me – or the animals would eat me”. Most teachers said they had children draw pictures instead.

First Grade: The group reported that they had very positive experiences their first year of teaching the BHH curriculum, although because of people changing grade levels and new teachers, only three of the group had taught the first grade curriculum last year. They said that their students were highly interested in the topics and that they had fully implemented the unit. One teacher said that her students had particularly enjoyed having “guest speakers” – mostly grandparents who would come and talk about the “olden days”. She said they had extended the unit throughout the year, using their timeline all year long. They said that some of the skills that their second grade teachers might expect students to have were photo analysis skills and asking questions about images and ideas. One teacher suggested that they take pictures at school and use those for their photo analyses – that teacher said she had done the unit at the beginning of the year, but referred back to it all year long. Elise interjected that she knew that one of the teachers had done a really wonderful adaptation – she had her own mother come to class and talk and the students loved it. They talked about some of the vocabulary of history that they had learned from her such as “hanky” and “outhouse”.

Elise asked if there were any other skills that second grade teachers should look for and one of the teachers reiterated that the students did a nice job with photo analyses and were prepared to thinking about the “5 Ws” – who, what, when, where, and why, when looking and new photographs. They also think of time mostly as “today, yesterday, and long ago”, and are pretty good about attempting to place things in order in a sensible way.

Second Grade: The group spokesperson said that their unit was Immigration and that the kids liked learning about real history, long ago. She said that they had a lot of ELL students who were immigrants themselves or their parents were. She said that they also did lots of photo analysis.

She said that she thought that third grade teachers should be able to expect that the students will make lots of connections by timelining things that they learn about. She thinks that developmentally they are able to understand more about time and that they are able to move away from personal history into other people’s history. One teacher said that they read a lot of Magic Tree House books and that the kids were always very interested in trying to place the events of the stories along the timeline. They do lots of integrating their literature onto the timeline to help them understand the context of the books they are reading. They also are very aware of current events having to do with immigration.

Elise said that she team taught part of the immigration unit with one of the teachers and it was a great experience. She said that in doing the unit, she was even more aware of how teachers decide aspects of the units that they really love teaching and other parts that they want to re-envision how they will do it next time.

They talked about problems when using mixed level groups for document analysis and for the reenactment – with one child in each group who needed help, the teachers found themselves tearing around from group to group trying to help, and the kids who were able and excited about the topic found it difficult to wait to talk about more complex ideas. They decided that it was okay sometimes to use more homogenous groupings when it came to this point to allow the higher students time together and to allow teachers to spend more time with the struggling students. This allowed the lower students to have more time to do the decoding and then, they too, could have time to do real analysis. One teacher said that analyzing the ship’s manifest was definitely not their favorite activity. Elise said that they were working on getting some new documents to go with this unit.

Teachers said that the children enjoyed watching *An American Tale* and that they had watched parts of it again when the children really understood some of the things happening regarding immigration. Another teacher said that the unit really brought community and families together and another said that going through the immigration simulation really excited kids – they will remember it later.

Elise said that the second grade immigration perhaps has the most intensive mapping section of any of the units.

Third Grade: The group spokesperson said that the third grade had completed the Slavery and Segregation unit. One teacher said that she had trouble with the photo analysis during the first year of using it, but that it was getting easier. She said that the teachers are becoming more comfortable with it and the kids seem to learn even if the teacher is still struggling! She said that for the teachers in her building it had been very helpful to share ideas and experiences with the other third grade teachers and even to do some team teaching. She said she thought it would be “an awesome lesson to do as a lesson study”. They said that they had put their timeline in the hallway and that had been very helpful as students would “feed off” of what other students had done. Another teacher said that they made so many connections during the unit and that they had a very high level of engagement throughout the unit and she had never had so many parents say that their children had talked about it at home. They said that the literature used with this unit is great and that students also showed great empathy when talking about the harsh conditions in slavery and that they also talked about personal problems with anti-bullying ideas, etc. Elise said that although this would be their last BHH workshop, it would be great if they could get together informally to share like this after their second units – particularly to talk about activating prior knowledge. The third grade mentor said that since her school has been doing BHH for several years, she can already see that the students come in with so many skills, that they don’t do as much explicit teaching of the skills – for the students “it is second nature to do photo analysis.”

Fourth Grade: The fourth grade spokesperson said that the most positive things about the BHH unit was seeing the connections that the students make. The mentor said that some were making connections to the current situation because some of the students had parents who were unemployed. They said they used some new books they had found including a good one about an Okie camp. There was also an American Girl DVD about the depression that was good. One teacher said their principal had come into the room several times and was amazed at the level of engagement of the students. One of the things that kids really picked up on was the pockets turned out as a silent plea for help, meaning you had no money. One teacher said that their students had always gone to the Hoover Museum, but this was the first year that they had really enjoyed and gotten a lot out of the experience – they’d had to struggle to move them along through the museum.

Elise said that the 4th grade curriculum is really the pinnacle of cumulative learning from previous BHH units – fifth grade goes back to exploration era. She suggested that teachers go online and look more into the units from the years before and after their unit. One teacher said that the kids’ experiences going through the flood in Cedar Rapids really helped them see how something like the dust bowl could have such a huge impact on people’s everyday lives. Elise agreed saying that they learned about the droughts and about floods and how tiling may have contributed to the flooding – kids learn that something that change is often thought of as progress, but may be just change – and that sometimes change is bad. The mentor from the second grade unit said that the kids really learn that during the environmental unit, and the first grade mentor added that they talk about some of the things that make change good and bad – e.g. cars go faster, but are more dangerous. Another teacher said that the 4th grade students definitely think that the Roaring 20s were nothing but happy times – “It’s more complex than that.” Elise said, “Yes, we simplify it too much.” Another teacher asked which unit the 4th grade teachers who had taught before did first and the mentor replied that she did the Progressive Era unit first. Second grade said they do their environmental unit before the immigration unit.

A first grade teacher said, “We are always revisiting things and lots of times the kids will say, “That’s history now!”

- Immediate Outcomes Perceived by Observer

All the teacher groups were in animated conversation during the group times. The excitement expressed by the third grade teachers appeared to be echoed by the other groups. They indicated their appreciation for the time just to talk about the units with their grade level groups. The question of what teachers in grade older than their own should be looking for in students activated their thinking about the student outcomes and their goals for their students' knowledge and skills.

- Intermediate/Long-term Outcomes

Teachers will have more knowledge of what kinds of skills and knowledge they should expect of their incoming students and will be able to respect and add to prior knowledge and skills. They also are reminded of what they are trying to help their students learn. They also reinforced relationships with colleagues and peers and made plans to do more sharing and helping each other teach.

Predict and Infer Model

- Context, environment, and participants

Same as previous.

- Needs and Problems Addressed

The Predict and Infer Model was designed by Kim Heckart, the lead mentor for the project. It has been used in her classroom and some of the other mentor teachers' classrooms as a literacy tool for use with the BHH curriculum materials.

- Resources, Activities and Procedures

Kim started the session by saying that she thought the Predict and Infer model could be useful at all grade levels, but that at the K-1 levels, you probably could stick with the Predict part of the model by teaching them what predictions are and then using the "Books as Hooks" idea to get children interested in what you're going to be learning.

She said she would give an example of one way she has used the model for her history teaching. She said she wanted to teach a unit on women's suffrage, so she came up with an essential question to start off. The question was, "What did women do to get the right to vote?" To begin the unit, she used 8 relevant photos, one map, and two documents having to do with that time. The items used were:

1. A poster for a "Mass meeting" of a group that was against women being allowed to vote
2. The 19th Amendment
3. Photo of women making a flag with only the stars for states who allowed women to vote
4. Photo of protest for women's suffrage
5. Photo of protests with men present
6. Photo of suffragists all wearing white
7. Photo of women in parade with state signs
8. Photo of Colorado ratifying the 19th amendment
9. Photo of Susan B. Anthony
10. Photo of women taken to jail for "obstructing traffic"

11. Map of the states which had ratified

She said she started out by giving an item to each of 11 small groups. Each group would analyze their item for about 10-15 minutes, then the groups would pass the item to another group, until they had analyzed all the items. Then the teacher would put all the items onto a poster and asks the students to “predict” what the picture means. She said she defines *predict* to them as “guess about what is in the photo” at a time when they don’t know. She said she defines *infer* as “take background knowledge and the author’s clues to understand”. She tells them that they will read a book that will give them some background knowledge to help them understand the items. She gave several suggestions for books she might have used for this prompt – a Susan B. Anthony biography, *The Ballot Box Battle*, by Emily Arnold McCully (about Elizabeth Cady Stanton), or *A Time For Courage: The Suffragette Diary of Kathleen Bowen* (one of the Dear America series). When reading the book to students, she stops periodically at four to eight times to allow the students to write a free response to the reading. A teacher asks if she provides any structure for how they must respond to the book. She said that at first she provides them with some stems for their responses, such as, “I think...” or “I wonder...” but later no structure. Kim said that she feels doing this kind of responding holds students accountable for paying attention and formulating ideas from what they hear. She also has the students, if they choose, write things on post-its that they consider to be “clues” in the book about the photos, etc., that they had examined. She said they discuss that these are not yet *inferences* but things that may help them make inferences. When they are done, they go back and make inferences about the photos and documents, using their new background knowledge to help them make sense of what they are examining. She showed a video of her class going through the process. During the video, some of the teachers got restless, with some sidebar conversations, and one teacher saying audibly, “Okay, we get it.” Kim talked about one child who had studied the industrialization unit asking if the photos were taken by “someone who was like the Lewis Hines for women’s suffrage.” She suggested that when the teachers are choosing images and documents to do this kind of activity, they consider making sure that they have chosen items that represent multiple perspectives. She also said that this activity actually took several weeks because they read several books as a whole group. She said she has also done this using a “book group” format where groups read different books.

Another suggestion was to have “thinkmarks” that are bookmarks with places to write and keep track of what you are thinking as you are reading a book.

Elise added a couple points related to this activity. First, she said that current research says that children fail to connect images to their accounts or they fail to allow them to inform their accounts. This model addresses that problem by explicitly asking children to connect historic evidence with the accounts they read and create. Second, she said that you have to remind children to think about authorship and photographers perspectives – what are the limits implicit in that author’s or photographer’s perspectives?

- Immediate Outcomes Perceived by Observer

Teachers have a new tool for practicing literacy skills while using the BHH curriculum and expanding their historical knowledge and skills.

- Intermediate/Long-term Outcomes

Teachers may choose to use this pedagogical tool to enhance student learning outcomes. Students may become more critical readers and make connections between evidence and background knowledge.

LUNCH BREAK (Participants took a half-hour lunch break. Lunch was served in the adjacent hallway and teachers ate in the same room as the workshop.)

Predict and Infer Planning and Formative Assessment Ideas

- Context, environment, and participants

Same as above except the participants were immediately asked to split into grade level groups and they could go classrooms or the computer lab to work.

- Needs and Problems Addressed

This workshop time was intended to allow participants time to immediately plan a Predict and Infer activity for use in their classroom.

- Resources, Activities and Procedures

The first hour of this session was used for breakout grade level groups to plan a Predict and Infer activity from the unit they had taught the previous year. Each group worked with their grade level mentor. In addition to thinking about the predict and infer activity, they were asked to help new teachers become familiar with the first unit and talk about how they had used other literacy strategies with their first BHH unit.

During the breakout session, I went with the fourth grade group. They started by talking about whether they wanted to think about a topic or question first or think about a book that they would use and then come up with a question. One of the teachers said they thought they should think of a particularly hard aspect of the unit and try to make them more effective by using this strategy. Several teachers agreed that the stock market was one of the more difficult aspects of the Great Depression unit, partly because they didn't really understand it all themselves. None of the teachers thought that the unit had any books that would be really good for that topic.

They decided it might be easier to start with a good book and go from there. They looked through the books and talked about some of the ones they might want to use. The ones they mentioned were: *Out of the Dust*; *Leah's Pony*; *Bud, not Buddy*; *Children of the Dust Bowl*; and *Rudy Rides the Rails*. Most of the teachers were familiar with most of the books, but some were books that teachers had found during the year that teachers had found on their own. They talked about where to go with the emphasis for the activity. One said maybe "the dirty thirties", another said differentiating between Okie camps and Hoovervilles. One of the teachers was still googling "stock market books for children" – she found a listing for a book called *Six Days in October* and went to the library to see if they had the book. Another person said maybe they should for this time go ahead and do something they were comfortable with so that they could use the activity in a comfortable setting for the first time. Several people suggested that penny auctions were something that they didn't know about before, but with which they were now fairly comfortable. Kim had come into the room during this time and said she thought it was a great idea to do something with which they were comfortable for their first Predict and Infer activity.

They decided to start with a picture book and then look for images to go with it. Kim asked whether they had an overall essential question for the unit. One of the teachers suggested "How would your life be different if you were living through the Great Depression?" Someone said that if they did a predict and infer activity that was centered around penny auctions, it would still lead back to something that would help answer the overall question – kids would see it as a piece of the overall puzzle.

They worked on finding documents and photos for the activity. Teachers worked on their own or with one or two others, searching for images or documents or sharing ideas for what to look for. Some of the things they found that they decided to use were photos of penny auctions and an ad for penny auctions. At one point, they had a discussion of whether using images from books that weren't actual photographs was allowable and decided it wasn't for this purpose. Someone said that a good document might be if they could find the law that made it illegal to have mortgage default auctions at that time and several teachers started searching for the law. [Eventually they asked Cath Denial to help them with that search and she found it for them.]

They talked about problems with individual photos and document – would they be a good image or throw kids off for some reason? e.g. a poster for the auction does not give the exact date – it just says July 30. One teacher said, “No, that’s better because they have to infer that it was during the depression from the content”. They talked about getting pictures of the old farm machinery that might have been auctioned off and whether an old penny from that time would be a good artifact. Would it prompt enough discussion?

One of the teachers asked the mentor to make sure that they did a different topic for their predict and infer at the other workshop so that they could share theirs with each other.

Some of the other things they found were a 1930s farm photo, a photo of a truck and a car with a family’s belongings packed on top. They were trying to find pictures of a “weedpatch” or refugee camp, but were only finding with no citations.

They were still deciding on the books they would read. One teacher said they could just read a chapter from a longer book too, like *Children of the Dust Bowl*. This book tells about the Arvin camps, also known as weedpatch camps. As they were getting ready to go back to the large group, several teachers agreed that the time was great “because we NEVER have enough time during the year to do this kind of thing.”

They met back together in a big group to talk about their development of predict and infer activities.

Elise said they would “just take temperature” on where everyone was on their predict and infer activities.

The second grade teachers said they had come up with a variation of the activity because that many things were a lot for second graders to think about at once. They decided to have three images and three documents and ask the students to try to pair them up and then tell why they create the pair which would require them to make inferences from the documents. They could also do the activity in writing if they wanted the students to do more writing.

Some teachers said that they got stuck trying to generate essential questions and decided that they would work with mini questions or enabling questions. Some mentioned starting with an engaging book from which to build the activity – Elise said she liked that idea because you know which ideas will arise in the book and which issues the children will be likely to explore.

They also discussed using this type of activity as a formative assessment. One teacher said you could have the students put the photos in an order and justify the order or describe cause and effect. Some teachers said that they have three or four things that they are doing with their students “on the fly” to check understanding and then do a more formal assessment. Kim pointed out that the BHH website in the blogs and news section has some ideas for assessments and that there is a youtube link to some of the things she has done in her class and to photos. They also talked about students who have done PhotoStory projects as a culminating assessment – Kim mentioned that PhotoStory is a free download and very user friendly way for kids to deal with images. A teacher showed a PhotoStory on slavery that she had her students do. The one she showed had photos and the kids had written a script to go with it.

They spent a few minutes in small groups discussing the types of formative assessments they had used. Some listed by the fourth grade teachers included: the great depression game, quizzes, photo analysis, timeline construction, matching (looking for connections), mind maps, comparing letters to Hoover with letters to Roosevelt, creating newspaper headlines for soup lines and penny auctions, adding dialogue buttons to photographs, analyzing political cartoons, and doing vocabulary presentations.

- Immediate Outcomes Perceived by Observer

Most grade levels appear to have a Predict and Infer activity ready to do with their students. Teachers also continued to build on their camaraderie and capacity to work together. Teachers also may have gained new ideas for formative assessments of students' learning.

- Intermediate/Long-term Outcomes

Students will be exposed to new ways of learning literacy skills.

END OF DAY ONE

Tuesday July 27, 2010

Day 2 of first workshop

- Context, environment, and participants

Same as previous day, except teachers are working in grade level groups nearly all day (8-2:30) on preparing their new units.

- Needs and Problems Addressed

The second day is intended to serve the needs of teachers to familiarize themselves with the new unit with the help of their mentor teachers and project staff. They receive all the materials and then do a walk-through of the unit with the mentor. After that they plan timing and schedules, look for any necessary additional materials, and have time to read books and prep materials.

This workshop day was not observed since independent grade level work on BHH preparation has been observed and described many other times in the past.

BHH-CR Summer 2010 Workshop (Cohort 2 – First year workshop)

NOTE: This workshop was not observed by CEA because it was a replication of the 2009 Summer Workshops. The agenda for the workshop is below.

Bringing History Home ⇄ June 16-17, 2010

Elise	<p>1. Welcome and First Activity</p> <ul style="list-style-type: none"> ☙ What is Bringing History Home? ☙ Workshop Overview
Cath	<p>2. The Nature of History</p> <p>Entire class analyzes a Revolutionary period linograph, and explores how the class's collective prior knowledge of the picture's historic context determines how it interprets the source.</p> <p>In groups, teachers write brief history narratives based on sets of documents they are provided. The sets include mostly duplicate documents, but each set also includes at least one document unique to it. When teachers share their narratives, the entire class discusses why the narratives differ: variations in teachers' prior knowledge, what they chose to emphasize, and differing document sets.</p>
Cath & Elise	<p>3. Exploring the BHH Website and History Resources on the Internet</p>
Elise & Cath Mentors	<p>4. Written Document analysis</p> <p>Class analyzes a document using NARA format questions.</p> <p>Grade-level groups analyze documents related to their BHH units using the KWL or NARA guides, generate questions and research online for additional evidence/information.</p> <p>Teachers identify how the BHH document analysis lessons align with their current literacy strategies and/or enhance literacy learning.</p> <p>Class discussion: How can we help students reflect on their use of document analysis to construct their own understandings of history?</p> <ul style="list-style-type: none"> ☙ <i>BHH Mentors: What does Document Analysis look like in the various grade levels?</i>
Kim & Cath Mentors	<p>5. Photo Analysis</p> <p>Grade-level groups analyze suffragist headquarters photo using SCCC guides, and generate questions raised by the photo.</p> <p>Class discussion of analysis – Pwim demonstration.</p> <p>Kim shows video of students' analysis of image.</p> <ul style="list-style-type: none"> ☙ <i>BHH Mentors: What does Photo Analysis look like in the various grade levels?</i>
	<p>6. Historical Mapping in the BHH units</p> <ul style="list-style-type: none"> ☙ Mapping historical events – maps as visual organizers

Kim Mentors	<ul style="list-style-type: none"> ✿ <i>BHH Mentors: What does Document Analysis look like in the various grade levels?</i>
	Reflection
Day Two	
Elise & Kim Mentors	<p>1. Timeline Construction in the BHH Units</p> <ul style="list-style-type: none"> ✿ Timeline activities ✿ <i>BHH Mentors: What does Timelining look like in the various grades?</i>
Kim	2. Literacy Strategies Aligned with BHH
Mentors	<p>3. Unit Prep</p> <ul style="list-style-type: none"> ✿ Grade-level groups prepare their BHH units for implementation.
Elise & Kim	4. Assessing Student Learning in History
Elise	5. Reflection & Conclusion

Appendix D: Complete Workshop Results from BHH-CR Summer Workshops 2009-11

Bringing History Home – CR: Summer 2009 Workshop Survey Results

The TAH Bringing History Home –Cedar Rapids Project conducted two two-day professional development workshops on July 30-31, 2009 and August 3-4, 2009. All workshop participants were asked to complete a survey concerning their perceptions of the workshop they had completed. The survey was administered as an online survey using the WebSurveyor software. CEA sent all participants an email with the url to access the survey on August 5, 2009. Seventy-nine of the 83 participants completed the survey for an overall response rate of 95%. Participants were asked to complete the survey within one week. Those who had not completed the workshop received a reminder on August 13 and again on August 19, 2009. The survey consisted of several quantitative sections, seven open-ended items, and a short demographic section. Participants were informed that their responses and comments would be reported anonymously.

Findings from the quantitative scaling of confidence in specific abilities

The directions for this quantitative section of the participant survey were as follows:

*Indicate the degree of confidence you feel about whether you could do each of the following **before** and **after** your participation in the BHH Summer 2009 Workshop. Using the scale above each item ranging from 0% (not at all confident) to 100% (completely confident), indicate your confidence on each scale by selecting one value. Remember to answer as you really feel, with your best estimate of your confidence. For each item, please select one answer for the ‘Before’ scale and one for ‘After’ scale. If you don’t have an opinion, or if the question is not applicable to you, please select “NA”.*

In other words, participants used this retrospective pre-post scale to reflect on their confidence in their ability **before** as compared to **after** participating with regard to eleven skills related to teaching history. The scale was as follows:

	Not at all Confident											Completely Confident
BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA
AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA

Table 1 shows the results on these items. On all items participants said that they were more confident after attending the BHH Summer Workshop. All mean differences from before to after were at least 35% increase in confidence, with a grand mean difference for all items of 47.76%. The largest gains in confidence were in teachers’ perceived ability to “Help students learn to analyze historical images” (51% increase) and “Help students learn to analyze historical documents” (49% increase).

Table 1. Participants' self-reported confidence ratings about their ability and skills before and after participating in the BHH Summer 2009 Workshop

	N <i>Before/ after</i>	<u>Before</u>		<u>After</u>	
		Mean	SD	Mean	SD
Confidence in ability to		%	%	%	%
1. Help students learn to think like historians	79/76	34.68	0.25	80.78	0.14
2. Help students learn to use primary sources to construct their understanding of history	78/74	34.10	0.26	82.03	0.13
3. Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction	77/75	47.01	0.31	89.73	0.11
4. Help students learn to analyze historical images	76/74	29.74	0.26	80.68	0.15
5. Help students learn to analyze historical documents	78/76	28.72	0.26	78.03	0.15
6. Use internet resources to locate relevant historical primary sources	78/76	42.82	0.29	78.42	0.17
7. Provide instruction that encourages students to investigate historical evidence	78/75	35.00	0.27	80.27	0.15
8. Align my history instruction with my current literacy strategies to enhance literacy learning	77/75	47.14	0.29	82.80	0.15
9. Use timeline construction to enhance students' understanding of history	79/76	39.75	0.29	86.84	0.13
10. Use map construction to enhance students' understanding of history	77/75	42.34	0.28	81.47	0.14
11. Help students learn to synthesize information learned from multiple sources	76/75	42.24	0.25	77.33	0.16

Findings from the quantitative scaling of engagement in workshop activities

The second section of the survey asked participants to rate their level of engagement in the activities that took place during the BHH Summer Workshop. On a five point scale with a maximum value of 4 points, the level of engagement ranged from 2.62-3.40 so that for most activities participants considered their level of engagement to be about that of an "Active cooperator." The two sessions for which the participants rated their engagement the highest were the session in which they were working in grade level teams to prepare for their units (Mean=3.40) and during the time they spent learning to

explore history through photo analysis (Mean=3.17). They were least engaged during the session on assessing outcomes in history learning (Mean=2.62) and during the first session of the workshop, on exploring the nature of history in the elementary setting (Mean=2.64). Table 2 shows the full results on these nine items.

Table 2. Participants’ self-reported level of engagement in the activities of the BHH Summer 2009 Workshop

How engaged were you as a learner for each of the following sessions?	Frequencies					
	Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator	No Response
DAY 1:	0	1	2	3	4	NR
Exploring the Nature of History in the Elementary Setting Mean=2.64 SD=0.86		6	29	29	13	
Exploring the BHH Website and Other Internet History Resources Mean=2.82 SD=0.82		6	16	42	14	
Exploring History through Written Document Analysis Mean=2.94 SD=0.85		3	21	31	22	
Exploring History through Photo Analysis Mean=3.17 SD=0.76		2	11	37	28	
DAY 2:						
Timeline Construction in the BHH units Mean=2.97 SD=0.82		2	21	32	23	
Historical Mapping in the BHH units Mean=2.79 SD=0.92		6	24	27	20	
Aligning Literacy Strategies with the BHH Curriculum Mean=2.79 SD=0.99	1	6	24	25	23	
Assessing Student Learning in History Mean=2.62 SD=0.90	1	6	28	30	13	
Grade Level Unit Preparation Time Mean=3.40 SD=0.69			9	29	40	

Findings from the quantitative scaling of general workshop questions

Participants were also asked to rate their agreement with 16 general statements concerning the workshop they had attended. All items were on a 6-point Likert-type scale. Participants continued to rate their experience as being very positive with the mean response for all items, except one, rated greater than five. The only item with a mean below 5 (4.52) was the one asking them to rate their agreement with the statement, “I wanted more time to work with my grade level group.” Since the previous section showed that the time spent working in their grade level group was the time when they felt most engaged, it is not surprising that some people wanted to spend more time as a group. Since all items were rated highly, there were not particular areas of strength or weakness; all of the workshop was positively perceived by the participants.

Table 3. Participants' perceptions of different aspects of the BH Summer 2009 Workshop

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No
	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)
There was enough time for my questions and comments. Mean=5.77 SD=0.68	66 (83.54)	11 (13.92)	1 (1.27)	1 (1.27)			
My prior knowledge and opinions were respected. Mean=5.68 SD=0.73	59 (75.64)	16 (20.51)	2 (2.56)	1 (1.28)			
The refreshments and breaks met my needs. Mean=5.74 SD=0.85	67 (87.01)	6 (7.79)	1 (1.30)	1 (1.30)	1 (1.30)	1 (1.30)	
I know and understand the goals of the project. Mean=5.68 SD=0.73	59 (75.64)	16 (20.51)	2 (2.56)			1 (1.28)	
Working on aligning my literacy goals with the BHH curriculum was beneficial to me. Mean=5.49 SD=0.90	51 (66.23)	18 (23.38)	5 (6.49)	2 (2.60)		1 (1.30)	
The opportunity to work with mentor teachers was beneficial to me. Mean=5.49 SD=1.06	58 (73.42)	11 (13.92)	6 (7.59)		3 (3.80)	1 (1.27)	
I wanted more time to work with my grade level group. Mean=4.52 SD=1.31	19 (26.03)	23 (31.51)	17 (23.29)	7 (9.59)	5 (6.85)	2 (2.74)	
I am confident I have the knowledge and skill to teach history effectively to my students next year. Mean=5.23 SD=0.86	33 (41.77)	35 (44.30)	9 (11.39)	1 (1.27)		1 (1.27)	
It was helpful for me to hear how history instruction in the early grades can build a foundation for students' future learning. Mean=5.53 SD=0.84	53 (67.09)	19 (24.05)	5 (6.33)	1 (1.27)		1 (1.27)	
I have a different understanding of what it means to teach history than I did before the workshop. Mean=5.46 SD=0.90	48 (60.76)	25 (31.65)	3 (3.80)	1 (1.27)	1 (1.27)	1 (1.27)	
I have a different understanding of what it means to learn history than I did before the workshop. Mean=5.41 SD=0.93	46 (58.97)	24 (30.77)	5 (6.41)	1 (1.28)	1 (1.28)	1 (1.28)	
I am looking forward to learning more about history. Mean=5.73 SD=0.64	62 (79.49)	13 (16.67)	2 (2.56)		1 (1.28)		
As a result of the workshop, I	49	20	5	1	1	1	

understand more about the processes that historians use to study history. Mean=5.45 SD=0.94	(63.64)	(25.97)	(6.49)	(1.30)	(1.30)	(1.30)
All in all, the workshop activities were enjoyable. Mean=5.49 SD=0.86	51 (64.56)	20 (25.32)	6 (7.59)	1 (1.27)		1 (1.27)
All in all, the workshop was very beneficial to me. Mean=5.60 SD=0.84	58 (74.36)	13 (16.67)	5 (6.41)	1 (1.28)		1 (1.28)
All in all, my time was used efficiently and effectively on important topics and activities. Mean=5.37 SD=1.03	50 (64.10)	15 (19.23)	7 (8.97)	5 (6.41)		1 (1.28)

Findings from the open-ended items concerning participants’ perceptions of the workshop

Participants in the BHH 2009 Summer Workshop were asked to respond to several open-ended items concerning their experience at the workshop. The first item asked them what they found to be the most valuable aspect of the summer workshop. Seventy-six of the 79 participants who completed the online survey responded to this item for a response rate of 96%. All responses were read and categories were created that emerged from the responses. The categories that emerged were, Workshop Activities, Mentors, Historiography, History Pedagogy, Team Work Time, Resources, and Other. Within each category, more specific sub-categories were derived and the responses were coded using these categories and sub-categories. Table 4 shows the categories and the more specific sub-categories within each of the larger categories and the number of responses within each category. Many participants provided more than one response so the total number of responses does not add to 76.

Table 4. Participants’ perceptions of the most valuable aspects of summer workshop

Category	Freq
Mentors and staff	
Mentor explanation/demonstration of how they’ve used unit	34
Cath	2
Everyone was helpful and flexible	1
Working with Elise and Cath	1
Workshop Activities	
Doing document analysis (as adult learners)	7
Doing image analysis (as adult learners)	6
Time to examine new unit materials	6
Searching online for resources	4
Time spent on doing things that were relevant to my grade level	3
Timelines	3
Finding books for unit	2
Focusing on one unit at a time	2
Team Time	
Working with team on aligning with current curriculum	22
History Pedagogy	

Five strategies for teaching history	5
Ideas about integrating history and literacy	3
Learning new ways to teach history where children are active learners	2
Learning how to help students make inferences from photos and documents	2
Using photos with young children	1
Resources	
Providing materials necessary to teach unit	8
Receiving lessons that are immediately ready to use	3
Understanding more about historiography	
Learning about historians' processes	2
Realizing impact of different viewpoints in history	1
Realizing that history can be interesting when taught this way	1
Other	
Everything	3
Seeing connection across the grade levels	3
Understanding that I can learn along with my students	1
Connecting BHH to own standards	1

The most frequent response concerning the most valuable aspect was being able to work with the grade level mentors. Thirty-four of the 79 teachers (43%) said that the mentors' support was valuable to them in understanding how the units will work in actual classrooms. One teacher said, "The mentor teachers with all their expert advice on what really worked and what to expect from the students was most valuable to me. I could picture how I would do the same thing in my classroom." Another teacher said, "I appreciated speaking with the kindergarten teachers that have been successful in implementing this in their school day. Often kindergarten is so different from the other grades that it is hard to imagine how it will work well."

Many teachers (33, 42%) also said that taking part in the workshop activities was valuable. Thirteen teachers (16%) mentioned that the way they experienced the document analysis or the photo analysis as adult learners was valuable to them. One teacher said, "I loved doing the document and photo analysis to gain a better understanding of what to do, how to research..."

Quite a few teachers (22, 27%) said that the time that they had during the workshop to work with their grade level teams was very valuable to them. One teacher said, "Working with other teachers on our curriculum to see how the BHH units align and mesh with what we already teach." Another teacher said, "The most valuable aspects were the time to work with my team and explore online and school resources available to us."

Another valuable aspect mentioned by 13 teachers (16%) were the parts of the workshop that concerned learning more tools for teaching history. Several teachers (5) mentioned specifically the learning the five strategies of the BHH curriculum, and several also mentioned achieving literacy goals through history teaching and helping children be active learners of history. One teacher said, "The new perspective I have for teaching and learning history in the elementary setting. Adding to my toolbox the most effective strategies to teach a deep understanding of history and integrate history and literacy so that they are one in the same."

Eleven teachers (14%) appreciated the resources and the fact that the lessons are tested and ready to teach. One person said, "Lessons and projects I can take back and immediately teach my students. Also the materials that I need are provided – that's fantastic!" Four teachers mentioned gaining a new understanding and appreciation for learning what historians do and learning more about historiography. One teacher said, "Learning about the different processes historian use was the most valuable because those are the strategies I will use with my students."

The second item to which teachers responded, asked them what the *least valuable* aspect of the workshop was for them and how the workshop could be improved. Sixty-five of the 79 people who completed the survey replied to this question for a response rate of 82%. Of those who responded, rather than describing something they found to be less valuable, 15 (23%) said that everything was valuable and another two people mentioned something, but then said that it was hard to think of anything that was not valuable.

Forty-two people mentioned things that they found less valuable about the workshop. These responses were categorized and then coded using those categories. The most commonly mentioned idea was that discussions were too long (9, 14% of those responding). A typical comment was, “A lot of talking. I wish it were more engaging with us working and planning how it would look in our own classroom.” Another seven people (11%) said the first day, in general, was not valuable to them. Four people (6%) mentioned each of the following, as being less valuable to them: Listening to what other grades were doing, listening to third grade examples, and sharing of ideas after document and photo analysis tasks. There were several things that people said too much time was spent on, with one or two people mentioning, too much time on: internet, “sit time”, reading strategies, document analysis, going through grade level packets “page by page”,

- Training was too geared toward older grades
- Sessions started too slow in the AM
- Lack of alignment of 1st grade units with ICC
- Hard to make use of prep time because of long time until planning to teach unit
- Not enough time on internet
- Too much time on segregation – made “uncomfortable”

Twenty-four people provided ideas for improvement of the workshop. The most common idea was to provide more time for grade level work (6, 9%). Four people (6%) suggested that there be separate workshops for lower and upper grades. Three people suggested that it would be helpful to have demonstrations of real-life applications, e.g. a video of a mentor teacher in classroom or demonstration of teaching an activity from unit. Another two people said they would have liked to have had more time to examine units on their own. Other ideas suggested by single teachers included:

- More information on using internet with students
- More information on adapting units for non-readers
- Information on Iowa history
- More guidance on looking for and selecting resources
- More time to talk at tables
- See units first and then go through strategies
- More analysis practice
- More time to develop math/science connections

As can be seen by looking at the last two sections, there was a fair amount of divergence in opinions, with, for example, some people thinking they'd spent too much time on the internet, some not enough; some finding the photo and document analysis the most valuable, some the least.

Participants were also asked to provide feedback on the kinds of support they would like during the school year in order to be as successful as possible. Seventy-one people responded to this item for a response rate of 90%. The most common response, given by more than half of the people who responded (37), was that the project staff and mentors should be available by email or phone to answer questions. Other support that teachers wanted was for staff and mentors to provide more resources and lesson plans (7), continue to send new ideas (6), and create a forum for viewing other teachers' ideas (5).

Teachers also suggested getting together again to discuss the units (4) or to watch someone model the lesson plans (4). Three teachers asked that communication originate from the staff, suggesting that they "check in on us" to make sure things were going well. Other ideas for staff support included (given by one or two people): regular emails with tips for teaching, class sets of images to use, the opportunity to watch mentors teach, more information on assessing students' use of strategies, help in reflecting on their own teaching, more background knowledge resources, a new unit that aligns with the ICC, and reassurance and patience.

Participants were asked to describe the types of outcomes that they expected to see as a result of their teaching using the BHH curriculum. Seventy-one people responded to this question for a response rate of 90%. Many people provided more than one response so the total adds to more than 71. More than half of the people who responded (52%) said that they expected the students to become more interested in and excited about learning history. One teacher said, "I hope students will become excited about learning about the past and want to continue learning more after the unit is finished." Many of the teachers mentioned that they thought their students would have new or improved skills for learning after the BHH curriculum. The skills they mentioned included (with the number of teachers responding in parentheses):

- Critical thinking (9)
- Photo and document analysis (8)
- Understanding of personal history (7)
- Understanding of time (7)
- Questioning (6)
- Research and sourcing skills (5)
- Transfer of skills (4)
- Independent learners (4)
- Understanding of importance of details (depth) (3)
- Understanding of sequence and cause/effect (3)
- Understanding of history as "story"(3)
- Non-fiction reading (3)

Fifteen teachers (21%) said that their students would have a better understanding of what history is and what it means to do history. One teacher said, “They will become historians and know what that actually means.” Another ten teachers (14%) said that they expect that students will see connections between history and other areas they study and five teachers (7%) said they thought their students would understand more about how history has an impact on their lives today. Seven teachers (10%) said they believed their students would gain an appreciation for history. Three teachers said their students would gain history content knowledge. Other outcomes mentioned by single teachers included: a better sense of the “big picture”, knowledge of key vocabulary words, and improved technology skills.

Teachers were asked if they thought there were any barriers or obstacles to their success in teaching the BHH curriculum. Of the 70 participants who responded to this item (response rate=89%), 13 (19%) said that they did not see any obstacles to their success. Nearly half of the teachers who responded (33, 47%) said that time was the number one obstacle to their success in teaching history. One person said, “Time. Time to plan. Time to implement. Time to evaluate. Time to reflect.” Another said, “Time is always the one factor over which we have limited control.”

Some teachers (10, 14%) cited their perceived lack of background knowledge as an obstacle to their success in teaching history. One teacher said, “I wish that I had more background knowledge about the Depression. I think that would make me a much more effective teacher.” Four teachers said their lack of familiarity with the unit would make teaching difficult. Three teachers expressed concern about fitting the BHH units in with their other curriculum in social studies and/or their district standards. Three teachers also said they did not have the materials and resources to teach the unit. Three teachers who are the only teachers in their building planning to teach BHH said that they were unsure that they could implement the units on their own. Two teachers said they were concerned about the relevance of the unit for students the age of the students (kindergarten) and two were worried about parents not providing the support necessary by bringing in artifacts for students doing personal histories. Other barriers to success mentioned by single respondents included: adapting for ELLs, adapting for non-readers, lack of confidence in teaching, short on space of timelines and maps, student absences make it difficult, their own previous lack of interest in teaching, and “personal opinions” that students have on the particular topic.

Teachers were also asked if they had any other comments about the workshop, project, or anything else. Thirty-six people gave additional comments. Nearly all comments were positive statements about the workshop, presenters, and/or curriculum. One person said that they were disappointed not to get all the books mentioned, one confused that the unit online did not completely match with the one presented by the mentor, and one mentioned that the workshop was somewhat more suited to the older grades. A few of the typical positive comments included:

“It was a valuable experience. The activities were hands-on and engaging. The students share ownership so they connect with the concepts taught.”

“The speakers were very knowledgeable. You could feel their passion for history, that is inspiring.”

“Outstanding information, and it’s so nice to see a teacher leader whose passion continues.”

“I loved this workshop and am looking forward to trying the things I learned. I have never enjoyed teaching history and now I am anxious to do it. That is definitely a change for me.”

Participant Demographics

The survey also included several items concerning participant demographics. The first was the grade level taught. Table 5 shows the frequency of teachers who teach each grade. A few teachers teach both fourth and fifth grade, so the total does not add to 79. The *other* category includes special education teachers and administrators who are not assigned to a particular grade.

Table 5. Grade Level taught during 2009-10 by participating teachers.

Grade Level Taught	Frequency
K	13
1	15
2	13
3	16
4	14
5	8
Other	3

There was large variation in the teaching experience of the participating teachers with a mean 15.58 taught (SD=10.55), a median of 12 years, and a range of 1-40 years of teaching experience. Table 6 shows the number of years taught by participating teachers.

Table 6. Years of Teaching Experience of participating teachers

Teaching experience (yrs)	Frequency
1-5	14
6-10	21
11-15	9
16-20	11
21-30	14
31+	10

Table 7 shows the areas in which participants said they are certified to teach.

Table 7. Certification and endorsements of participating teachers

Certificate or Endorsement in:	Frequency
Elementary, K-9, K-6	70
Reading	28
Early Childhood	16
Eng/LA	11
Special Ed	8
Social Studies	8
MA	7
ELL	3
Math	3
Principal	2
Gifted and Talented	2
Other: [including on each in Speech Communication/Theater, Technology, K-12, Spanish, Library Media, Music, Autism, Coaching, Science, Resource, At-Risk, Physical Education	13

Teachers were asked to describe their previous preparation to teach history (including college courses or professional development). Nearly all the teachers (94%) said they had very little preparation to teach history, many mentioning only social studies methods classes during college or one or two college courses in social studies content. A few people said they had been exposed to Social Studies Alive materials and/or to Nystrom social studies materials (5%) during professional development, but no one had extensive coursework in history or a history major.

Teachers were also asked to describe their previous experiences in teaching history. Most teachers said their experience was very limited, with many saying that they had primarily taught social studies. Of those that had taught history, most said they had taught limited lessons on traditional topics on holidays, famous Americans, presidents and exploration. A couple teachers said they had done a pilgrim simulation that they enjoyed and thought was a good experience for the students. A few teachers said they have taught local or state history units.

Bringing History Home – CR: Summer 2010 Workshop Survey Results

During the summer of 2010, the TAH Bringing History Home –Cedar Rapids Project conducted six two-day professional development workshops. Four workshops were the first workshops (in a two year sequence) for the second cohort of teachers (teachers from the Cedar Rapids Community School District (CRCSD)) and two workshops were the second workshops for the first cohort (College Community School District teachers (CCSD) and CRCSD lead teachers. All workshop participants were asked to complete a survey concerning their perceptions of the workshop they had completed. The surveys were administered as online surveys using the WebSurveyor software. CEA sent all participants emails with the url to access the survey within three days of workshop completion. Sixty-five of the 66 participants in the first cohort workshops completed the survey for an overall response rate of 98% and 222 of the 224 second cohort participants for a response rate of 99%. Participants were asked to complete the survey within two weeks of receiving the survey link. Those who had not completed the workshop received up to two reminders in the two months after completion of the survey. Both surveys consisted of several quantitative sections, a few open-ended items, and a short demographic section. Participants were informed that responses and comments were confidential and would be reported anonymously.

Findings from the quantitative scaling of confidence in specific abilities

The directions for this quantitative section of the participant survey were as follows:

*Indicate the degree of confidence you feel about whether you could do each of the following **before** and **after** your participation in the BHH Summer 2010 Workshop. Using the scale above each item ranging from 0% (not at all confident) to 100% (completely confident), indicate your confidence on each scale by selecting one value. Remember to answer as you really feel, with your best estimate of your confidence. For each item, please select one answer for the 'Before' scale and one for 'After' scale. If you don't have an opinion, or if the question is not applicable to you, please select "NA".*

In other words, participants used this retrospective pre-post scale to reflect on their confidence in their ability **before** as compared to **after** participating with regard to eleven skills related to teaching history. The scale was as follows:

	Not at all Confident											Completely Confident												
BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA	0%	10	20	30	40	50	60	70	80	90	100%	NA
AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA	0%	10	20	30	40	50	60	70	80	90	100%	NA

Tables 1 and 2 report the results of these items from the two cohorts at their respective summer 2010 workshops. Table 1 reports that on all items, Cohort 1 participants rated themselves as more confident after attending the 2010 BHH Workshop than they were before. Mean differences from before to after participating in the second year workshop ranged from 16% more confident to 43% more confident after attending the workshop, with a grand mean difference of 27%. The item on which the smallest growth in confidence was seen was in participants’ confidence concerning integrating science into their history teaching. The largest gains were seen in teachers’ confidence in

using the “Predict and Infer Paradigm” (43%) and in integrating math with their history curriculum (33%).

Table 1. Cohort 1 participants’ self-reported confidence ratings about their ability and skills before and after participating in the BHH Summer 2010 Workshop

	N <i>Before/ after</i>	<u>Before</u>		<u>After</u>	
		Mean	SD	Mean	SD
Confidence in my ability to		%	%	%	%
1. Activate students' prior knowledge about history learned through BHH	63/60	48.25	25.11	81.00	17.92
2. Activate students' prior knowledge about history learned from other school experiences or life experience	63/60	55.40	25.06	82.17	18.96
3. Create new ways for integrating literacy skills into my history teaching	64/61	61.09	22.11	87.70	12.30
4. Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction	63/60	65.56	23.88	91.00	9.69
5. Create new ways to integrate science learning into my history teaching	60/56	44.50	27.09	60.54	29.13
6. Create new ways to integrate mathematics learning into my history teaching	60/56	47.33	26.99	81.96	29.93
7. Use the "Predict and Infer" paradigm in my history teaching	62/59	36.94	30.05	79.66	20.92
8. Provide instruction that encourages students to investigate historical evidence	64/61	54.22	24.35	83.93	13.94
9. Align my history instruction with my current literacy strategies to enhance literacy learning	64/62	62.50	24.69	85.65	13.86
10. Design assessments that tap my students' ability to analyze historical documents	64/61	53.90	24.34	77.05	19.00
11. Design assessments that tap my students' ability to analyze historical images	65/61	52.00	23.13	79.18	16.26
12. Design assessments that tap my students' ability to construct a timeline	64/61	60.31	24.81	84.26	15.11
13. Design assessments that tap my students' ability to construct maps to facilitate their history	63/60	51.59	25.48	72.50	24.95

understanding

Table 2 reports that on all items Cohort 2 participants also rated themselves as more confident after attending the BHH Summer 2010 Workshop than they were before. Mean gains were greater than the Cohort 1 participants in their second year, but were comparable to first cohort gains during their first workshop (see complete results in CEA 2009-10 report, grand mean difference of 48%). All mean differences from before to after for second cohort participants showed at least a 35% increase in confidence, with a grand mean difference for all items of 47%. The largest gains in confidence were in teachers' perceived ability to "Help students learn to analyze historical images" (58% increase) and "Help students learn to analyze historical documents" (54% increase).

Table 2. Cohort 2 participants' self-reported confidence ratings about their ability and skills before and after participating in the BHH Summer 2010 Workshop

	N <i>Before/ after</i>	<u>Before</u>		<u>After</u>	
		Mean	SD	Mean	SD
Confidence in ability to		%	%	%	%
12. Help students learn to think like historians	219/216	35.07	24.20	80.13	13.55
13. Help students learn to use primary sources to construct their understanding of history	216/215	31.99	25.35	80.79	14.07
14. Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction	216/218	41.16	27.87	87.38	12.66
15. Help students learn to analyze historical images	214/215	25.33	24.24	83.72	12.11
16. Help students learn to analyze historical documents	213/212	25.07	25.47	79.20	14.53
17. Use internet resources to locate relevant historical primary sources	215/215	39.86	29.23	79.16	16.41
18. Provide instruction that encourages students to investigate historical evidence	217/217	31.94	26.06	79.91	15.49
19. Align my history instruction with my current literacy strategies to enhance literacy learning	216/218	36.85	27.37	78.11	16.70
20. Use timeline construction to enhance students' understanding of history	217/217	37.70	26.06	87.19	12.54
21. Use map construction to enhance students' understanding of history	217/216	40.14	27.14	83.06	13.71

22. Help students learn to synthesize information learned from multiple sources	214/211	34.07	26.57	76.40	15.59
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Findings from the quantitative scaling of engagement in workshop activities

The second section of the surveys asked participants to rate their level of engagement in the activities that took place during the BHH Summer 2010 Workshop. Tables 3 and 4 report results for the first and second cohort, respectively.

Table 3 reports the results for the first cohort participants with a low variability in perceived engagement rated from 2.67-3.32 on a 4 point scale. For all activities, most participants rated their level of engagement to be about that of an “Active cooperator” (grand mean=2.90). Participants tended to rate their Day 2 engagement higher than their Day 1 engagement, with the exception of the session on using the *Predict and Infer* paradigm where they also rated their engagement relatively high. Cohort 1 participants were least engaged during the two sessions that dealt with looking at the curriculum across grade levels for the purposes of activating prior knowledge (mean=2.70) and for the purpose of understanding the alignment of the BHH curriculum across grades (2.67).

Table 3. Cohort 1 participants’ self-reported level of engagement in the activities of the BHH Summer 2010 Workshop

How engaged were you as a learner for each of the following sessions?	Frequencies				
	Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator
DAY 1:	0	1	2	3	4
Reflection on 2009-10 Implementation of First Unit (Grade Level Groups) Mean=2.88 SD=0.79 N=63		2	17	30	14
Sharing of Grade Level Reflections with Whole Group Mean=2.73 SD=0.91 N=64		4	25	19	16
Discussion on Activating Student Prior Knowledge of Previous BHH Units Mean=2.70 SD=0.83 N=64	1	2	22	29	10
Making New Connections across the Curriculum in 2010-11 Mean=2.86 SD=0.96 N=63	1	3	19	21	19
The "Predict and Infer Model": Demonstration Mean=2.73 SD=0.91 N=62	1	3	21	24	13
Designing a "Predict and Infer" Activity for Your Class Mean=3.01 SD=0.93 N=60	1	3	10	26	20
Designing Assessments for the First Units Using the BHH Processes Mean=2.88 SD=0.97 N=59	2	2	13	26	16
DAY 2:					
Grade Level Work Time: Background reading Mean=3.13 SD=0.80 N=62	1	1	7	33	20
Grade Level Work Time: Prepping the new unit Mean=3.32 SD=0.62 N=65			5	34	26
Grade Level Work Time: Designing assessments for the new unit Mean=2.89 SD=0.89 N=62	2	1	13	32	14

Grade Level Work Time: Identifying new connections across the curriculum Mean=3.02 SD=0.84 N=62	1	3	6	36	16
Exploring BHH units alignment across grades Mean=2.67 SD=0.88 N=63	1	5	17	31	9
Making new connections to prior knowledge Mean=2.95 SD=0.82 N=64	1	2	11	35	19

For the second cohort, on a five point scale with a maximum value of 4 points, there was also little variability with mean engagement ranging from 2.57-3.14. Again, for all activities, most second cohort participants rated their level of engagement to be about that of an “Active cooperator” (grand mean=2.84). The two sessions for which the participants rated their engagement the highest were the session in which they were working in grade level teams to prepare for their units (mean=3.06) and during the time they spent learning to explore history through photo analysis (mean=3.14). They were least engaged during the session on exploring history in the elementary setting (mean=2.57) and assessing student learning in history (Mean=2.69). Table 4 reports the full results on these nine items.

Table 4. Cohort 2 participants’ self-reported level of engagement in the activities of the BHH Summer 2010 Workshop

How engaged were you as a learner for each of the following sessions?	Frequencies				
	Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator
DAY 1:	0	1	2	3	4
Exploring the Nature of History in the Elementary Setting Mean=2.57 SD=0.77 N=220		15	86	96	23
Exploring the BHH Website and Other Internet History Resources Mean=2.74 SD=0.76 N=217		11	65	110	31
Exploring History through Written Document Analysis Mean=2.86 SD=0.82 N=222	2	10	50	114	46
Exploring History through Photo Analysis Mean=3.14 SD=0.82 N=222		3	34	115	70
Historical Mapping in the BHH units Mean=2.80 SD=0.75 N=216		7	72	103	34
DAY 2:					
Timeline Construction in the BHH units Mean=2.88 SD=0.74 N=220		2	68	104	46
Aligning Literacy Strategies with the BHH Curriculum Mean=2.78 SD=0.81 N=217	2	9	61	108	37
Grade Level Unit Preparation Time Mean=3.06 SD=0.75 N=221		7	35	116	63
Assessing Student Learning in History Mean=2.69 SD=0.77 N=216		9	79	97	31

Findings from the quantitative scaling of general workshop questions

All workshop participants were also asked to rate their agreement with 10 or 16 (respectively) general statements concerning the workshop they had attended. All items were on a 6-point Likert-type scale.

Both cohorts continued to rate their experience as being very positive with the mean response for all items, except one (on both surveys), rated greater than five. For both cohorts, the only item with a mean below 5 (4.18, 4.30 respectively) was the item asking them to rate their agreement with the statement, “I wanted more time to work with my grade level group.” Since for both cohorts the time spent working in their grade level group was one of the times when they felt most engaged, it is not surprising that some people wanted to spend more time as a group. Since all items were rated highly, with grand means of 5.40 and 5.36 respectively, there were no particular areas of strength or weakness; all aspects of both workshops were positively perceived by the participants.

Table 5. Cohort 1 Participants’ perceptions of different aspects of the BHH Summer 2010 Workshop

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No opinion
	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)
N= 65, except where noted							
There was enough time for my questions and comments. Mean=5.69 SD=0.93	54 (83.08)	8 (12.31)	1 (1.54)	2 (3.08)			
My prior knowledge and opinions were respected. Mean=5.66. SD=0.96	53 (81.54)	8 (12.31)	2 (3.08)			2 (3.08)	
The refreshments and breaks met my needs. Mean=5.72 SD=1.01	53 (89.23)	4 (6.15)			1 (1.54)	2 (3.08)	
The opportunity to work with mentor teachers was beneficial to me. Mean=5.66 SD=1.09	56 (86.15)	5 (7.69)	1 (1.54)			3 (4.62)	
I wanted more time to work with my grade level group. Mean=4.18 SD=1.66	16 (28.07)	12 (21.05)	11 (19.30)	9 (15.79)	2 (3.51)	7 (12.28)	
N=57							
I am confident I have the knowledge and skill to teach history effectively to my students next year. Mean=5.17 SD=1.21	31 (47.69)	26 (40.00)	3 (4.62)	1 (1.54)	1 (1.54)	3 (4.62)	
I am looking forward to learning more about history. Mean=5.58 SD=1.01	50 (76.92)	10 (15.38)	2 (3.08)	1 (1.54)		2 (3.08)	
All in all, the workshop activities were enjoyable. Mean=5.51 SD=1.00	44 (67.69)	17 (26.15)	1 (1.54)	1 (1.54)		2 (3.08)	
All in all, the workshop was very beneficial to me. Mean=5.45 SD=1.10	44 (67.69)	15 (23.08)	2 (3.08)	1 (1.54)	1 (1.54)	2 (3.08)	
All in all, my time was used efficiently and effectively on	44 (67.69)	13 (20.00)	3 (4.62)	2 (3.08)		3 (4.62)	

important topics and activities.
Mean=5.38 SD=1.21

Table 6. Cohort 2 Participants’ perceptions of different aspects of the BHH Summer 2010 Workshop

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No opinion
	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)
N=222, except where noted							
There was enough time for my questions and comments. Mean=5.53 SD=0.94	151 (68.02)	55 (24.77)	10 (4.50)			6 (2.70)	
My prior knowledge and opinions were respected. Mean=5.52 SD=0.99	153 (68.92)	53 (23.87)	7 (3.15)	1 (0.45)		7 (3.15)	1 (0.45)
N=221							
The refreshments and breaks met my needs. Mean=5.72 SD=0.97	195 (87.84)	17 (7.66)		2 (0.90)	1 (0.45)	7 (3.15)	
I know and understand the goals of the project. Mean=5.48 SD=0.95	142 (63.96)	63 (28.38)	9 (4.05)	2 (0.90)	1 (0.45)	5 (2.25)	
Working on aligning my literacy goals with the BHH curriculum was beneficial to me. Mean=5.11 SD=1.18	105 (47.30)	65 (29.28)	32 (14.41)	4 (1.80)	6 (2.70)	6 (2.70)	
N=218							
The opportunity to work with mentor teachers was beneficial to me. Mean=5.55 SD=0.99	157 (71.04)	51 (23.08)	5 (2.26)		1 (0.45)	7 (3.17)	
N=221							
I wanted more time to work with my grade level group. Mean=4.30 SD=1.42	49 (22.07)	63 (28.38)	55 (24.77)	24 (10.81)	16 (7.21)	13 (5.86)	2 (0.90)
N=220							
I am confident I have the knowledge and skill to teach history effectively to my students next year. Mean=5.09 SD=0.91	69 (31.22)	122 (55.20)	20 (9.05)	5 (2.26)	1 (0.45)	4 (1.81)	
N=221							
It was helpful for me to hear how history instruction in the early grades can build a foundation for students’ future learning. Mean=5.45 SD=1.03	149 (67.12)	46 (20.72)	17 (7.66)	2 (0.90)	3 (1.35)	5 (2.25)	
I have a different understanding of what it means to teach history than I did before the workshop. Mean=5.49 SD=0.97	144 (64.86)	59 (26.58)	9 (4.05)	2 (0.90)		6 (2.70)	2 (0.90)
N=220							
I have a different understanding of what it means to learn history than I did before the workshop. Mean=5.48 SD=0.96	142 (64.25)	61 (27.60)	10 (4.52)	1 (0.90)		6 (2.71)	1 (0.45)

N=220 I am looking forward to learning more about history. Mean=5.58 SD=0.94	160 (73.06)	47 (21.46)	4 (1.83)	2 (0.91)		6 (2.74)
N=219 As a result of the workshop, I understand more about the processes that historians use to study history. Mean=5.40 SD=0.99	130 (59.09)	69 (31.36)	12 (5.45)	2 (0.91)	2 (0.91)	5 (2.27)
N=220 All in all, the workshop activities were enjoyable. Mean=5.38 SD=0.97	126 (56.76)	75 (33.78)	12 (5.41)	3 (1.35)	1 (0.45)	5 (2.25)
All in all, the workshop was very beneficial to me. Mean=5.48 SD=0.92	138 (63.30)	65 (29.82)	8 (3.67)	2 (0.92)		5 (2.29)
N=218 All in all, my time was used efficiently and effectively on important topics and activities. Mean=5.23 SD=1.04	109 (49.77)	76 (34.70)	22 (10.05)	5 (2.28)	2 (0.91)	5 (2.28)
N=219						

Findings from the open-ended items concerning participants’ perceptions of the workshop

Participants in the BHH 2010 Summer Workshops were asked to respond to several open-ended items concerning their experiences at the workshop. For all open-ended items, All responses were read and coded with categories that emerged from the responses.

Most Valuable Aspects of Workshop

Cohort 1

The first item asked what they found to be the most valuable aspect of the summer workshop. Of the 65 Cohort 1 survey respondents, 60 responded to this item for a response rate of 92%. The most common response, provided by 34 people (57%), was that they valued the grade level collaboration and work time. One teacher said, “The work time with my grade level group was most beneficial to me. I feel like we got a lot accomplished and I learned a lot by working with them and my mentor” and another teacher said, “Time to work with my teammate without the time constraints we have during the school year.” Table 7 reports the results for this item mentioned by more than 5% of the first cohort.

Table 7. Most valuable aspects of Summer 2010 Workshop (Cohort 1)

Response Categories	Frequency	Percent
Grade level collaboration and work time	34	57%
Mentors	25	42%
Outlines for new units from mentors	10	17%
Learning history content	9	15%
Refresher on year one unit	3	5%
Learning Predict and Infer model	3	5%

Another workshop aspect mentioned as beneficial by more than a third of the respondents (25, 42%) was working with the mentors. One teacher commented, “They are fantastic mentors and are

always willing to go the extra mile while having fun too!” and another teacher said, “The most valuable aspect was to meet with our mentor and discuss how she implemented BHH into her classroom. I enjoyed seeing the materials she used and the activities used during instruction.”

Ten participants (17%) mentioned specifically the items that the mentors brought along to share with them, including detailed outlines of the units, actual student examples, and imelines. Nine respondents (15%) said that they valued learning new historical content. One teacher said, “I am teaching second grade for the first time this year. Learning about Ellis Island and the stories of different immigrants was very interesting and valuable to me.”

Three people (5%) said that going through last year’s unit as a group was very valuable to them, and three people said that learning the Predict and Infer method was valuable. Other valuable workshop aspects mentioned by one or two respondents were: working with the project director, having time for being both learners and teachers, receiving new unit literature, working on addressing literacy skills through history, working with the historian, exploring the BHH website, integrating maps and timelines, learning pedagogy for teaching with multiple sources, watching the videos, receiving units that are ready to teach, and the value that BHH places on history.

Cohort 2

For the Cohort 2 workshops, 208 of the 222 participants who completed the survey responded to this item for a response rate of 94%. All responses were read and coded with categories and sub-categories that were used to organize teachers’ responses to last year’s workshop (that the 2010 workshops replicated) and any additional categories that emerged from the 2010 responses. Table 8 reports the categories and the more specific sub-categories within each of the larger categories and the number of responses within each category. Many participants provided more than one response so the total number of responses does not add to 214.

Table 8. Most valuable aspects of 2010 Summer Workshop (Cohort 2)

Response Categories	Frequenc y	Percent
Mentors and Staff		
Working with mentor, seeing mentor examples	94	45%
Working with historian (Cath)	3	1%
Workshop Activities		
Learning as adult learner	26	13%
Viewing actual student work	4	2%
Viewing video of photo analysis	3	1%
Exploring BHH website	2	<1%
Learning project goals	2	<1%
Team/Peer work time		
Working with peers	24	12%
History Pedagogy		
Photo analysis	24	12%
Timelines	22	11%
Document analysis	18	9%
BHH pedagogy	18	9%
Mapping	16	8%
Learning how BHH fits in with other content	15	8%
Literacy strategies in BHH	11	5%
Learning BHH skills (in general)	4	2%
Teaching thinking and inquiry	4	2%

Addressing individual learning differences	3	1%
Resources		
Materials, resources	9	4%
Receiving clear, new curriculum	3	1%
New children’s literature	2	<1%
History and historiography		
Excitement to learn more history	3	1%
New understanding of what it means to learn history	2	<1%
Understanding that young children can learn history	1	<1%
Using original documents instead of text	1	<1%
Other		
Seeing grade level progressions	11	5%
Being in bldg where BHH is already used	1	<1%
Right amount of time for workshop	1	<1%
Positive nature of workshop	1	<1%

The most frequent response concerning the most valuable workshop aspect was being able to work with the grade level mentors. Nearly half (45%) of the cohort 2 teachers said that the mentors’ support was valuable to them in understanding how the units will work in actual classrooms. One teacher said, “Talking with our grade level mentor was very helpful (just hearing how she implements the information into her already busy schedule) and it made me feel that this was something I could easily include into my beginning of the year teaching routine.” Other typical comments included, “The work time with the mentors was the most valuable. The College Community staff was amazing” and “The time spent with the teacher mentors was incredibly valuable. Hearing how they have gone about the process, in what order, and what extra resources and processes that they have brought in helped me to feel much more confident about going forth with this unit for the upcoming school year.”

Quite a few cohort 2 teachers commented on learning the various aspects of the BHH pedagogical skills as being the most valuable. Teachers often mentioned one or two different skills as being particularly important to them. One teacher said, “I loved the opportunity to use the skills to analyze the photos and documents. This was very engaging and informative. The discussions proved exactly why this program is so valuable and important for students to engage in.” About 8% of the teachers found it valuable to learn how to incorporate the BHH into the curriculum in other subject areas, and 5% commented on the value of the information concerning practice of literacy strategies as part of the BHH curriculum. Two comments from teachers were, “Seeing how all this can be integrated throughout my school day and not just as a separate areas” and “I love the wealth of literacy resources that can be tied into the learning about history.”

Quite a few cohort 2 teachers also mentioned in particular that they enjoyed the opportunity to learn the skills as adult learners, with 13% of the respondents making this comment. One teacher said, “I loved being able to experience learning history using the same format that we will use with our students. It was an effective way to inspire my enthusiasm for learning and teaching.”

Approximately 12% of the respondents mentioned the time to work with their grade level peers as valuable time for preparing their units and exchanging ideas with one teacher saying it was great to work “collaboratively with other teachers from our district.”

About 5% of the cohort 2 respondents also expressed interest in the opportunity to hear about the progression of the BHH curriculum across the grade levels with one teacher commenting, “To see that there is a great history curriculum available to us that is vertically aligned across K-5 and that it builds on one another so that we’re all teaching what is relevant!”

Some teachers mentioned that it changed their own ideas about learning history, teaching history, and the ways in which students learn history. One teacher said,

There is a huge shift in my thinking about what engaged me as a learner and how that can impact my students and the students at my school. The processes that we learned about will impact how I teach/support teachers in reading, writing – across all areas. In addition, I am especially encouraged about how much importance is placed on getting students to engage with each other and to talk /process their learning as they try to figure out our history. I see so many implications that will positively impact efforts to integrate curriculum.

Less Valuable Aspects of Workshop

Cohort 1

Workshop participants attending July 2010 cohort 1 workshops were also asked to comment on workshop aspects they found less valuable and how the workshop could be improved. Fifty of the 65 participants responded to this item for a response rate of 77%. The most common answer, given by 14 people (28% of those who responded) was that it was all good or had no ideas of how to improve. Only one other response was repeated by more than a couple of people. Six people (12%) said that units were not really ready to go – too much was needed to prepare before they could teach. A typical comment related to that was, “We will have lots of work to do to be ready to teach the unit – it is not completely ready to stand up and teach.”

Several responses dealt with the books for the lessons. Four people (8%) said that the book lists were out of date which made it difficult to use lesson plans. One teacher said, “First grade had no materials (trade books) or any other materials. We had to spend our time searching for books instead of doing the work. Obviously, you knew the lessons were based on books that were out of print before that week.” Another person pointed out that since the mentors talked about the books they had used (some of which were out-of-print), the time was not well-used.

Two people said that, in general, they did not have enough books or were upset to have to buy their own books, and another person said that there were not enough books at their students’ reading levels. Two people said that the photos should have been given to them rather than having to use workshop time to print photos.

Several people said that some of the sharing time went on too long with two people saying that the reflections on last year went on too long, two teachers saying the reflections on last year were not at all useful for new teachers (unless they had been given an overview of the unit first), and two people saying that multi-grade sharing was not useful for them. Three people said they needed more content knowledge, with one asking specifically for background knowledge reading before the workshops and another asking for more time with the historian.

There were a variety of other areas for improvement mentioned by single respondents:

- Kindergarten units need to have more substance
- Add local history connections
- Workshops should have more sessions that specifically target younger grades
- 5th grade teachers did not get to see Predict and Infer session
- Teachers should receive materials prior to workshop
- Too much information was specific to Prairie (not CR) teachers

- Formative assessment session was not helpful
- Staff should send workshop reminders by email with list of items to bring to workshop
- Workshops should have alternatives for teachers who had already taught both units
- Provide more examples for Predict and Infer
- Provide more pedagogy suggestions
- Shorten workshop to 1-1½ days
- Provide more structure for Day Two
- Provide time to develop new assessments
- Ask second year teachers to bring student artifacts from first unit to “show competency at first unit”
- Provide more time to “walk through” lessons
- Schedule another one-day meeting for next summer to process second unit

One individual had several specific comments not mentioned by others. The respondent said, “There hasn't been the feeling that we come into these units with historical teaching knowledge of our own. Ideas that we bring up or questions that we have aren't valued as they should be. There are errors in the information that is shared with student lessons and instruction, but there is no feeling that it would be safe to share them.”

Cohort 2

Cohort 2 participants were also asked which aspects of the workshop were less valuable to them and how the workshop could be improved. Of the 222 participants, 165 provided a response, for a response rate of 74%. The most common response was a positive response, that nothing was less valuable or that it was all good with 31 people (19% of those responding) providing this response. Most of the positive responses were general (e.g. “It was all valuable” or “I can't think of anything”), but a few were more specific, with two people saying they wished the workshop was longer (“A lot of important information crammed into two days”) and one person commented, “On day one I thought possibly analyzing many pieces got to be a little long, but at the end, I saw how everything came together!”

Responses were categorized and the categories on which more than two people made comments are (with the frequency of response in parentheses):

- Nothing less valuable – all good (31)
- Primary source analysis time (21)
- Too oriented toward 3rd -5th grades (13)
- Too much grade level time (12)

- Wanted more grade level work time (less whole group time) (11)
- Too much internet time (10)
- Needed more structure for grade level time (9)
- Literacy alignment with CR is different than Prairie, needed specific (8)
- First day in general (7)
- Listening to other grade levels (7)
- Background on project, opening (5)
- Wanted more history content (5)
- Too much down time on Day 2 (4)
- Some discussions went too long (4)
- Workshop too long (4)
- Not enough internet time (3)
- Computer skills needed, also more help in searching (3)
- Literacy – already know (2)
- Needed more help with actually doing photo/doc analysis with students (2)

The most common actual criticism was that too much time was spent on the adult learning primary source analysis, mentioned by 21 people (12%), with the document and photo analysis specified as less valuable by eight and four of those respondents, respectively. Some of the people who made these comments identified themselves as teachers of younger grades, saying “Not as much adult learner activities especially for younger grade teachers that don’t even use the same process.” These comments are consistent with the third most common element mentioned as least valuable by 13 participants (8%), that the workshop was too geared toward the older grade level teachers. A typical comment among this group was, “I think as a first grade teacher, it was frustrating at times because there were so many lessons to be used by older students and sometimes the lessons seemed like there might not be a way to use them with my students.” Two people also said that they would have preferred that during the primary source analysis time they were given specific instruction on how to do the analyses with young children as opposed to how to do the analyses as adult learners.

The third and fourth most common responses were in conflict with each other with 12 participants saying that there was *too much* grade level time and 11 participants saying they wanted *more* grade level work time. This was also reflected in the responses to the most valuable question with some people finding the grade level time the most valuable and others finding the analysis time most valuable. Eleven participants said they thought that the grade level time would be more valuable if there had been “more direction”, but did not indicate what structure they thought would be helpful. This appeared to be echoed by four participants who said there was “too much down time” on Day 2.

Twelve participants said that they found the first day in general to be less helpful with five participants indicating that in particular, the background information on the project was not helpful to them. Ten participants thought that too much time was spent on the internet, whereas three people disagreed, saying that they needed more time on the internet, and three people said they needed additional help with computer skills necessary to carry out activities.

Ten participants referred to the literacy alignment time as being less valuable with eight participants saying it was not valuable because they did not talk about aligning it specifically with the Cedar Rapids literacy program and two saying they already knew how to do this on their own. Seven participants said that listening to other grade levels talk about their units was not valuable to them, with one person saying, "Hearing every grade level talk. Or move along quick and synthesize once, not six times."

Five participants said they would have liked more history content taught, with one person saying, "I wish I could have heard more from the college professor – she was fabulous... a very valuable resource", with an additional person saying they wished their mentor would have had more content knowledge. Four people each said that the workshop in general was too long or that some of the discussions were allowed to go on too long. Other things mentioned by two people each were: uncomfortable chairs, no access to regular curriculum materials, workshop was too early in the summer, didn't like the 5th grade unit, didn't need the website quality discussion, wanted to move around more, needed more individual work time, instructional coaches needed to be able to work with more than one grade level, wanted more time at tables for discussion, and need to learn how CRCSD will put the BHH goals on student report cards.

Aspects mentioned as less valuable by single participants were: expectations not clearly stated, didn't like videos, wanted more videos, notebooks were not user friendly, should have had notebooks right away, should have had building teams attend together, too many sidebar conversations, couldn't save images on flash drives, needed all BHH resources at workshop, should have also started second unit, too much material to teach, lack of specific student benchmarks, need more books, and workshop was too much lecture.

Support needed to be successful

Cohort 1

First cohort participants were also asked to indicate what they would like from project staff in order to be successful in teaching the BHH units during 2010-11. Fifty of the 65 participants responded to this item for a response rate of 77%. The most common response, given by 15 people (30% of those responding), was to be available by email, with several participants indicating they already had confidence in receiving this support by making comments such as, "Making themselves available which last year they did a fantastic job of answering emails." Another eight people (16%) said that having email contact with the mentors was particularly important to them, again with several people mentioning that they knew they could count on their mentor. One teacher commented, "I have no doubt that our mentor will continue to be a wonderful support." Thirteen people (26%) said they would appreciate receiving updates about new resources, websites, or things that worked well for others.

Eight participants (16%) asked that project staff make sure that they had the books for their unit, with particular emphasis on, a) purchasing books because their own resources were too limited, and b) replacing out-of-print books with other books.

Three teachers (6%) asked that BHH staff encourage the district to provide the teachers with collaboration time during the school year to work together on their unit development. Two teachers (4%) said that, in general, they would like support from the staff. Single teachers asked for: answers

to history questions, time to reflect, maps printed out, “actual lesson plans”, for pre- post tests near to the time of the unit, more pedagogy ideas, a printed timeline to go with unit, and “check on me.”

Cohort 2

Cohort 2 participants were also asked to provide feedback on the kinds of support they would like during the school year in order to be as successful as possible. A total of 184 participants responded to this item for a response rate of 83%. Six people said they did not anticipate needing any additional help and five said they weren’t sure what they needed yet. Nearly all of those who responded to this item (162 of 184, 88%) mentioned some kind of communication need. The most common response, given by more than half of the people who responded (98, 53%), was that the project staff and mentors should be available by email or phone to answer questions. Quite a few of those who asked that staff and mentors be available indicated that they were confident that their questions would be asked, some saying that they had already received emails from their mentors. Respondents often added the word “timely” to their responses, emphasizing the import of quick replies. Other communication needs were that mentors/staff should (followed by frequency of response in parentheses) provide good examples and new ideas by email (34), initiate ongoing contact or “check in on us” (12), remind teachers about important strategies (8), share new photos and documents (4), do accountability checks (3), share new assessment ideas (2) and send ideas for interesting dates to add to timelines (1).

Another category of responses were those that asked for additional instruction and/or classroom observations. Twenty people asked for additional instruction in some form (frequencies in parentheses, if greater than 1):

- additional teamwork time or peer coaching time (one requested paid time) (6)
- opportunities to observe mentor classrooms in action (5)
- follow-up classes during the year (4)
- mentor visits to participants school for observation and support (2)
- help with computer skills
- help in building questioning skills
- special session for instructional coaches

Five people said they would like to have help in alignment with issues, with four saying that they need to align the Cedar Rapids’ Student Learning Expectations (SLEs) with the BHH curriculum and one wanting help in aligning BHH with the McMillan reading program. Four people asked for help with resources, with two saying they hoped the staff would make sure they got all their books and supplies and two asking for copies to be made of all photos.

A few people said they had specific curricular requests. Three fifth grade teachers responded with curriculum questions with individuals asking for additional “rich literature” for the unit, expansion of the unit, and help in applying strategies to other existing 5th grade history curriculum. A first grade teacher asked that the first grade curriculum have “more meat” to it, suggesting that first graders are ready to tackle more demanding history content, and a kindergarten teacher asked for more photos to be included in that unit. One person requested that the units come with specific day-to-day plans and one said that sometime during the year, they’d like to get an advance peek into the second

unit. One person said, “I’d like to see Day 1 taught from a Cedar Rapids employee, where we are NOT allowed to make it part of our reading curriculum!”

Expected student learning outcomes (asked of Cohort 2 only)

Cohort 2

Cohort 2 participants were asked to describe student outcomes they expected to see as a result of their teaching using the BHH curriculum. Of the 222 survey respondents, 197 responded to this question for a response rate of 89%. Many people provided more than one response so the total adds to more than 197. Approximately half of the people who responded (105, 53%) said that they expected students to become more interested in and excited about learning history. One teacher said, “I expect that because I am more excited now about history, my students will be also. They will learn in a fun and meaningful way.” Quite a few teachers (35, 18%) also said that their students will find history more meaningful now. Many of the teachers mentioned that students would have new or improved knowledge and skills for learning after using the BHH curriculum. The skills and knowledge they mentioned included (with frequencies in parentheses):

- Photo/document/artifact analysis (35)
- Understanding of time (35)
- Understanding of personal history (25)
- Content knowledge (Grade level specific) (16)
- Understanding the impact of the past on how we live now and on the future (15)
- More confidence in independent learning skills (15)
- Questioning skills/questioning texts (14)
- Improvement in map skills (12)
- Literacy improvement (research, reading, and writing skills) (12)
- Accumulation of BHH strategies/knowledge over time (11)
- Understanding of sequence and cause/effect (10)
- Thinking “like historians”
- Better schema of events in US history (9)
- Critical thinking/higher level thinking skills (8)
- Ability to synthesize, use multiple sources, and summarize (7)
- Ability to work cooperatively (5)
- New history vocabulary (5)

- Increased empathy (2)
- Increased student achievement (2)
- Fewer behavior problems (1)

Perceived barriers to success (asked of Cohort 2 only)

Cohort 2

Cohort 2 teachers were asked if there were any barriers or obstacles to their success in teaching the BHH curriculum. Of the 180 participants who responded to this item (response rate=81%), 14 (8%) said that they did not see any obstacles to their success. Half of the teachers who responded (91, 51%) said that having enough time during the day to teach the curriculum was the number one obstacle to their success in teaching history. Many of those indicated that their district's emphasis on reading, math, and assessments was the reason that there would not be enough time to add another subject to the school day. A typical comment was, "Time to fit it all in. Our district is so strict on getting our core curriculum taught, I just want to make sure I can teach this with integrity and urgency like I'm expected to teach everything else."

Some teachers (16, 9%) cited their lack of background knowledge as an obstacle to their success in teaching history. Fifteen teachers (8%) said that they had concerns about their ability to integrate the BHH curriculum with their reading curriculum – a strategy that would make fitting it into their day more possible. One teacher said, "With our reading curriculum, I am concerned it will be very difficult to take a cross-curricular approach to BHH." Fifteen teachers also said that they did not have the time to plan their instruction in this unit.

Another 15 teachers said that a mismatch between the BHH curriculum and their district's SLEs for social studies would be a potential barrier. One teacher commented, "I am not sure how they align with our SLEs (for example, a few activities are listed next to an SLE that talks about Iowa changing over history...but the activity is about the dust bowl). I think that some of the ways the unit is connected to our SLEs is a stretch", and another teacher said, "The BHH doesn't align with our district's student learning expectations, and until they do, I'm going to be accountable to the parents for what is on the report card."

Thirteen teachers said that they were concerned about finding additional resources and/or additional literature to carry out the BHH units. Nine teachers said that they don't have the physical space in their classroom for the timelines and maps and seven teachers of younger students were worried about parent support and students being able to supply the contents for their personal history. One teacher said, "For the students who don't bring in timeline items and pictures... that I make up a bag and not hurt anyone's feelings or make anyone feel left out." Five teachers said that they were not certain that their students' academic abilities were up to the BHH demands.

Four teachers were concerned about a lack of administrative support, four were worried about supplies for creating timelines and maps, and another four mentioned student behavior problems as a barrier to teaching the BHH curriculum.

Other potential obstacles mentioned by three or fewer teachers included: lack of student background knowledge, varying degrees of readiness among special education students, changing students' opinions on history, working with team members who have not yet attended the professional development (hard to do alone), lack of computer skills, teaching two grade levels, availability of computers/internet for student research, students' perceptions of certain historical events, large class size, ELL issues, lack of confidence, own feelings about learning history, resistance to change from other team members, transitioning to other social studies curriculum (History Alive!), thinking that the

materials were not culturally diverse, memory of training not fresh enough, and being able to engage all students in learning.

Additional Comments

Cohort 1

Cohort 1 teachers were given the opportunity to offer additional comments. Of the 65 survey respondents, 37 provided comments for a response rate of 57%. Most comments were positive with 30 positive remarks, mostly about the BHH project in general. Some typical responses included:

“I think the BHH project is a wonderful way to teach history! Fun, exciting, and something kids can UNDERSTAND and relate to, beginning with Kindergarten, and continuing through the grades. I love it! It is laid out beautifully.”

“It was a fantastic workshop. I enjoyed seeing the progression from kindergarten to 5th grade. Perhaps there could be a pamphlet that students could take home to share with their parents about the BHH project.”

“Great use of collaboration and excitement from the mentors and other instructors!

“I feel fortunate that I have been able to learn ways to teach my students strategies for examining texts and improving their metacognitive abilities across subject areas.”

“I wish we could get 6-12 on board at Prairie. It is a wonderful opportunity to all teach BHH.”

“The kids LOVE it!! :) It makes sense!!”

Respondents’ negative comments (5) centered on the lack of books and other resources as mentioned in the suggestions for improvement section. A typical comment from that group was:

“I feel that materials, pictures should be printed off for people to have. I know they are on the web site but many teachers will not take the time to print them off themselves.”

Two people said that they needed more work time and did not yet feel prepared to teach, and one person said that their grade level group did too much “off-task talking” and it was too distracting to benefit from the whole group sessions since they had to sit in grade level groups.

Cohort 2

Second cohort teachers were also asked if they had other comments about the workshop, project, or anything else. Ninety-seven people gave additional comments. Nearly all (81) comments were positive statements about the project, presenters, mentors, curriculum, food, and/or facilities. A few of the typical positive comments included:

“I was very impressed with the presenters and the materials. Everyone was prepared, knowledgeable, and helpful.”

“The quality of the presenters was top rate. Their passion towards history and BHH was evident.”

“I’m excited to get started and that’s pretty neat for an old-timer!”

“I’m very excited about this program and its importance in terms of developing critical thinking skills and reasoning in students. I love that BHH allows history to be presented as exciting and fluid, which it is.”

“Thank you to the wonderful teachers who have done this training many, many times but were fresh and enthusiastic for us. I enjoyed the training and learned a lot!”

“It was a very interesting two days. It does make me want to delve into history more!”

“It was the best in-service I have attended in the CRCSD!”

Nine people made negative comments. The main topics addressed by those who commented negatively were that they thought that more time should have been spent going through specific aspects of the unit, including formative and summative assessment, and establishing specific learning expectations (mentioned by three people), that the presenters weren’t always professional, with one saying they were “lacking energy” and another saying there were “lots of ‘ums’ by all presenters”, that the workshop could have been done in one day, that the agenda should have been referred to more often, and that the food choice was not good for people with diet restrictions.

Five people made comments that were neither negative nor positive. These comments included two from people who are hoping for revisions in SLEs to better match the BHH curriculum, one who suggested having participants at tables be given a chance to introduce themselves, and two who commented on grade level specific curriculum, one saying that the 5th grade unit was not as interesting as the others, and another asking for more “meat” to the kindergarten curriculum.

[Complete redacted responses to all questions are included in the appendix to this report.]

Participant Demographics

Workshop surveys for both cohorts also included several items concerning participant demographics. The first was the grade level taught they were planning to teach during the 2010-11 school year. Table 9 shows the frequency of teachers who will teach each grade level. The *other* category includes special education teachers, behavior development teachers, instructional coaches, and administrators who are not assigned to a particular grade.

Table 9. Grade Level planning to teach during 2010-2011, by cohort

Grade Level	Frequency	
	Cohort 1	Cohort 2
K	10	28
1	13	36
2	11	30
2/3	-	2
3	14	36
3/4	-	1
4	18	25
4/5	2	10
5	5	25
Other	2	29

Among both cohorts there was large variation in the teaching experience of the participating teachers with a first cohort mean of 14.99 years taught (SD=9.78), and a second cohort mean of 13.94 (SD=8.16), medians of 11 and 12 years (respectively), and a range of 1-40 years of teaching experience for Cohort 1 and 1-38 years for Cohort 2. Table 10 reports the number of years taught by participating teachers.

Table 10. Teaching Experience of participating teachers

Teaching experience (yrs)	Frequency	
	Cohort 1	Cohort 2
1-5	10	31
6-10	14	50
11-15	14	48
16-20	11	37
21-30	10	36
31+	6	9

Table 11 reports the areas in which participants who responded said they are certified to teach.

Table 11. Certification and endorsements of participating teachers

Certificate or Endorsement in:	Frequency	Frequency
Elementary, K-9, K-6	70	218
Reading	28	71
Early Childhood	16	27
Eng/LA	11	29
Special Ed	8	17
Social Studies	8	29
MA	7	5
ELL	3	3
Math	3	8
Principal	2	2
Gifted and Talented	2	3
Other: [including on each in Speech Communication/Theater, Technology, K-12, Spanish, Library, Media, At-Risk, Music, Coaching, Science, Resource, Guidance counseling, Home and Family, Family and Consumer Science, Health, Instructional Strategist, Art, LD, BD, French, Mild and Moderate	13	36

Second cohort teachers were asked to describe their previous preparation to teach history (including college courses or professional development). About three quarter of the 208 teachers who responded to this item (160, 77%) said they had very little preparation to teach history, with 78 mentioning only social studies methods classes during college, and 48 mentioning one or two high school or college courses in social studies content. A few people (15) said they had been exposed to History Alive materials or other social studies professional development courses. Three respondents were history majors in college, 10 were history or social studies majors, and 11 had social studies

concentration. Six teachers said they learned from reading about history on their own because of personal interest in history, two said they learned from trips to historical places, and two from doing district committee work in the social sciences.

Second cohort teachers were also asked to describe their previous experiences in teaching history. Most teachers said their experience was limited to teaching the Cedar Rapids curriculum, with many saying that they had primarily taught social studies, often involving geography. Quite a few teachers described their teaching of history as “limited” or “incidental” and some said they taught “what was in the textbook.” Of those that had taught history, many said they had taught limited lessons on either Cedar Rapids or Iowa history, traditional topics on holidays, famous Americans, presidents, black history month, and a few had taught personal histories. A few teachers said they had taught the *History Alive!* curriculum. A few teachers said they had more experience but described it in vague terms such as, “I have taught history my whole career” and “taught 4th grade history and 6th grade history (years ago).”

Bringing History Home – CR: Summer 2011 Workshops Survey Results

During the summer of 2011, the Teaching American History Bringing History Home Cedar Rapids Project (BHH-CR) conducted six two-day and four one-day professional development workshops. A new cohort of teachers (Cohort 3) from the Cedar Rapids Community School District (CRCS) attended one of two two-day workshops, the first of a two-year sequence. Cohort 2 teachers (who were in the second year of BHH-CR sequence) attended one of four two-day workshops for 2nd through 5th grade teachers, or one of four one-day workshops for kindergarten and 1st grade teachers. All workshop participants were asked to complete a survey concerning their perceptions of the workshop they had completed. The surveys were administered as online surveys using the Qualtrics software. The University of Iowa Center for Evaluation and Assessment sent all participants an email with the url to access the survey within one week of workshop completion. One hundred twenty-seven of the 180 participants in the Cohort 2 workshops completed the survey for an overall response rate of 71% and 86 of the 115 Cohort 3 participants for a response rate of 75%. Participants were asked to complete the survey within two weeks of receiving the survey link. Those who had not completed the workshop received up to two reminders in the two months after completion of the survey. Both surveys consisted of several quantitative sections, a few open-ended items, and a short demographic section. Participants were informed that responses and comments were confidential and would be reported anonymously.

Findings from the quantitative scaling of confidence in specific abilities

The directions for this quantitative section of the participant survey were as follows:

*Indicate the degree of confidence you feel about whether you could do each of the following **before** and **after** your participation in the BHH Summer 2011 Workshop. Using the scale above each item ranging from 0% (not at all confident) to 100% (completely confident), indicate your confidence on each scale by selecting one value. Remember to answer as you really feel, with your best estimate of your confidence. For each item, please select one answer for the **'Before'** scale and one for **'After'** scale. If you don't have an opinion, or if the question is not applicable to you, please select "NA".*

In other words, participants used this retrospective pre-post scale to reflect on their confidence in their ability **before** as compared to **after** participating with regard to eleven skills related to teaching history. The scale was as follows:

	Not at all Confident											Completely Confident												
BEFORE:	0%	10	20	30	40	50	60	70	80	90	100%	NA	0%	10	20	30	40	50	60	70	80	90	100%	NA
AFTER:	0%	10	20	30	40	50	60	70	80	90	100%	NA	0%	10	20	30	40	50	60	70	80	90	100%	NA

Tables 1 and 2 report the results of these items from the two cohorts at their respective summer 2011 workshops. Table 1 reports that on all items, Cohort 2 participants rated themselves as more confident of their abilities to teach history after attending the 2011 BHH Workshop than they were before. Mean differences from before to after participating in the second year workshop ranged from 20% more

confident to 37% more confident after attending the workshop, with a grand mean difference of 26%. The items on which the smallest growth in confidence was seen were in participants' confidence concerning integrating science and math into their history teaching. The largest gains were seen in teachers' confidence in using the SOCC method to analyze history sources (37%) and in providing instruction that encourages students to investigate historical evidence.

Table 1. Cohort 2 participants' self-reported confidence ratings about their ability and skills before and after participating in the BHH Summer 2011 Workshop

	N <i>Before/ after</i>	<u>Before</u>		<u>After</u>	
		Mean	SD	Mean	SD
Confidence in my ability to		%	%	%	%
14. Activate students' prior knowledge about history learned through BHH	123/124	63.27	24.84	83.15	13.40
15. Activate students' prior knowledge about history learned from other school experiences or life experience	124/125	59.11	22.63	82.64	14.04
16. Integrate literacy skills into my history teaching	123/120	62.11	22.41	84.75	13.72
17. Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction	124/126	63.15	24.27	86.59	14.48
18. Align my history instruction with my current literacy strategies to enhance literacy learning	124/124	56.69	23.01	80.65	16.01
19. Integrate science learning into my history teaching	117/118	42.99	23.50	62.71	23.63
20. Integrate mathematics learning into my history teaching	120/120	44.58	23.63	64.00	21.59
21. Use the SOCC method to analyze history sources in my teaching	112/113	34.91	27.01	72.30	20.00
22. Provide instruction that encourages students to investigate historical evidence	122/122	48.77	24.72	80.00	14.32
23. Design assessments that tap my students' ability to analyze historical images	119/121	45.71	25.93	76.53	17.83
24. Design assessments that tap my students' ability to analyze historical documents	115/117	44.61	26.83	74.87	17.89
25. Design assessments that tap my students' ability	124/125	57.50	25.59	85.92	13.39

to construct a timeline

26. Design assessments that tap my students' ability to construct maps to facilitate their history understanding	116/116	51.12	24.13	78.88	17.18
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Table 2 reports that on all items Cohort 2 participants also rated themselves as more confident of their abilities after attending the BHH Summer 2011 Workshop than they were before. Mean gains were greater than the Cohort 2 participants in their second year, but somewhat smaller than first and second cohort gains during their first workshops. All mean differences from before to after for third cohort participants showed at least a 27% increase in confidence, with a grand mean difference for all items of 39%. The largest gains in confidence were in teachers’ perceived ability to “Help students learn to analyze historical images” (58% increase) and “Help students learn to analyze historical documents” (54% increase). The smallest gain (but still 27%) was in teachers’ confidence to “Use internet resources to locate relevant historical primary sources.” Their rating of their confidence before the workshops on that item was already relatively high at 50% confident.

Table 2. Cohort 3 participants’ self-reported confidence ratings about their ability and skills before and after participating in the BHH Summer 2011 Workshop

	N <i>Before/ after</i>	<u>Before</u>		<u>After</u>	
		Mean	SD	Mean	SD
Confidence in ability to		%	%	%	%
2. Help students learn to think like historians	86/86	35.00	22.89	78.49	15.30
3. Help students learn to use primary sources to construct their understanding of history	83/84	36.87	24.34	78.33	15.82
4. Collaborate with other teachers, BHH project mentors, and project staff to improve my history instruction	83/86	47.11	26.67	82.79	12.33
5. Help students learn to analyze historical images	86/86	30.47	23.41	78.60	14.48
6. Help students learn to analyze historical documents	84/83	30.24	23.08	74.58	16.77
7. Use internet resources to locate relevant historical primary sources	86/85	50.35	26.10	77.17	14.61
8. Provide instruction that encourages students to investigate historical evidence	86/86	35.23	24.86	76.05	14.74
9. Align my history instruction with my current literacy strategies to enhance literacy learning	85/85	42.71	26.34	78.71	16.53

10. Use timeline construction to enhance students' understanding of history	85/85	39.29	26.04	83.18	13.56
11. Use map construction to enhance students' understanding of history	82/83	42.07	26.52	78.31	15.76
12. Help students learn to synthesize information learned from multiple sources	86/84	39.65	25.91	73.45	14.60

Findings from the quantitative scaling of engagement in workshop activities

The second section of the surveys asked participants to rate their level of engagement in the activities that took place during the BHH Summer 2011 Workshop. Tables 3 and 4 report results for the second and third cohort, respectively.

Table 3 reports the results for the second cohort participants with a low variability in mean perceived engagement rated from 2.66-3.20 on a 4 point scale. For all activities, most participants rated their level of engagement to be about that of an “Active cooperator” (grand mean=2.89). Participants tended to rate their independent and group work time higher than their time in presentations.

Table 3. Cohort 2 participants’ self-reported level of engagement in the activities of the BHH Summer 2011 Workshop

		Frequencies				
How engaged were you as a learner for each of the following sessions?		Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator
Grand Mean=2.89		0	1	2	3	4
DAY 1:						
Reflection on First Year (2010-11) Implementation of First Unit (Grade Level Groups)	Mean=2.74 SD=0.82 N=126		10 (7.87)	33 (25.98)	63 (49.61)	20 (15.75)
Sharing of Grade Level Reflections with Whole Group	Mean=2.73 SD=0.86 N=125		11 (8.66)	34 (25.77)	58 (45.67)	22 (17.32)
Literacy Connections with BHH (Beth)	Mean=2.72 SD=0.79 N=123		4 (3.15)	48 (37.80)	49 (38.58)	22 (17.32)
SOCC Presentation (Elise)	Mean=2.67 SD=0.83 N=107		6 (3.15)	42 (33.60)	40 (32.00)	19 (15.20)
SOCC Presentation (Kim)	Mean=2.66 SD=0.89 N=107	2 (1.57)	4 (3.15)	42 (33.07)	39 (30.71)	20 (15.75)
Introducing the New Units	Mean=3.08 SD=0.73 N=124			28 (22.05)	58 (45.67)	38 (29.62)
Grade Level Unit Preparation Time	Mean=3.20 SD=0.72 N=114			20 (15.87)	51 (40.48)	43 (34.13)
DAY 2:						
Grade Level Unit Preparation Time	Mean=3.14 SD=0.90 N=86	1 (0.81)	4 (3.25)	11 (8.94)	36 (29.27)	34 (27.64)
Sharing New Unit Preparation			4	11	35	30

Mean=3.14 SD=0.84 N=80 (3.25) (8.94) (28.46) (24.39)

For the third cohort, there was slightly more variability on their ratings of engagement with mean engagement ranging from 2.00-3.10 on a five point scale with a maximum value of 4 points. For about half of the sessions, third cohort participants mean level of engagement was about that of an “Active cooperator” and for the other half of the sessions, the mean level of engagement was closer to an “Engaged Recipient”, with a grand mean for all sessions of 2.49. The two sessions for which the participants rated their engagement the highest were the session in which they were working in grade level teams to prepare for their units (mean=3.10) and during the time they spent learning to align their literacy strategies with the BHH curriculum (mean=3.72). They were least engaged during the session on nature of history (mean=2.00). Table 4 reports the full results on these nine items.

Table 4. Cohort 3 participants’ self-reported level of engagement in the activities of the BHH Summer 2011 Workshop

		Frequencies				
How engaged were you as a learner for each of the following sessions?		Non-Learner	Semi-Attentive	Engaged Recipient	Active Cooperator	Advanced Synthesizer & Integrator
Grand Mean=2.49		0	1	2	3	4
DAY 1:						
The Nature of History	Mean=2.00 SD=0.88 N=85	1 (1.18)	28 (32.94)	28 (32.94)	26 (30.59)	2 (2.35)
Exploring the BHH Website and History Resources on the Internet	Mean=2.27 SD=1.01 N=65	3 (3.53)	11 (12.94)	22 (25.88)	23 (27.06)	6 (7.06)
Exploring History through Written Document Analysis	Mean=2.48 SD=0.84 N=86	1 (1.16)	11 (12.79)	25 (29.07)	44 (51.16)	5 (5.81)
Exploring History through Photo Analysis	Mean=2.64 SD=0.88 N=86	1 (1.16)	10 (11.63)	18 (20.93)	47 (54.65)	10 (11.63)
Historical Mapping	Mean=2.34 SD=0.87 N=85	2 (2.33)	11 (12.79)	33 (28.37)	34 (39.53)	5 (5.81)
Timeline Construction	Mean=2.54 SD=0.79 N=83		7 (8.14)	32 (37.21)	36 (41.86)	8 (9.30)
Assessing Student Learning	Mean=2.31 SD=0.84 N=80		14 (16.28)	32 (37.21)	29 (33.72)	5 (5.81)
DAY 2:						
Literacy Strategies Aligned with BHH	Mean=2.72 SD=0.91 N=82		8 (9.41)	24 (28.24)	33 (38.82)	17 (20.00)
Grade Level Unit Preparation Time	Mean=3.10 SD=0.82 N=84	1 (1.18)	2 (2.35)	12 (14.12)	41 (48.24)	28 (32.94)
Review and Question Time	Mean=2.54 SD=0.90 N=84	1 (1.18)	8 (9.41)	31 (36.47)	32 (37.65)	12 (14.12)

Findings from the quantitative scaling of general workshop questions

All Cohort 2 and Cohort 3 workshop participants were also asked to rate their agreement with 10 or 16 (respectively) general statements concerning the workshop they had attended. All items were on a 6-point Likert-type scale, from Strongly Agree (6) to Strongly Disagree (1).

Both cohorts continued to rate their experience as being very positive with the mean response for most items greater than 5. For both cohorts, the item with the lowest mean (4.00, 4.47 respectively) was the item asking them to rate their agreement with the statement, “I wanted more time to work with my grade level group.” Since all items were rated highly, with grand means of 5.39 and 5.19 respectively, there were no particular areas of strength or weakness, all aspects of both workshops were positively perceived by the participants. There appeared to be a few individuals in Cohort 3 whose experience does not seem to have been as positive as the majority of their peers, with a few consistently negative ratings.

Table 5. Cohort 2 Participants’ perceptions of different aspects of the BHH Summer 2011 Workshop

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No opinion
	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)
N=127 unless otherwise noted							
There was enough time for my questions and comments. Mean=5.69 SD=0.64 N=126	95 (74.80)	26 (20.47)	3 (2.36)	1 (0.79)	1 (0.79)		1 (0.79)
My prior knowledge and opinions were respected. Mean=5.69 SD=0.60 N=126	93 (73.23)	29 (22.83)	3 (2.36)		1 (0.79)		1 (0.79)
The refreshments and breaks met my needs. Mean=5.64 SD=0.88	101 (79.53)	17 (13.39)	3 (2.36)	3 (2.36)	2 (1.57)	1 (0.79)	
The opportunity to work with mentor teachers was beneficial to me. Mean=5.72 SD=0.70	103 (81.10)	17 (13.39)	5 (3.94)	1 (0.79)		1 (0.79)	
I wanted more time to work with my grade level group. Mean=4.00 SD=0.155 N=115	25 (19.69)	20 (15.75)	32 (25.20)	18 (14.17)	9 (7.09)	11 (8.66)	12 (9.45)
I am confident I have the knowledge and skill to teach history effectively to my students next year. Mean=5.32 SD=0.79	57 (44.88)	59 (46.46)	9 (7.09)		1 (0.79)	1 (0.79)	
I am looking forward to learning more about history. Mean=5.69 SD=0.53	92 (72.44)	31 (24.41)	4 (3.15)				
All in all, the workshop activities were enjoyable. Mean=5.49 SD=0.73	77 (60.63)	38 (29.92)	9 (7.09)	3 (2.36)			
All in all, the workshop was very beneficial to me. Mean=5.48 SD=0.75 N=126	75 (59.52)	41 (32.54)	7 (5.56)	2 (1.59)	1 (0.79)		

All in all, my time was used efficiently and effectively on important topics and activities. Mean=5.21 SD=1.09	64 (50.39)	44 (34.65)	9 (7.09)	3 (2.36)	6 (4.72)	1 (0.79)
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Table 6. Cohort 3 Participants’ perceptions of different aspects of the BHH Summer 2011 Workshop

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	No opinion
	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)	Freq (percent)
There was enough time for my questions and comments. Mean=5.43 SD=0.86 N=83	49 (56.98)	25 (29.07)	7 (8.14)	1 (1.16)		1 (1.16)	3 (3.49)
My prior knowledge and opinions were respected. Mean=4.89 SD=1.45 N=83	38 (44.19)	25 (29.07)	6 (6.98)	5 (5.81)	5 (5.81)	4 (4.65)	3 (3.49)
The refreshments and breaks met my needs. Mean=5.44 SD=1.22 N=86	64 (74.42)	12 (13.95)	2 (2.33)	3 (3.49)	2 (2.33)	3 (3.49)	
I know and understand the goals of the project. Mean=5.31 SD=0.83 N=85	40 (46.51)	36 (41.86)	7 (8.14)	1 (1.16)		1 (1.16)	
Working on aligning my literacy goals with the BHH curriculum was beneficial to me. Mean=5.32 SD=0.95 N=81	44 (51.76)	25 (29.41)	9 (10.59)	1 (1.18)	1 (1.18)	1 (1.18)	4 (4.71)
The opportunity to work with mentor teachers was beneficial to me. Mean=5.67 SD=0.82 N=85	67 (77.91)	13 (15.12)	3 (3.49)		1 (1.16)	1 (1.16)	1 (1.16)
I wanted more time to work with my grade level group. Mean=4.47 SD=1.50 N=79	24 (27.91)	22 (25.58)	15 (17.44)	9 (10.47)	3 (3.49)	6 (6.98)	7 (8.14)
I am confident I have the knowledge and skill to teach history effectively to my students next year. Mean=5.12 SD=0.63 N=85	21 (24.42)	54 (62.79)	9 (10.47)	1 (1.16)			1 (1.16)
It was helpful for me to hear how history instruction in the early grades can build a foundation for students’ future learning. Mean=5.12 SD=0.85 N=83	30 (34.88)	37 (43.02)	13 (15.12)	2 (2.33)	1 (1.16)		3 (3.49)
I have a different understanding of what it means to teach history than I did before the workshop. Mean=5.37 SD=0.71 N=81	38 (44.19)	37 (43.02)	5 (5.81)		1 (1.16)		5 (5.81)
I have a different understanding of what it means to learn history than I did before the workshop. Mean=5.38 SD=0.68 N=80	39 (45.35)	32 (37.21)	9 (10.47)				6 (6.98)

I am looking forward to learning more about history. Mean=5.45 SD=0.65 N=83	44 (51.16)	32 (27.21)	7 (8.14)			3 (3.49)	
As a result of the workshop, I understand more about the processes that historians use to study history. Mean=5.36 SD=0.67 N=84	39 (45.35)	36 (41.86)	9 (10.47)			2 (2.33)	
All in all, the workshop activities were enjoyable. Mean=4.89 SD=1.25 N=84	30 (35.29)	35 (41.18)	8 (9.41)	4 (4.71)	5 (5.88)	2 (2.35)	1 (1.18)
All in all, the workshop was very beneficial to me. Mean=5.14 SD=0.93 N=84	33 (38.37)	38 (44.19)	7 (8.14)	4 (4.65)	2 (2.33)		2 (2.33)
All in all, my time was used efficiently and effectively on important topics and activities. Mean=4.80 SD=1.30 N=85	28 (32.56)	35 (40.70)	9 (10.47)	6 (6.98)	4 (4.65)	3 (3.49)	1 (1.16)

At the end of this section, participants were given the opportunity to supply additional comments.

Cohort 2

Forty-four of the 127 participants supplied additional comments for a response rate of 34%. Categories of responses emerged from the data and all responses were coded using those categories. The categories for which there was more than one response are listed in order of frequency below with the response frequency in parentheses:

- Grade level planning time (10)
- Mentors were great (9)
- Scheduling: Workshop could be shortened to one day [or to half-day for K-1] (8)
- Well-organized workshop – appreciate hard work in planning (5)
- Excited to teach history (5)
- Too much videos (also hard to hear) (3)
- Conduct workshops in CR for access to network drive on computers (3)
- More confident about teaching history (2)
- Lead mentor and her videos are effective (2)
- Excited about connections to BHH curriculum and opportunities for skill transfer (2)
- Change format of Day 1 – too much sitting – need hands-on activities and more breaks (2)

The following comments were made by individual participants: Great to have so many grade level teachers at the same time, project director is a great leader, whole group presentation “lost me”, computer lab time was not beneficial, materials from mentors and in curriculum didn’t match (confusing), there should be a schedule for implementation (“mess last year”), mentor took too much of work time, coaches should get all grade level materials, getting a CD of unit was nice, getting hard copies of materials was good, and losing electricity made it a poor use of time. Several of the people who said that the grade level work time was appreciated added that they could have used it even more effectively if they knew ahead of time how much time they would have to work and if grade level teams from the same schools all came together. Quite a few respondents commented on several

aspects of the workshops, so the responses do not add to 44. One such response was, “I really enjoyed the second half of day 1 and all of day 2 when we worked with our mentors and then also worked with our grade level teams. The second grade material was very organized and presented very well during our break out session. I felt great leaving and already having history planned out for the year!”

Cohort 3

Of the 86 Cohort 3 participants, 27 supplied additional comments for a response rate of 31%. Comments were quite varied. Eight participants gave general positive comments concerning their appreciation of the workshop and/or their excitement about teaching using the new curriculum. One person said, “Wonderful experience, amazing energy from staff. Thank you so very much!” and another person said, “I am so excited about how I am going to be teaching history! I already went out to the Half Price Bookstore to purchase books to support lessons!” Six respondents said that the mentors were a great help to them. Three people said that the staff members were great and an additional two mentioned the professor from Knox in particular. One person said that the binders were well-organized and very helpful. Two people commented on the food with one saying it was great and another saying that the salad and fruit options were good, but lasagna was too heavy for lunch.

There were also some more negative comments. Seven people said that Day 2 of the workshop was much more useful than the first day, and eight people said that Day 1 was too repetitive, some of them wording their criticism quite strongly including one respondent who said, “I believe the day one activities could be condensed into a morning session. We don’t need to hear everything 4 times” and another saying, “I understood the picture analysis the first time we did it and we did not need to hear about it repeatedly and from every grade level.” Seven workshops participants commented that they felt that the two main presenters did not treat them with respect. Two of these comments were tempered by positive sentiments including the response, “I found the instructors to be knowledgeable and helpful overall, but somewhat condescending at times. I think that put a few people off.” Two of these respondents indicated that they felt they weren’t treated like professionals, however, several responses also exposed that they may not have been acting completely professionally, with one person commenting, “People were getting in trouble for using their phones and showing up late for class” and another saying, “I mean, people are giving up two days of their summer to be there – it’s not like this is going to be the highlight of their summer.”

Three people said that the workshop should have been only a one-day workshop, three people thought that there was too much down time on the second day, and two people said that there was too much use of videos during of the workshop. Individual respondents also made the following comments: would prefer mentors from their own district, special education teacher needed a way to become familiar with curriculum from multiple grade levels, need stronger mentors, and day one sessions would be more useful if they were separated by grade level groups (K-2 and 3-5).

It should be noted that all except one of the negative comments came from the June section (the first section) of the workshop. Project staff had reported frustration that some of the June participants were difficult to engage and appeared disinterested on those days. The evaluator sent the comments from June section participants to the project staff before the August workshop and they made some changes to the agenda in response to the comments. It should also be kept in mind that the most strongly negative comments came from seven participants which is fewer than 10% of the total participants.

Findings from the Qualitative Items

Participants were also asked several open-ended questions regarding their experiences during the BHH –CR professional development workshops. The online survey format gave respondents as much space to type their answer as they wanted.

Most Valuable Aspects of Workshop

Cohort 2

Cohort 2 participants were asked to respond to this question: “Consider everything about the BHH 2011 Summer Workshop and all aspects of your experience there. What has been most valuable to you?” Nearly all (118, 93%) of the 127 survey respondents supplied a response to this question. Table 7 reports the response categories given by more than 3% of the respondents.

Table 7. Most valuable aspects of Summer 2011 Workshop (Cohort 2)

Response Categories	Frequency	Percent
Grade level collaboration and work time	47	39%
Working with mentors	47	39%
Outlines for new units from mentors	16	14%
The BHH history curriculum itself	11	9%
Integration and alignment of BHH with literacy goals	6	5%
Working with history professor	4	3%
Hearing about other grade level units	4	3%
Working on SOCC process	4	3%

The time to work with grade level peers and to work with mentors were named as the most valuable aspects of the workshop, each named by more than a third of the respondents. A typical comment concerning the grade level time was, “To me, the most valuable time was sharing and listening to other teachers in my grade level and realizing that what I did and the experiences my kids had were very similar to those in other schools.” There were many strongly positive comments regarding the mentors, including one person who said, “Having the opportunity to converse with mentor teachers. She was very helpful and so excited about BHH that I now feel the same way!” Another eleven respondents said the most valuable aspect was the wonderful curriculum itself. One teacher said, “During the Year 2 inservice, I continually found myself making connections between the two BHH units I teach, and feel that the students will be doing the same by the time we get to the second unit. The use of timelines, maps, and photo/document analysis help all students in the quest of becoming critical thinkers of history.”

Other valuable aspects mentioned by teachers were (with frequencies in parentheses):

- District timeline for teaching (3)
- Flip charts for units (3)
- Online materials for 5th grade (3)
- Developmentally appropriate curriculum (3)
- The BHH staff (3)
- Reviewing first unit (2)
- CRCSD work on alignment and on SLEs (2)
- Website (2)

Aspects mentioned by individuals as being valuable were: training as an adult learner, capacity for support teachers to attend different grade level sessions, building own history content knowledge, practice and review for history skills, and knowing that you can change and individualize the curriculum to make it yours.

Cohort 3

Cohort 3 participants were also asked to respond to this question: “Consider everything about the BHH 2011 Summer Workshop and all aspects of your experience there. What has been most valuable to you?” Of the 86 participants in Cohort 3 (who had completed their first BHH professional development experience), 78 responded to this item for a response rate of 91%. Table 8 details the categories of their responses. [Categories from previous first year workshops were used, with new categories added as they arose.]

Table 8. Most valuable aspects of 2011 Summer Workshop (Cohort 3)

Response Categories	Frequenc y	Percent
Mentors and Staff		
Working with mentor, seeing mentor examples	45	58%
Workshop Activities		
Viewing actual student work	7	9%
Learning as adult learner	4	5%
Exploring BHH website	2	3%
Team/Peer work time		
Working with peers	12	15%
History Pedagogy		
Timelines	7	9%
Photo analysis	6	8%
Literacy strategies in BHH	4	5%
Document analysis	3	4%
Mapping	2	3%
Learning how BHH fits in with other content	2	3%
SOCC	2	3%
Learning BHH skills (in general)	1	1%
Teaching critical thinking and inquiry	1	1%
Learning to use personal experiences as history	1	1%
Resources		
Receiving clear, new curriculum	3	4%
Materials, resources	1	1%
History and historiography		
New understanding of what it means to teach/learn history	4	5%
Other		
Seeing grade level progressions	2	3%
Small group setting	2	3%
Becoming more comfortable with history	1	1%
Personal planning time	1	1%

The most common response from the third cohort as to the most valuable aspect of the workshop was the opportunity to work with their grade level mentors with more than half (58%) of the respondents providing that response. Typical comments included, “The most valuable experience was working with the cooperating teacher. She was very helpful, providing insight and experience” and “The opportunity to meet with other grade level teachers who had already taught the units and had great ideas and suggestions of how to best implement the program.” Respondents from the third

cohort also highly valued the time to work with their grade level peers to get ready to teach, with 15% naming time with their teams or peers as one of the most valuable aspects. In general, the time on Day Two was deemed to be most valuable for most participants. Some respondents (9%) also valued the experience of actually seeing student work from mentor's classrooms. Some of the Day One aspects that were also named as valuable included several elements of the BHH pedagogy, particularly timelines and photo analysis, mentioned by 9% and 8% of the respondents, respectively. Several respondents (5%) also mentioned that gaining a new understanding of what it means to teach students how to learn history was valuable for them.

Less Valuable Aspects of Workshop and Suggestions for Improvement

Cohort 2

Participants in the Cohort 2 Summer Workshop were asked to respond to the question, "What has been least valuable to you? How could the workshop have been improved?" Ninety-six participants supplied a response to this item for a response rate of 76%. The single most frequent response, given by 25 people (26%), was that "nothing" was least valuable or that it was all worthwhile with one person saying, "I enjoyed every second!" and another saying, "I can't really pinpoint anything that wasn't valuable. The workshop kept my attention which can sometimes be hard to do!" The most common criticism was that the workshop was too long (13, 14%), although some people thought the first day could be cut shorter and some thought the second day, some didn't designate what could be cut, and one person said they needed *more* time.

Specific aspects of the workshop that people thought were less valuable included (with frequencies in parentheses):

- Sharing across grade levels (10)
- Too much whole group worked geared for 3rd -5th grade levels (5)
- Review of last year's unit (5)
- Sharing with grade level at large group session (2)
- Computer time (since not able to access district resources) (2)
- District time (disorganized, not enough information provided) (2)
- Too much lecture format (2)

Other less valuable aspects mentioned by individuals were: section on integrating the Treasures literature unit, whole group time with mentor, lack of realistic timeline for implementation, too much time on photo analysis, repetition of information from last year, last hour of second day (doing forms, etc.), and power outage. Some typical comments included:

"Listening to other grade levels reflect on everything- could have been shorter and more concise."

"Too much whole group presentation time is geared toward 3-5 teachers. I wish there were completely separate days for k-2 and 3-5."

"Our biggest problem was being unable to access an online connection which would allow us to search for images and other resources. It would have been beneficial to be able to access the Cedar Rapids server and our own H drives."

Some respondents also addressed the ways in which they thought the workshops could be improved in the future. The most common suggestion for improvement, given by 13 people (14%), was to offer the workshops at a Cedar Rapids school where participants could access their own

computer drive and some teachers would have access to their classrooms. Other suggestions for improvement were (with the response frequency in parentheses):

- More time for grade level work (6)
- Provide more structure for grade level work time (4)
- Require each school's grade level teams to attend the same workshop to optimize use of planning time (4)
- Provide more examples within each unit (2)
- Do separate sessions for K-2 and 3-5 (2)
- Have videos of teachers teaching curriculum available for all grade levels (2)

Additional suggestions for improvement from individual teachers were: provide laminated set of photographs for each unit and classroom; schedule workshops closer to start of the school year; have a separate section for special education teachers; and help for instructional coaches to gain the most from their time at several grade levels, and provide them with all the materials for all grades.

Cohort 3

Cohort 3 participants were also asked what aspects of the workshop were less valuable for them and how the workshop could be improved. There were 68 responses to this item for a response rate of 79%. Statements of what was least valuable and how the workshop could be improved were analyzed separately. The responses to this item were quite diverse with no one response occurring for more than 10 people and with conflicting responses, that is, some people listed as least valuable what others had listed as most valuable. For example, one person said, "I know that some people complained about having to hear about the other grades while in the large group, but I think it's good to know what other grades are doing, so you know prior knowledge of the kids and what they will learn next." Nine people said that the workshop was all good for them – that nothing was less valuable. The responses mentioned by more than one person are listed below (with frequency in parentheses):

- Day 2 – too much unstructured time (11)
- Day 1 (10)
- Too many examples of things (8)
- Too much time on classroom videos (7)
- "Lecture" on participants not wanting to be there (5)
- Too much time on SOCC (3)
- Too much oral presentation on Day 1 (3)
- Workshop was too long in general (2)
- Felt belittled for not knowing history (2)

A typical comment from those saying that Day 1 was the least valuable was, "Sitting and listening all day the first day about stuff that did not apply at all to my students" and from those who mentioned Day 2 as least valuable, "The last day was unproductive. I didn't do much because we already did this at my school with team members who had already taken the class."

Other comments made by single respondents were: both the presenter and the curriculum are "too political"; not enough "move around time"; too much on internet quality; stories to go with photo analysis got too silly; having a keynote presenter with no elementary teaching experience; too many mentor examples; need more engaging presenters; too much group time on internet; too much introduction to the project; Day 1 was good for them as learners, but not as teachers; and the power problem (happened at only one session).

Suggestions for improvement were also varied, and not everyone gave suggestions for improvement. No suggestion was given by more than four people; four people suggested changing the

timing of the workshop with two people suggesting that they make it a one day workshop (do “Day 1” in the morning and “Day 2” in the afternoon), and two respondents suggesting that they do two days, but learn both units in the two days. Three people suggested more independent work time in the computer lab. Two people suggested that the workshop include more time where participants are separated by grade levels. Two respondents said that it would have been a lot better if they had attended as a whole building team. Individuals suggested each of the following: give participants more breaks, give more move around time, more time on direct pedagogy, more about teaching children about good internet use, more about how to pace unit, more time in grade level teams, conduct workshop in a place where they can get to their district network drive, have stronger mentors, tell more about expectations ahead of time so they know what to bring to the workshop, make it possible for teachers who teach more than one grade to go to multiple grade sessions, and go through the reading units more thoroughly.

Support needed to be successful

Cohort 2

Cohort 2 participants were asked “During the 2011-12 school year, what can the BHH project staff and or mentors do to help you be as successful as you can be in teaching history?” Of the 127 Cohort 2 respondents, 92 responded to this item for a response rate of 72%. The most common response, given by 36 (39% of those who responded) was for mentors and staff to be available by email or phone for questions. Quite a few of those who responded said “continue” to be available, indicating that in the first year they felt that the staff and mentors were available to answer questions or “bounce ideas off”. Responses were categorized as follows (with frequencies in parentheses):

- Mentor and staff availability for questions via phone and/or email (36)
- Receive emails telling about additional resources (21)
- Regular “check ins” via email just with reminders and news 7)
- “Refresher” sessions, with one person specifying after school and another asking for grade level sessions (6)
- Make sure that the buildings and classrooms had all the materials that they need to teach (3)
- Opportunity to observe another teacher teaching a BHH unit (2) [One of the instructional coaches offered to “cover classes” for teachers if they would like to do peer observations.]
- Create a folder in the district network drive for people to share documents or create a joint blog for teachers to write about their experiences teaching BHH (2)
- Something they know BHH can’t help them with – time! (2)

Other requests for support given by individuals included: provide evaluation assessments before school starts, send internet links for photos (other docs), suggest more book titles, staff visits to classrooms to model strategies with students, suggestions for music to go with units, help create new assessments, provide a “realistic” timeline for unit, open a “BHH store” with materials, create vocabulary lists for each unit, help find “old Cedar Rapids” photos, organize a study group, have staff come to observe teaching, provide curriculum in a sequential manner, and three 4th grade specific suggestions; more hands on activities (like the Great Depression simulation), add a women’s suffrage lesson to Progressive Era unit, and distribute teacher created materials to go with 4th grade units.

Cohort 3

Sixty-eight of the 86 respondents provided an answer to this question for a response rate of 79%. As with Cohort 2, the most common response, given by 24 people (35%) was that they wanted to be able to ask questions and receive answers from staff and mentors via email.

- Mentor and staff availability for questions via phone and/or email (24)
- Send new ideas that people had during the school year or additional ideas for activities and resources to go with their units (11)
- Meet again with other BHH teachers during the school year (3)
- Make sure that the materials are all ready for participants (2)
- Keep the BHH website up to date (2)
- Send tips or reminders frequently during the year (2)
- Provide pay for substitute teachers so teachers can watch other people teach BHH (2)
- Provide pictures or videos of teachers teaching BHH (2).

Individual teachers mentioned: helping Cedar Rapids set up a place on their network drive for sharing files, arrange for peer coaching, provide more guidance in pacing the lessons, provide more books to go with units, do a review at the beginning of the school year, be a sounding board for ideas, and give advice on student alternatives for internet searches. A few teachers made other comments about necessary support, including one teacher who said they wanted support from the mentors, but not staff; one who said staff and mentors should “be helpful and not talk at teachers”; and one who said that they would work more with their building teammates.

Expected student learning outcomes (asked of Cohort 3 only)

Cohort 3 participants were asked to describe student outcomes they expected to see as a result of their teaching using the BHH curriculum. Of the 86 survey respondents, 67 responded to this question for a response rate of 78%. Many people provided more than one response, with several teachers mentioning as many as six student outcomes they expected to see. More than half of the people who responded (36, 54%) said that they expected students to become more interested in, engaged in, and excited about learning history. One teacher said, “Excitement about history! It’s never been my favorite subject to learn/teach, but with BHH it’s presented in a fantastic format that makes it exciting for teachers to use and teach their students.” Another teacher said, “I also hope to spark an interest in children about history, so they realize it’s not just a bunch of names and dates to memorize.” Quite a few teachers (30, 45%) also said that their students will understand what it means to do history and be a historian, and they will appreciate the importance of history more now. One teacher said, “I think students will learn more what it means to be a historian” and another said that students would have “a deeper understanding for historical importance and connections between history and other content areas.” Many of the teachers mentioned that students would have new or improved knowledge and skills for learning after using the BHH curriculum. The skills and knowledge they mentioned included (with frequencies in parentheses, if greater than one):

- Timeline comprehension and skills (18)
- Stop and source/question sources (8)
- History content knowledge (Grade level specific) (7)
- Critical thinking/higher level thinking skills (6)
- Understanding of change over time (5)
- New history vocabulary (4)
- Literacy skills (reading, writing, research) (4)
- Improved discussion skills and articulate reasoned opinions (3)
- Improvement in map skills (2)
- Ability to synthesize (2)

- Improvement in math skills
- Improvement in standardized test scores
- More aware of details in reading
- Better collaborators
- Better internet users

Four teachers said they thought that students would take more ownership for their own learning and four said they thought their students would learn to love history, and one teacher thought that learning with BHH would foster student’s love of learning.

Ways in which the workshop helped non-classroom teachers (asked of Cohort 3 only)

Teachers were asked to respond to the following question ONLY if they were not regular classroom teachers. Fourteen people responded to the item, although in the demographic section, only eight teachers listed themselves as “other”. Four responses were omitted from this summary because they sounded like they were from classroom teachers. The other ten responses were coded into six categories that emerged from the data (with frequencies in parentheses after each response). [Some respondents gave more than one response, so total is greater than ten.] Respondents felt like they could support the regular classroom teachers in their buildings because they had increased their knowledge of:

- The BHH curriculum across the grades (7)
- The BHH pedagogy for teaching history (3)
- Ways to support the reading and writing in the BHH curriculum (3)
- Ways to support students in learning to find quality websites (2)
- Ways to successfully integrate history into other curricular areas (1)

One respondent said that the workshop helped them learn ways to use the BHH history curriculum for home school enrichment.

Other comments

Cohort 2

Participants were also asked if they had any other comments they would like to make regarding the project, curriculum, evaluation, or anything else. Forty-three of the 127 Cohort 2 respondents supplied an answer to this item for a response rate of 34%. Three of the respondents made comments on how things could be done differently with one saying they think that, considering the literacy emphasis, there are too many video segments associated with the units. The same respondent added, “History is still in my mind not as important as reading, writing, or math, but if the curriculum were full of rich literature I would value it more.” Another participant just expressed the wish that the workshop be held at the beginning of the school year instead of during the summer. Another person said they thought the Cedar Rapids report cards needed to be better aligned with the BHH curriculum.

The remainder of the responses were strong positive comments concerning the project, the workshops and the project staff. Some were quite general, for example, “Fabulous job! Keep up the good work!”, GREAT JOB!!!!!!”, “It truly was great!” A few examples of the more specific comments made in this section are listed below:

This program is wonderful and much needed in our core curriculum today. I am so glad my own children will have the opportunity to learn history through BHH. The summer workshop

was wonderful and I appreciate the time to work and prepare with my teammate and others at my grade level. THANKS!

I appreciate how willing the teachers were to offer their units by putting them on flash drives so that we could use their work. I know how much time that takes and appreciate their willingness to share.

It was really nice getting together after one year of implementation to review what the expectations are and reflect on what went well and what we can do to improve our teaching.

At the beginning of this I didn't think kindergarten could do much with history, but I was wrong! Thanks for these units. Looking forward to having more than just one history unit to teach next year.

I am truly amazed by the way BHH keeps my students engaged in learning about history.

I appreciate the time it took for the presenters to prepare for the workshop and I appreciate the time we had to work the second day of the workshop.

Awesome units! Can't wait to teach it. Wish we had more time in the year to investigate history!

I loved this workshop, and I feel BHH has provided the best social studies curriculum I have taught in 25 years of teaching. The kids LOVED Slavery/Segregation last year and I am positive they will feel the same way about Industrialization. I had never had a class so interested in history, and many students were reading historical fiction and non-fiction for their own personal reading. My [friend] teaches in Des Moines and I have bragged this project up to him and encouraged him to look into it. Also, my son goes to [another school] and I so wish he was receiving the same instruction!

Cohort 3

Participants were also asked if they had any other comments they would like to make regarding the project, curriculum, evaluation, or anything else. From the Cohort 3 participants, 24 respondents provided an answer to this question for a response rate of 28%. Responses were first categorized as to whether they were generally positive, negative or neutral. There were three negative responses with two different concerns represented in their responses. Three people said that they felt that the presenter was rude to them, saying that they were treated like children or “belittled... for not being peppy or participating as much as she thought I should.” Two of the same people criticized the format of the first day, saying it needed “more brain-friendly adult learning strategies”. However, one of the same respondents also said that Day 2 provided, “some of the best ideas and curriculum I’ve ever seen.”

Five respondents gave suggestions for improvement without expressing strong negative or positive reactions with three saying that Day 1 could have been condensed into one day, one saying that they would have liked to have been allowed to do both units in one summer instead of one each summer, and one person saying that they would have liked to have had mentors from their own district.

The remainder of the comments were positive in nature with eight people making a general comment concerning the workshop such as, they “enjoyed it” or it was great or interesting. Three people said that the workshop was meaningful, relevant, and exciting to them, and three people said

that the mentors were great with one person saying that their “enthusiasm was contagious” and that their work is “valuable and greatly appreciated.” Two people said that the food was great. Individual respondents made the following comments: collaborative work will be good for students, the workshop caused them to look at history in a new way, they feel more confident in teaching history, the curriculum was “ready to use”, the facilities were great, the professor from Knox was great (“amazed and intrigued...could have listened to her all day!”), it was a safe atmosphere for learning (“no one was made to feel like they were not capable of teaching or using this curriculum”), and the curriculum has good ties to literature. One person also said, “The second day felt more useful, but I don’t think I would have felt that way without having the first day together and gaining that background knowledge.”

Participant Demographics

Workshop surveys for both cohorts also included several items concerning participant demographics. The first item asked participants the grade level taught they were planning to teach during the 2011-12 school year. Table 9 shows the frequency of teachers who will teach each grade level. The *other* category includes special education teachers, behavior development teachers, instructional coaches, and administrators who are not assigned to a particular grade.

Table 9. Grade Level planning to teach during 2011-2012, by cohort

Grade Level	Frequency	
	Cohort 2	Cohort 3
K	20	17
1	14	17
2	22	10
3	17	12
4	15	10
4/5	5	1
5	19	11
Other	14	8

Among both cohorts there was large variation in the teaching experience of the participating teachers with a second cohort mean of 15.03 years taught (SD=7.50), and a third cohort mean of 11.34 (SD=9.23), medians of 13 and 8 years (respectively), and a range of 2-34 years of teaching experience for Cohort 2 and 0-39 years for Cohort 3. Table 10 reports the number of years taught by participating teachers.

Table 10. Teaching Experience of participating teachers

Teaching experience (yrs)	Frequency	
	Cohort 2	Cohort 3
0-5	13	31
6-10	27	14
11-15	32	15
16-20	20	12
21-30	28	11
31+	5	4

Table 11 reports the areas in which third cohort participants who responded said they are certified to teach (second cohort results were reported last year).

Table 11. Certification and endorsements of Cohort 3 participating teachers

Certificate or Endorsement in:	Frequency
Elementary, K-9, K-6	76
Reading	35
Early Childhood	18
Social Studies	12
Special Ed	8
Math	7
Eng/LA	6
LD	4
Mild and Moderate	3
Other: [including one or two each in Art, BD, Coaching, ESL, Instructional Strategist, Music, Physical Education, Principal/Administrator, Science, US history]	18

Cohort 3 teachers were asked to describe their previous preparation to teach history (including college courses or professional development). Most teachers listed very limited formal exposure to history and 14 teachers said they had no preparation at all. Twenty-eight respondents said the only relevant course work they had completed were social studies methods classes during college, and 18 mentioned one or two college courses in social studies or history content, including world history, western civilization, European history, and political science. Some teachers (11) said they had been exposed to History Alive materials, Iowa unit, or other districtwide social studies professional development courses. Nine teachers said they had social studies endorsements or concentration, one had a history endorsement, and one said they had a social studies minor. One teacher said they learned from reading about history on their own and two said they had worked on history with other teachers in their schools.

Third cohort teachers were also asked to describe their previous experiences in teaching history. About one-third of the teachers (25) said their experience teaching history was limited to teaching the Cedar Rapids curriculum and 18 said they had little or no experience teaching history. Of those who had taught history, many said their experience was limited to lessons on either Cedar Rapids or Iowa history, traditional topics on holidays, and a few had taught personal histories. Six teachers said they had taught the *History Alive!* curriculum.

Appendix E: Teacher Implementation Surveys Results

Results of Bringing History Home-Cedar Rapids Kindergarten Teacher Survey

History of Me Unit

Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for kindergarteners to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1.	Activity 1: What the word "history" means and how people have their own individual histories	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	20	16	24	
	<i>MEAN =2.88 SD=1.02</i>						
	<i>Comparison</i>	6	17	3	1	0	
	<i>MEAN =0.96 SD=0.70</i>						
2.	Activity 2: How children grow and change in size over time	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	8	19	39	
	<i>MEAN =3.47 SD=0.71</i>						
	<i>Comparison</i>	3	1	11	8	4	
	<i>MEAN =2.33 SD=1.14</i>						
3.	Activity 3: How to use a photograph to tell a story	0	1	2	3	4	nr
	<i>Treatment</i>	1	13	18	19	15	
	<i>MEAN =2.52 SD=1.10</i>						
	<i>Comparison</i>	3	6	11	6	1	
	<i>MEAN = 1.85 SD=1.03</i>						
4.	Activity 4: How to use documents to learn about history (e.g. letters or birth certificates)	0	1	2	3	4	nr
	<i>Treatment</i>	3	25	17	14	7	
	<i>MEAN =1.95 SD=1.10</i>						
	<i>Comparison</i>	21	5	1	0	0	
	<i>MEAN = 0.26 SD=0.53</i>						

5.	Activity 5: How to use artifacts (e.g. childhood toys, clothes) to tell a personal history	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	10	29	25	
	<i>MEAN =3.17 SD=0.80</i>						
	<i>Comparison</i>	11	12	3	1	0	
	<i>MEAN =0.78 SD=0.80</i>						

6.	Activity 6: How different families sometimes eat certain foods for special occasions	0	1	2	3	4	nr
	<i>Treatment</i>	0	17	16	22	11	
	<i>MEAN =2.41 SD=1.05</i>						
	<i>Comparison</i>	1	6	13	4	3	
	<i>MEAN = 2.07 SD=1.00</i>						

7.	Activity 7: How young children sleep in different kinds of beds and use different means of transportation than they will when they are older	0	1	2	3	4	nr
	<i>Treatment</i>	0	11	22	19	14	
	<i>MEAN =2.55 SD=1.01</i>						
	<i>Comparison</i>	8	7	9	1	2	
	<i>MEAN = 2.17 SD=1.17</i>						

8.	Activity 8: How tastes change over time, e.g., how the music children enjoy is sometimes different than music that teenagers or their parents enjoy	0	1	2	3	4	nr
	<i>Treatment</i>	1	16	19	24	5	
	<i>MEAN =2.25 SD=0.97</i>						
	<i>Comparison</i>	11	10	5	1	0	
	<i>MEAN = 0.85 SD=0.86</i>						

9.	Activity 9: How maps represent the physical world	0	1	2	3	4	nr
	<i>Treatment</i>	1	18	18	23	6	
	<i>MEAN =2.23 SD=1.00</i>						
	<i>Comparison</i>	2	12	10	3	0	
	<i>MEAN =1.52 SD=0.80</i>						

10.	Activity 10: How a timeline represents chronological time changes	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	15	24	23	
	<i>MEAN =3.00 SD=0.91</i>						
	<i>Comparison</i>	18	8	1	0	0	
	<i>MEAN = 0.37 SD=0.56</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *History of Me* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 1	Only a few are able to do this competently 2	At least 1/3 are able to do this competently 3	At least 2/3 are able to do this competently 4	All or nearly all can do this competently 5	No response nr
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11.	Describe the meaning of the word "history"	0	1	2	3	4	nr
	<i>Treatment</i>	1	3	15	22	25	
	<i>MEAN =3.05 SD=0.97</i>						
	<i>Comparison</i>	6	17	2	1	0	
	<i>MEAN =0.92 SD=0.69</i>						

12.	Understand historical methodology terms such as, "examine", "artifact", "document" or "source"	0	1	2	3	4	nr
	<i>Treatment</i>	3	11	19	27	6	
	<i>MEAN =2.33 SD=0.70</i>						
	<i>Comparison</i>	18	9	0	0	0	
	<i>MEAN = 0.33 SD=0.48</i>						

13.	Tell something about their own histories using pictures or artifacts	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	1	9	55	
	<i>MEAN =3.79 SD=1.01</i>						
	<i>Comparison</i>	1	16	5	4	1	
	<i>MEAN =1.55 SD=0.93</i>						

14.	Describe how human bodies change over time (growth)	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	15	49	
	<i>MEAN =3.71 SD=0.52</i>						
	<i>Comparison</i>	3	5	7	9	3	
	<i>MEAN =2.15 SD=1.20</i>						

15.	Tell where they were born	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	8	31	24	
	<i>MEAN =3.15 SD=0.81</i>						
	<i>Comparison</i>	2	12	6	5	2	
	<i>MEAN =1.74 SD=1.10</i>						

16.	Show where they were born on a map or recognize the state of Iowa or the US by its shape on a map	0	1	2	3	4	nr
	<i>Treatment</i>	2	11	25	17	10	
	<i>MEAN = 2.34 SD=1.06</i>						
	<i>Comparison</i>	6	12	6	3	0	
	<i>MEAN = 1.22 SD=0.93</i>						

17.	Identify things in a photo that tell something about the place, time, and history of the photo	0	1	2	3	4	nr
	<i>Treatment</i>	2	7	18	22	16	
	<i>MEAN =2.66 SD=1.06</i>						
	<i>Comparison</i>	7	11	5	3	1	
	<i>MEAN =1.26 SD=1.10</i>						

18.	Tell one or more reasons why someone might write a letter	0	1	2	3	4	nr
	<i>Treatment</i>	1	7	12	31	15	
	<i>MEAN =2.79 SD=0.97</i>						
	<i>Comparison</i>	0	9	10	6	2	
	<i>MEAN = 2.04 SD=0.94</i>						

19.	Describe what we might know about people if we could examine a toy that they played with	0	1	2	3	4	nr
	<i>Treatment</i>	1	9	22	27	7	
	<i>MEAN =2.45 SD=0.91</i>						
	<i>Comparison</i>	15	9	2	1	0	
	<i>MEAN =0.59 SD=0.80</i>						

20.	Describe how the toys that people play with change as people grow older	0	1	2	3	4	nr
	<i>Treatment</i>	1	2	9	19	35	
	<i>MEAN =3.29 SD=0.92</i>						
	<i>Comparison</i>	7	9	4	7	0	
	<i>MEAN =1.41 SD=1.15</i>						

21.	Describe what we might know about people if we knew what their favorite foods were.	0	1	2	3	4	nr
	<i>Treatment</i>	5	10	16	26	8	1
	<i>MEAN =2.34 SD=1.12</i>						
	<i>Comparison</i>	12	13	2	0	0	0
	<i>MEAN = 0.63 SD=0.63</i>						

22.	After looking at specific kinds of furniture from different historical periods, for example, a crib, a cradle, a bed, describe differences in who might use it.	0	1	2	3	4	nr
	<i>Treatment</i>	2	7	10	26	21	
	<i>MEAN =2.86 SD=1.08</i>						
	<i>Comparison</i>	10	9	4	4	0	
	<i>MEAN = 1.07 SD=1.07</i>						

23.	Describe different kinds of transportation that children and adults use	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	6	21	39	
	<i>MEAN =3.50 SD=0.66</i>						
	<i>Comparison</i>	0	8	3	12	4	
	<i>MEAN =2.44 SD=1.09</i>						

24.	Describe how music that young children like might be different from music that adults like	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	13	27	18	1
	<i>MEAN =2.89 SD=0.93</i>						
	<i>Comparison</i>	7	11	6	2	0	0
	<i>MEAN =1.12 SD=0.91</i>						

25.	Indicate whether or not a picture was taken from a birds-eye view	0	1	2	3	4	nr
	<i>Treatment</i>	7	20	14	17	7	1
	<i>MEAN =1.96 SD=1.20</i>						
	<i>Comparison</i>	13	8	4	0	0	1
	<i>MEAN = 0.64 SD=0.76</i>						

26.	Identify a map as being a map of their room, classroom, school or their home	0	1	2	3	4	nr
	<i>Treatment</i>	1	6	13	4	4	
	<i>MEAN =2.82 SD=0.93</i>						
	<i>Comparison</i>	0	6	13	4	4	
	<i>MEAN =2.22 SD=0.97</i>						

27.	Put pictures of themselves and other artifacts that they had when they were babies, toddlers, and kindergartners in sequence	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	4	11	51	
	<i>MEAN =3.71 SD=0.58</i>						
	<i>Comparison</i>	1	9	7	6	4	
	<i>MEAN =2.11 SD=1.15</i>						

28.	Indicate which comes first, second, and last for their sequence of pictures and artifacts	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	4	19	43	
	<i>MEAN =3.59 SD=0.61</i>						
	<i>Comparison</i>	0	8	9	5	5	
	<i>MEAN =2.26 SD=1.10</i>						

29.	Indicate which comes before and after for the sequence of pictures and artifacts	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	9	23	34	
	<i>MEAN =3.38 SD=0.72</i>						
	<i>Comparison</i>	1	10	8	3	4	
	<i>MEAN =1.96 SD=1.15</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

	Not at all beneficial 1	2	3	4	Very Beneficial 5	No response nr	
30.	Activity 1: What the word "history" means and how individual people have their own individual histories						nr
	<i>Treatment only</i>						1
	<i>MEAN =4.53 SD=0.80</i>						
31.	Activity 2: How children grow and change in size over time						nr
	<i>Treatment only</i>						
	<i>MEAN =4.67 SD=0.59</i>						
32.	Activity 3: How to use a photograph to tell a story						nr
	<i>Treatment only</i>						
	<i>MEAN =4.22 SD=0.86</i>						
33.	Activity 4: How to use documents to learn about history (e.g. letters or birth certificates)						nr
	<i>Treatment</i>						
	<i>MEAN =3.83 SD=0.94</i>						
34.	Activity 5: How to use artifacts (e.g. childhood toys, clothes) to tell a personal history						nr
	<i>Treatment only</i>						
	<i>MEAN =4.60 SD=0.61</i>						
35.	Activity 6: How different families sometimes eat certain foods for special occasions						nr

	<i>Treatment only</i>	0	4	19	18	24	1
	<i>MEAN =3.95 SD=0.96</i>						

36.	Activity 7: How young children sleep in different kinds of beds and use different means of transportation than they will when they are older	1	2	3	4	5	nr
	<i>Treatment only</i>	0	5	15	25	21	0
	<i>MEAN =3.94 SD=0.93</i>						

37.	Activity 8: How tastes change over time, e.g., how the music children enjoy is sometimes different than music that teenagers or their parents enjoy	1	2	3	4	5	nr
	<i>Treatment only</i>	0	2	16	22	24	2
	<i>MEAN =4.06 SD=0.87</i>						

38.	Activity 9: How maps represent the physical world	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	4	28	34	
	<i>MEAN =4.45 SD=0.61</i>						

39.	Activity 10: How a timeline represents chronological time changes	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	4	14	47	
	<i>MEAN =4.66 SD=0.59</i>						

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

		Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr
40.	Constructing timelines to show important events and how they relate to each other	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	24	31	
	<i>MEAN = 3.27 SD=0.81</i>						
	<i>Comparison</i>	7	9	6	1	2	2
	<i>MEAN =1.28 SD=1.17</i>						

41.	Using maps to illustrate an important concept	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	14	33	16	
	<i>MEAN =2.94 SD=0.80</i>						
	<i>Comparison</i>	1	5	9	4	5	3
	<i>MEAN =2.29 SD=1.16</i>						

42.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	2	11	20	22	9	2
	<i>MEAN =2.93 SD=1.03</i>						
	<i>Comparison</i>	5	9	6	2	1	4
	<i>MEAN =1.35 SD=1.07</i>						

43.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	10	32	21	2
	<i>MEAN =3.14 SD=0.73</i>						
	<i>Comparison</i>	1	1	6	6	13	1
	<i>MEAN =3.07 SD=1.13</i>						
44.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	2	9	22	24	3	5
	<i>MEAN =2.28 SD=0.90</i>						
	<i>Comparison</i>	4	7	4	1	2	8
	<i>MEAN =1.44 SD=1.25</i>						
45.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	5	17	21	12	1	10
	<i>MEAN =1.76 SD=0.95</i>						
	<i>Comparison</i>	8	7	3	1	0	8
	<i>MEAN= 0.84 SD=0.90</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

		Independently 4	With a partner or in a small group 3	As part of a whole class discussion 2	Only with direct assistance from teacher 1	Are not able to perform this skill 0	No Response nr
46.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	10	16	26	6	7	0
	<i>MEAN =2.25 SD=1.16</i>						
	<i>Comparison</i>	2	1	3	7	12	2
	<i>MEAN=0.96 SD=1.24</i>						
47.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	4	13	31	13	3	
	<i>MEAN =2.03 SD=0.93</i>						
	<i>Comparison</i>	0	2	6	13	6	
	<i>MEAN=1.15 SD=0.86</i>						
48.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	5	11	32	12	4	1
	<i>MEAN =2.02 SD=0.96</i>						

	<i>Comparison</i>	0	0	3	8	12	3
	<i>MEAN=0.61 SD=0.72</i>						

49.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	6	10	25	16	6	2
	<i>MEAN=1.90 SD=1.09</i>						
	<i>Comparison</i>	0	1	11	10	7	1
	<i>MEAN=1.35 SD=0.80</i>						

50.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	9	8	21	13	10	3
	<i>MEAN=1.89 SD=1.27</i>						
	<i>Comparison</i>	0	0	3	7	10	7
	<i>MEAN=0.65 SD=0.75</i>						

51.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	9	8	18	11	16	2
	<i>MEAN=1.73 SD=1.37</i>						
	<i>Comparison</i>	0	0	0	4	14	9
	<i>MEAN=0.22 SD=0.43</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely **Unlikely** **Somewhat Unlikely** **Somewhat Likely** **Likely** **Very Likely**
 1 2 3 4 5 6

52.	The BHH Kindergarten <i>History of Me</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	0	0	1	9	18
	<i>MEAN=5.45 SD=1.02</i>						

53.	The BHH Kindergarten <i>Children Long Ago</i> Unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	1	0	1	9	17
	<i>MEAN=5.31 SD=1.20</i>						

54.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	1	0	0	1	10	16
	<i>MEAN=5.39 SD=1.03</i>						

55.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	0	0	2	14	12
	<i>MEAN=5.21 SD=1.01</i>						

56.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	5	4	11	7	1
	<i>MEAN=3.72 SD=1.22</i>						

57.	Reading for background knowledge	1	2	3	4	5	6
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	<i>Treatment final year only</i>	1	2	1	11	7	7
	<i>MEAN =4.45 SD=1.30</i>						

58.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	5	6	11	3	3
	<i>MEAN =3.66 SD=1.29</i>						

59.	The “Stop and Source” Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	8	6	9	4	1
	<i>MEAN =3.34 SD=1.23</i>						

Results of Bringing History Home – Cedar Rapids First Grade Teacher Survey
My First Grade History
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for first graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1.	Activity 1: What the word "history" means	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	11	18	25	
	<i>MEAN =3.14 SD=3.27</i>						
	<i>Comparison</i>	5	14	7	1	1	
	<i>MEAN =1.25 SD=0.93</i>						
2.	Activity 2: How a timeline can be used to show the activities in a school day or week	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	17	28	
	<i>MEAN =3.27 SD=0.86</i>						
	<i>Comparison</i>	2	9	11	5	1	
	<i>MEAN =1.79 SD=0.96</i>						
3.	Activity 3: How common documents can help tell a story (e.g., report cards, school lunch menus)	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	19	18	14	
	<i>MEAN =2.70 SD=0.96</i>						
	<i>Comparison</i>	6	10	7	2	3	
	<i>MEAN =1.50 SD=1.23</i>						
4.	Activity 4: How to use photographs to learn about a person's history	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	13	20	19	
	<i>MEAN =2.93 SD=0.96</i>						
	<i>Comparison</i>	7	9	5	4	2	
	<i>MEAN =1.44 SD=1.25</i>						

5.	Activity 5: How other artifacts can be used to tell about history (e.g. clothes, toys, games)	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	16	22	12	
	<i>MEAN =2.71 SD=0.93</i>						
	<i>Comparison</i>	5	13	5	5	0	
	<i>MEAN = 1.36 SD=0.99</i>						

6.	Activity 6: How maps are used to represent the physical world	0	1	2	3	4	nr
	<i>Treatment</i>	1	3	12	20	21	
	<i>MEAN =3.00 SD=0.98</i>						
	<i>Comparison</i>	0	4	16	4	4	
	<i>MEAN =2.29 SD=0.90</i>						

7.	Activity 7: How to create and use a mind map to synthesize different things students have learned about history	0	1	2	3	4	nr
	<i>Treatment</i>	6	17	16	13	4	1
	<i>MEAN =1.85 SD=1.12</i>						
	<i>Comparison</i>	15	6	5	2	0	0
	<i>MEAN =0.79 SD=0.99</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *My History at School* curriculum unit at performing the BHH content or process goals listed below

	None are able to do this competently 1	Only a few are able to do this competently 2	At least 1/3 are able to do this competently 3	At least 2/3 are able to do this competently 4	All or nearly all can do this competently 5	No response nr					
8.	Describe the meaning of the word "history".					0	1	2	3	4	nr
	<i>Treatment</i>					0	0	8	27	22	
	<i>MEAN =3.25 SD=0.69</i>										
	<i>Comparison</i>					6	15	5	2	0	
	<i>MEAN 1=07. SD=0.83</i>										

9.	Understand historical methodology terms such as, "examine", "artifact" or "source".	0	1	2	3	4	nr
	<i>Treatment</i>	1	12	21	20	3	
	<i>MEAN =2.21 SD=0.90</i>						
	<i>Comparison</i>	12	12	4	0	0	
	<i>MEAN =0.71 SD=0.71</i>						

10.	Tell a story using pictures, letters, or artifacts.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	10	23	22	
	<i>MEAN =3.14 SD=0.83</i>						
	<i>Comparison</i>	3	11	6	5	3	
	<i>MEAN =1.79 SD=1.20.</i>						

11.	Tell stories about their own lives.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	10	45	
	<i>MEAN =3.79 SD=0.46</i>						
	<i>Comparison</i>	0	7	6	4	11	
	<i>MEAN =2.68 SD=1.25</i>						

12.	Describe the difference between a true story and a make-believe story.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	4	52	
	<i>MEAN =3.89 SD=0.36</i>						
	<i>Comparison</i>	0	1	3	6	18	
	<i>MEAN =3.46 SD=0.83</i>						

13.	Create a time line of their day or week at school.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	21	31	
	<i>MEAN =3.46 SD=0.66</i>						
	<i>Comparison</i>	0	4	12	11	1	
	<i>MEAN =2.32 SD=0.77</i>						

14.	Put school day or week events in sequence.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	20	34	
	<i>MEAN =3.54 SD=0.60</i>						
	<i>Comparison</i>	0	0	12	11	5	
	<i>MEAN =2.75 SD=0.75</i>						

15.	Use photos or art to represent activities.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	6	12	38	
	<i>MEAN =3.57 SD=0.68</i>						
	<i>Comparison</i>	0	4	7	10	7	
	<i>MEAN =2.71 SD=1.01</i>						

16.	Describe some things that can be learned from written documents (e.g., school menus, newsletters, report cards).	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	9	27	16	
	<i>MEAN =2.98 SD=0.86</i>						
	<i>Comparison</i>	2	7	9	8	2	
	<i>MEAN =2.03 SD=1.07</i>						

17.	Identify things in a photo that tell a story about the place, time, and history of the photo.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	7	33	14	
	<i>MEAN =3.05 SD=0.72</i>						
	<i>Comparison</i>	2	12	8	5	1	
	<i>MEAN =1.68 SD=0.98</i>						

18.	Describe what we can learn about people from the past if we know about games they liked to play.	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	18	23	8	1
	<i>MEAN =2.60 SD=0.87</i>						
	<i>Comparison</i>	5	15	5	2	0	1
	<i>MEAN =1.15 SD=0.82</i>						

19.	Describe what we can learn about people from the past if we knew what their favorite foods were.	0	1	2	3	4	nr
	<i>Treatment</i>	2	7	18	22	7	1
	<i>MEAN =2.45 SD=0.99</i>						
	<i>Comparison</i>	6	17	4	0	0	1
	<i>MEAN =0.93 SD=0.62</i>						

20.	Describe what we can learn about people from the past by looking at their clothing.	0	1	2	3	4	nr
	<i>Treatment</i>	1	4	11	24	15	1
	<i>MEAN =2.87 SD=0.96</i>						
	<i>Comparison</i>	4	14	7	2	0	1
	<i>MEAN =1.26 SD=0.81</i>						

21.	Identify a map as being a map of their school, their town, Iowa, or the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	20	32	
	<i>MEAN =3.47 SD=0.66</i>						
	<i>Comparison</i>	0	8	8	7	5	
	<i>MEAN =2.32 SD=1.09</i>						

22.	Describe how maps are useful to people.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	17	34	
	<i>MEAN =3.47 SD=0.73</i>						
	<i>Comparison</i>	0	4	8	9	7	
	<i>MEAN =2.68 SD=1.02</i>						

23.	Indicate whether you can tell the size of a place by the size of the map.	0	1	2	3	4	nr
	<i>Treatment</i>	0	9	16	24	6	2
	<i>MEAN =2.49 SD=0.90</i>						
	<i>Comparison</i>	5	11	7	5	0	0
	<i>MEAN = 1.43 SD=1.00</i>						

24.	Create a mind map about their school day history.	0	1	2	3	4	nr
	<i>Treatment</i>	3	3	14	23	8	6
	<i>MEAN =2.59 SD=1.02</i>						
	<i>Comparison</i>	14	10	1	1	1	1
	<i>MEAN = 0.70 SD=0.99</i>						

25.	Tell a story of their school day history by “reading” their mind map.	0	1	2	3	4	nr
	<i>Treatment</i>	2	5	12	24	7	7
	<i>MEAN =2.58 SD=1.02</i>						
	<i>Comparison</i>	14	10	3	0	0	1
	<i>MEAN = 0.59 SD=0.69</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

		1	2	3	4	5	nr
26.	Activity 1: What the word “history” means	1	2	3	4	5	nr
	<i>Treatment</i>	0	1	7	14	35	
	<i>MEAN =4.46 SD=0.78</i>						

		1	2	3	4	5	nr
27.	Activity 2: How a timeline can be used to show the activities in a school day or week	1	2	3	4	5	nr
	<i>Treatment</i>	0	0	3	10	44	
	<i>MEAN =4.72 SD=0.56</i>						

28.	Activity 3: How common documents can help tell a story (e.g., report cards, school lunch menus)	1	2	3	4	5	nr
	<i>Treatment</i>	0	3	8	20	25	1
	<i>MEAN =4.20 SD=0.88</i>						

29.	Activity 4: How to use photographs to learn about a person's history	1	2	3	4	5	nr
	<i>Treatment</i>	0	0	2	15	39	1
	<i>MEAN =4.66 SD=0.55</i>						

30.	Activity 5: How other artifacts can be used to tell about history (e.g. clothes, toys, games)	1	2	3	4	5	nr
	<i>Treatment</i>	0	1	4	19	32	1
	<i>MEAN =4.46 SD=0.71</i>						

31.	Activity 6: How maps are used to represent the physical world	1	2	3	4	5	nr
	<i>Treatment</i>	0	0	2	14	40	
	<i>MEAN =4.67 SD=0.54</i>						

32.	Activity 7: How to create and use a mind map to synthesize different things students have learned about history	1	2	3	4	5	nr
	<i>Treatment</i>	0	5	6	23	14	6
	<i>MEAN =3.96 SD=0.92</i>						

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

		Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr
33.	Constructing timelines to show important events and how they relate to each other	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	7	25	24	
	<i>MEAN = 3.26 SD=0.75</i>						
	<i>Comparison</i>	1	11	4	9	2	
	<i>MEAN =2.00 SD=1.10</i>						
34.	Using maps to illustrate an important concept	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	20	26	0
	<i>MEAN =3.23SD=0.85</i>						
	<i>Comparison</i>	0	5	8	10	4	1
	<i>MEAN =2.48 SD=0.98</i>						
35.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	2	5	14	19	14	3
	<i>MEAN =2.70 SD=1.08</i>						

	<i>Comparison</i>	6	5	10	4	1	1
	<i>MEAN =1.58 SD=1.14</i>						

36.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	21	30	1
	<i>MEAN =3.45 SD=0.66</i>						
	<i>Comparison</i>	0	4	7	6	11	0
	<i>MEAN =2.86 SD=1.11</i>						

37.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	2	1	15	25	9	4
	<i>MEAN =2.73 SD=0.91</i>						
	<i>Comparison</i>	4	8	6	4	4	1
	<i>MEAN =1.85 SD=1.32</i>						

38.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	3	5	10	17	3	19
	<i>MEAN =2.32 SD=1.07</i>						
	<i>Comparison</i>	4	6	7	4	4	2
	<i>MEAN= 1.92 SD=1.32</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

		Independently 4	With a partner or in a small group 3	As part of a whole class discussion 2	Only with direct assistance from teacher 1	Are not able to perform this skill 0	No Response nr
39.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	9	16	7	15	10	
	<i>MEAN =1.98 SD=1.38</i>						
	<i>Comparison</i>	0	6	12	6	4	
	<i>MEAN=1.71 SD=0.98</i>						
40.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	4	14	17	11	11	
	<i>MEAN =1.81 SD=1.22</i>						
	<i>Comparison</i>	0	6	10	9	2	
	<i>MEAN=1.74 SD=0.90</i>						
41.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	2	14	22	9	2	8

	<i>MEAN=2.10 SD=0.90</i>						
	<i>Comparison</i>	1	2	10	5	8	2
	<i>MEAN=1.35 SD=1.13</i>						

42.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	3	12	18	18	5	1
	<i>MEAN =1.82 SD=1.05</i>						
	<i>Comparison</i>	3	6	11	7	1	
	<i>MEAN=2.11 SD=1.03</i>						

43.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	0	13	25	13	3	3
	<i>MEAN =1.89 SD=0.83</i>						
	<i>Comparison</i>	1	3	8	6	8	2
	<i>MEAN=1.35 SD=1.16</i>						

44.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	4	7	16	8	5	17
	<i>MEAN =1.93 SD=1.14</i>						
	<i>Comparison</i>	1	1	8	5	7	5
	<i>MEAN=1.27 SD=1.12</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely 1 Unlikely 2 Somewhat Unlikely 3 Somewhat Likely 4 Likely 5 Very Likely 6

45.	The BHH 1 st grade <i>My History at School</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	8	14
	<i>MEAN =5.64SD=0.49</i>						

46.	The BHH 1 st grade <i>Community History</i> Unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	2	6	14
	<i>MEAN =5.55 SD=1.67</i>						

47.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	0	0	0	0	6	16
	<i>MEAN =5.73 SD=0.46</i>						

48.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	1	6	14
	<i>MEAN =5.62 SD=0.59</i>						

49.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	2	4	2	5	7	2
	<i>MEAN =3.77 SD=1.54</i>						

50.	Reading for background knowledge	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	4	8	10
	<i>MEAN =5.27 SD=0.77</i>						

51.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	2	0	1	11	7	1
	<i>MEAN =4.09 SD=1.19</i>						

52.	The "Stop and Source" Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	7	0	5	6	3	1
	<i>MEAN =3.05 SD=1.62</i>						

Results of Bringing History Home- Cedar Rapids Second Grade Teacher Survey
Immigration Unit
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for second graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 1	Only slightly 2	Moderately well 3	Thoroughly 4	Very thoroughly 5	No response nr
1	Introduction activity: The first Americans	0	1	2	3	4	nr
	<i>Treatment</i>	4	11	23	15	8	2
	<i>MEAN =2.19 SD=1.09</i>						
	<i>Comparison</i>	8	14	4	1	0	0
	<i>MEAN =0.93 SD=0.78</i>						
2	Activity 1: Immigration to the US: Definitions	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	13	19	34	
	<i>MEAN =3.32 SD=0.79</i>						
	<i>Comparison</i>	16	12	0	0	0	
	<i>MEAN =0.43 SD=0.50</i>						
3	Activity 2: How to take stock of what you know and what you want to know about a topic (Using a KWL)	0	1	2	3	4	nr
	<i>Treatment</i>	1	4	18	26	17	
	<i>MEAN =2.82 SD=0.94</i>						
	<i>Comparison</i>	1	3	10	9	5	
	<i>MEAN =2.50 SD=1.04</i>						
4	Activity 3: How immigrants came to the US and where they came from	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	8	19	39	
	<i>MEAN =3.47 SD=0.71</i>						
	<i>Comparison</i>	10	15	2	1	0	
	<i>MEAN =0.79 SD=0.74</i>						
5	Activity 4: Major waves of immigration in US history	0	1	2	3	4	nr
	<i>Treatment</i>	1	10	19	25	10	1
	<i>MEAN =2.51 SD=0.99</i>						
	<i>Comparison</i>	24	3	1	0	0	0
	<i>MEAN =0.18 SD=0.48</i>						

6	Activity 5: Immigrant journeys to and arrival in the US: Ellis Island	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	22	41	
	<i>MEAN =3.58 SD=0.58</i>						
	<i>Comparison</i>	22	5	1	0	0	
	<i>MEAN =0.25 SD=0.52</i>						

7	Activity 6: The immigrant experience in the US	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	13	17	35	
	<i>MEAN =3.30 SD=0.84</i>						
	<i>Comparison</i>	21	4	3	0	0	
	<i>MEAN =0.36 SD=0.68</i>						

8	Activity 7: How to create and use a mind map to synthesize different things students have learned about history	0	1	2	3	4	nr
	<i>Treatment</i>	10	14	29	7	4	1
	<i>MEAN =1.70 SD=1.06</i>						
	<i>Comparison</i>	17	7	3	1	0	0
	<i>MEAN =0.57 SD=0.84</i>						

9	Activity 8: Exchange of Cultures Festival	0	1	2	3	4	nr
	<i>Treatment only</i>	19	8	18	3	9	7
	<i>MEAN =1.56 SD=1.51</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Immigration* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently	Only a few are able to do this competently	At least 1/3 are able to do this competently	At least 2/3 are able to do this competently	All or nearly all can do this competently	No response
1	2	3	4	5	nr

10	Define the word "immigrant".	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	10	52	0
	<i>MEAN =3.84 SD=0.37</i>						
	<i>Comparison</i>	6	19	2	0	0	1
	<i>MEAN =0.85 SD=0.53</i>						

11	Explain how many of our ancestors were immigrants to the US or were nomadic people who came to the US from other locations.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	13	31	20	0
	<i>MEAN =3.05 SD=0.79</i>						

	<i>Comparison</i>	14	12	1	0	0	1
	<i>MEAN =0.52 SD=0.58</i>						

12	Describe how families have different immigration histories.	0	1	2	3	4	nr
	<i>Treatment</i>	1	0	4	29	32	0
	<i>MEAN =3.38 SD=0.74</i>						
	<i>Comparison</i>	10	13	2	2	0	1
	<i>MEAN =0.85 SD=0.86</i>						

13	Define the term “ship’s manifest”.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	7	28	30	0
	<i>MEAN =3.32 SD=0.73</i>						
	<i>Comparison</i>	25	1	1	0	0	1
	<i>MEAN =0.11 SD=0.42</i>						

14	Explain what can be learned by examining a ship’s manifest.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	11	28	26	0
	<i>MEAN =3.20 SD=0.77</i>						
	<i>Comparison</i>	26	1	0	0	0	1
	<i>MEAN =0.04 SD=0.19</i>						

15	Explain what is meant by an “immigration wave.”	0	1	2	3	4	nr
	<i>Treatment</i>	5	7	21	27	5	0
	<i>MEAN =2.31 SD=1.03</i>						
	<i>Comparison</i>	25	2	0	0	0	1
	<i>MEAN =0.07 SD=0.27</i>						

16	Describe some of the reasons that people leave their country of birth. Cite examples from early 20 th century US immigration.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	7	21	38	0
	<i>MEAN =3.47 SD=0.68</i>						
	<i>Comparison</i>	12	14	1	0	0	1
	<i>MEAN =0.59 SD=0.57</i>						

17	Locate on a world map some of the countries that many people left during the early 20 th century to come to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	1	2	12	30	20	0
	<i>MEAN =3.05 SD=0.88</i>						
	<i>Comparison</i>	13	14	0	0	0	1
	<i>MEAN =0.52 SD=0.51</i>						

18	Describe some of the ways that European immigrants came to the US and what the trip was like for them.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	4	21	40	0
	<i>MEAN =3.52 SD=0.68</i>						
	<i>Comparison</i>	16	10	1	0	0	1
	<i>MEAN =0.44 SD=0.58</i>						
19	Describe Ellis Island and tell what it was like for immigrants to come there.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	15	51	0
	<i>MEAN =3.77 SD=0.42</i>						
	<i>Comparison</i>	23	4	0	0	0	1
	<i>MEAN =0.15 SD=0.36</i>						
20	Describe what life was like for many new immigrants to the US in the early 20 th century.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	10	31	23	1
	<i>MEAN =3.17 SD=0.74</i>						
	<i>Comparison</i>	18	8	0	0	0	1
	<i>MEAN =0.31 SD=0.47</i>						
21	List some of the challenges new immigrants faced in the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	11	31	20	0
	<i>MEAN =3.02 SD=0.85</i>						
	<i>Comparison</i>	18	8	1	0	0	1
	<i>MEAN =0.37 SD=0.56</i>						
22	List some of the benefits new immigrants experienced when they came to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	5	37	18	1
	<i>MEAN =3.05 SD=0.82</i>						
	<i>Comparison</i>	18	8	1	0	0	1
	<i>MEAN =0.37 SD=0.56</i>						
23	Describe what it is like today for people who immigrate to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	1	10	16	24	14	0
	<i>MEAN =2.62 SD=1.04</i>						
	<i>Comparison</i>	18	7	2	0	0	1
	<i>MEAN =0.41 SD=0.64</i>						
24	Describe some of the cultural traditions and foods of people of a particular national heritage (your own or someone else's).	0	1	2	3	4	nr
	<i>Treatment</i>	1	7	18	19	17	3
	<i>MEAN =2.71 SD=1.05</i>						
	<i>Comparison</i>	11	10	4	2	0	1

		<i>MEAN =0.89 SD=0.93</i>					
25	Describe some recent immigrants to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	3	11	21	17	11	3
	<i>MEAN =2.35 SD=1.11</i>						
	<i>Comparison</i>	21	3	1	0	0	1
	<i>MEAN =0.20 SD=0.50</i>						

26	Describe some of the reasons for recent immigrations to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	3	11	19	18	12	1
	<i>MEAN =2.40 SD=1.13</i>						
	<i>Comparison</i>	20	6	0	0	0	1
	<i>MEAN =0.23 SD=0.43</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

	Not at all beneficial				Very Beneficial		No response				
	1	2	3	4	5		nr				
27	Introduction activity: The first Americans					1	2	3	4	5	nr
	<i>Treatment</i>					0	9	8	17	25	6
	<i>MEAN =3.98 SD=1.09</i>										
28	Activity 1: Immigration to the US: Definitions					1	2	3	4	5	nr
	<i>Treatment only</i>					0	0	3	17	46	0
	<i>MEAN =4.65 SD=0.57</i>										
29	Activity 2: How to take stock of what you know and what you want to know about a topic (Using a KWL)					1	2	3	4	5	nr
	<i>Treatment only</i>					4	4	8	20	30	0
	<i>MEAN =4.03 SD=1.18</i>										
30	Activity 3: How immigrants came to the US and where they came from					1	2	3	4	5	nr
	<i>Treatment only</i>					0	0	0	9	57	0
	<i>MEAN =4.86 SD=0.35</i>										
31	Activity 4: Major waves of immigration in US history					1	2	3	4	5	nr
	<i>Treatment only</i>					3	9	17	15	20	2
	<i>MEAN =3.63 SD=1.20</i>										
32	Activity 5: Immigrant journeys to and arrival in the US: Ellis Island					1	2	3	4	5	nr

	<i>Treatment only</i>	0	0	0	5	61	0
	<i>MEAN =4.92 SD=0.27</i>						

33	Activity 6: The immigrant experience in the US	1	2	3	4	5	nr
	<i>Treatment</i>	0	1	1	15	49	0
	<i>MEAN =4.69 SD=0.58</i>						

34	Activity 7: How to create and use a mind map to synthesize different things students have learned about history	1	2	3	4	5	nr
	<i>Treatment only</i>	0	6	13	21	19	7
	<i>MEAN =3.90 SD=0.98</i>						

35	Activity 8: Exchange of Cultures Festival	1	2	3	4	5	nr
	<i>Treatment only</i>	0	4	4	17	19	21
	<i>MEAN =4.16 SD=0.94</i>						

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

		Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr
36.	Constructing timelines to show important events and how they relate to each other	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	3	24	35	1
	<i>MEAN = 3.40 SD=0.79</i>						
	<i>Comparison</i>	0	6	5	9	5	2
	<i>MEAN =2.52 SD=1.08</i>						

37.	Using maps to illustrate an important concept	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	16	44	1
	<i>MEAN =3.60 SD=0.63</i>						
	<i>Comparison</i>	0	3	4	9	10	1
	<i>MEAN =3.00 SD=1.02</i>						

38.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	3	4	16	25	16	2
	<i>MEAN =2.73 SD=1.06</i>						
	<i>Comparison</i>	2	5	4	5	2	9
	<i>MEAN =2.00 SD=1.24</i>						

39.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	18	42	0
	<i>MEAN =3.53 SD=0.71</i>						
	<i>Comparison</i>	0	2	3	5	15	2

		<i>MEAN =3.32 SD=0.99</i>									
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40.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	15	20	19	7
	<i>MEAN =2.90 SD=0.96</i>						
	<i>Comparison</i>	1	4	3	8	6	5
	<i>MEAN =2.64 SD=1.22</i>						

41.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	5	9	18	16	8	10
	<i>MEAN =2.23 SD=1.16</i>						
	<i>Comparison</i>	2	5	3	7	3	7
	<i>MEAN = 2.20 SD=1.28</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

		Independently 4	With a partner or in a small group 3	As part of a whole class discussion 2	Only with direct assistance from teacher 1	Are not able to perform this skill 0	No Response nr
42.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	17	27	18	2	2	0
	<i>MEAN =2.83 SD=0.96</i>						
	<i>Comparison</i>	1	10	10	5	1	1
	<i>MEAN=2.19 SD=0.92</i>						
43.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	8	33	19	2	4	0
	<i>MEAN =2.59 SD=0.96</i>						
	<i>Comparison</i>	5	9	8	3	2	1
	<i>MEAN=2.44 SD=1.15</i>						
44.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	4	19	29	9	2	3
	<i>MEAN =2.22 SD=0.89</i>						
	<i>Comparison</i>	0	4	5	4	9	6
	<i>MEAN=1.18 SD=1.18</i>						
45.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	17	26	15	5	1	1
	<i>MEAN =2.83 SD=0.97</i>						

	<i>Comparison</i>	6	9	7	4	0	2
	<i>MEAN=2.65 SD=1.02</i>						

46.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	6	14	27	13	3	3
	<i>MEAN =2.11 SD=1.00</i>						
	<i>Comparison</i>	0	4	4	9	5	6
	<i>MEAN=1.32 SD=1.04</i>						

47.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	2	14	16	19	5	9
	<i>MEAN =1.80 SD=1.03</i>						
	<i>Comparison</i>	0	1	6	7	5	8
	<i>MEAN=1.16 SD=0.90</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely 1 Unlikely 2 Somewhat Unlikely 3 Somewhat Likely 4 Likely 5 Very Likely 6

48.	The BHH 2 nd grade <i>Immigration</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	0	24
	<i>MEAN =6.00 SD=0.0</i>						

49.	The BHH 2 nd grade <i>Environmental History</i> Unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	1	23
	<i>MEAN =5.96 SD=0.20</i>						

50.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	0	0	0	0	1	23
	<i>MEAN =5.96 SD=0.20</i>						

51.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	1	3	20
	<i>MEAN =5.79 SD=0.51</i>						

52.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	1	1	5	6	11
	<i>MEAN =5.04 SD=1.12</i>						

53.	Reading for background knowledge	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	1	2	6	15
	<i>MEAN =5.46 SD=0.83</i>						

54.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	3	7	8	6
	<i>MEAN =4.71 SD=1.00</i>						

55.	The "Stop and Source" Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	1	1	8	7	7
	<i>MEAN =4.75 SD=1.07</i>						

Results of Bringing History Home – Cedar Rapids Third Grade Teacher Survey
Segregation Unit
Treatment and Comparison

We are trying to learn more about teachers' experiences in teaching history and hear your opinions about whether, how, and when history should be taught to elementary students. The specific purpose of this survey is to report the different ways that history is being taught (if at all) at different grade levels in different schools. Throughout this survey if a question does not apply to you, you don't know the answer, or you prefer not to answer, please choose "nr". We appreciate your honest and candid answers.

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for third graders to learn about. Please don't think that these are things you should be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

	Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr						
1.	Activity 1: The Civil War						0	1	2	3	4	nr
	<i>Treatment</i>						0	8	22	14	12	0
	<i>MEAN =2.54 SD=0.99</i>											
	<i>Comparison</i>						27	5	0	1	0	0
	<i>MEAN=0.24 SD=0.61</i>											
2	Activity 2: The U.S. Constitution						0	1	2	3	4	nr
	<i>Treatment</i>						1	14	27	9	4	0
	<i>MEAN =2.02 SD=0.89</i>											
	<i>Comparison</i>						22	11	0	0	0	0
	<i>MEAN= 0.33 SD=0.48</i>											
3	Activity 3: The 13 th Amendment						0	1	2	3	4	nr
	<i>Treatment</i>						0	7	25	16	8	0
	<i>MEAN =2.45 SD=0.89</i>											
	<i>Comparison</i>						26	7	0	0	0	0
	<i>MEAN=0.21 SD=0.42</i>											
4	Activity 4: Prejudice and tolerance						0	1	2	3	4	nr
	<i>Treatment</i>						0	2	14	15	24	0
	<i>MEAN=3.11 SD=0.92</i>											
	<i>Comparison</i>						5	14	11	3	0	0
	<i>MEAN =1.36 SD=0.86</i>											
5	Activity 5: The history of prejudice against African Americans						0	1	2	3	4	nr

	<i>Treatment</i>	0	2	11	21	22	0
	<i>MEAN =3.13 SD=0.85</i>						
	<i>Comparison</i>	8	18	6	1	0	0
	<i>MEAN=1.00 SD=0.75</i>						

6	Activity 6: Ways that African American people resisted segregation	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	14	18	17	1
	<i>MEAN = 2.84 SD=1.00</i>						
	<i>Comparison</i>	19	12	2	0	0	0
	<i>MEAN =0.48 SD=0.62</i>						

7	Activity 7: African American people during the segregation years, 1865-1950.	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	15	20	15	1
	<i>MEAN = 2.82 SD=0.94</i>						
	<i>Comparison</i>	16	15	2	0	0	0
	<i>MEAN =0.58 SD=0.61</i>						

8	Activity 8: Review and Conclusion	0	1	2	3	4	nr
	<i>Treatment</i>	3	7	13	18	12	1
	<i>MEAN =2.55 SD=1.15</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Segregation* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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9	Identify the main cause of the US Civil War.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	8	14	28	0
	<i>MEAN =3.26 SD=0.92</i>						
	<i>Comparison</i>	24	6	1	1	0	1
	<i>MEAN =0.34 SD=0.70</i>						

10	Describe the main purpose of the Emancipation Proclamation.	0	1	2	3	4	nr
	<i>Treatment</i>	29	3	0	0	0	1
	<i>MEAN =2.76 SD=1.01</i>						
	<i>Comparison</i>	0	7	14	18	15	0
	<i>MEAN =0.09 SD=0.30</i>						

11	List (or identify on a map) some of the Union and Confederate states during the civil war.	0	1	2	3	4	nr
	<i>Treatment</i>	1	3	12	24	14	0
	<i>MEAN = 2.87 SD=0.93</i>						
	<i>Comparison</i>	22	8	1	1	0	1
	<i>MEAN=0.41 SD=0.71</i>						

12	Describe some different kinds of rules in the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	14	1	21	0
	<i>MEAN =3.02 SD=0.95</i>						
	<i>Comparison</i>	7	13	6	6	0	1
	<i>MEAN =1.34 SD=1.04</i>						

13	Describe the kinds of rules that are found in the US Constitution.	0	1	2	3	4	nr
	<i>Treatment</i>	1	6	18	25	4	0
	<i>MEAN = 2.46 SD=0.86</i>						
	<i>Comparison</i>	22	10	0	0	0	1
	<i>MEAN =0.31 SD=0.47</i>						

14	Define the term "Constitutional Amendment".	0	1	2	3	4	nr
	<i>Treatment</i>	2	8	22	18	4	0
	<i>MEAN = 2.26 SD=0.94</i>						
	<i>Comparison</i>	30	2	0	0	0	1
	<i>MEAN =0.06 SD=0.25</i>						

15	Describe the main provisions of the Bill of Rights.	0	1	2	3	4	nr
	<i>Treatment</i>	5	14	24	10	1	0
	<i>MEAN =1.78 SD=0.92</i>						
	<i>Comparison</i>	31	1	0	0	0	1
	<i>MEAN =0.03 SD=0.18</i>						

16	Explain what the 13 th Amendment is about.	0	1	2	3	4	nr
	<i>Treatment</i>	1	4	16	16	17	0
	<i>MEAN =2.81 SD=1.03</i>						
	<i>Comparison</i>	29	3	0	0	0	1
	<i>MEAN =0.09 SD=0.30</i>						

17	Describe the consequences and challenges freed slaves faced after the 13 th amendment.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	10	20	22	0
	<i>MEAN = 3.15 SD=0.86</i>						
	<i>Comparison</i>	26	5	1	0	0	1
	<i>MEAN =0.22 SD=0.49</i>						

18	Explain what the 15 th Amendment is about.	0	1	2	3	4	nr
	<i>Treatment</i>	4	12	16	17	4	1
	<i>MEAN = 2.09 SD=0.1.08</i>						
	<i>Comparison</i>	31	1	0	0	0	1
	<i>MEAN =0.03 SD=0.18</i>						

19	Analyze historic photographs depicting life after slavery.	0	1	2	3	4	nr
	<i>Treatment</i>	3	5	8	27	11	0
	<i>MEAN =2.70 SD=1.07</i>						
	<i>Comparison</i>	19	11	1	1	0	1
	<i>MEAN =0.50 SD=0.72</i>						

20	Define the word “prejudice”.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	12	17	24	0
	<i>MEAN =3.19 SD=0.84</i>						
	<i>Comparison</i>	4	14	10	2	2	1
	<i>MEAN =1.50 SD=1.02</i>						

21	Define the term “segregation”	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	3	18	30	0
	<i>MEAN = 3.48 SD= 0.70</i>						
	<i>Comparison</i>	5	18	6	2	1	1
	<i>MEAN =1.25 SD=0.92</i>						

22	Describe what life was like for African Americans during the time of the Jim Crow laws.	0	1	2	3	4	nr
	<i>Treatment</i>	3	0	5	22	22	2
	<i>MEAN =3.15 SD=1.02</i>						
	<i>Comparison</i>	24	7	0	1	0	1

		<i>MEAN =0.31 SD=0.64</i>						
23	List some of the Jim Crow laws.		0	1	2	3	4	nr
	<i>Treatment</i>		2	3	13	16	18	2
	<i>MEAN =2.87 SD=1.09</i>							
	<i>Comparison</i>		27	4	0	1	0	1
	<i>MEAN =0.22 SD=0.61</i>							
24	Describe how sharecropping affected the lives of African Americans.		0	1	2	3	4	nr
	<i>Treatment</i>		5	13	11	16	7	2
	<i>MEAN = 2.13 SD=1.04</i>							
	<i>Comparison</i>		29	3	0	0	0	1
	<i>MEAN =0.09 SD=0.30</i>							
25	Describe some ways that African American people resisted Jim Crow laws.		0	1	2	3	4	nr
	<i>Treatment</i>		4	4	16	13	15	2
	<i>MEAN =2.60 SD=1.21</i>							
	<i>Comparison</i>		29	3	0	0	0	1
	<i>MEAN =0.09 SD=0.30</i>							
26	Talk about the contributions of some African Americans who fought against segregation and prejudice.		0	1	2	3	4	nr
	<i>Treatment</i>		1	5	12	19	16	1
	<i>MEAN =2.83 SD=1.03</i>							
	<i>Comparison</i>		19	9	2	2	0	1
	<i>MEAN = 0.59 SD=0.87</i>							
27	Describe the Civil Rights Act of 1965 and the changes it created.		0	1	2	3	4	nr
	<i>Treatment</i>		2	6	20	18	6	2
	<i>MEAN =2.38 SD=0.97</i>							
	<i>Comparison</i>		28	3	0	1	0	1
	<i>MEAN =0.19 SD=0.59</i>							
28	Create a mind map about segregation.		0	1	2	3	4	nr
	<i>Treatment</i>		6	6	15	13	7	7
	<i>MEAN =2.19 SD=1.23</i>							
	<i>Comparison</i>		26	4	2	0	0	1
	<i>MEAN =0.25 SD=0.57</i>							

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students. (*Treatment teachers only.*)

	Not at all beneficial 1	2	3	4	Very Beneficial 5	No response nr					
29	Activity 1: The Civil War					1	2	3	4	5	nr
	<i>Treatment</i>					0	4	7	8	34	1
	<i>MEAN = 4.36 SD=0.98</i>										
30	Activity 2: The U.S. Constitution					1	2	3	4	5	nr
	<i>Treatment</i>					1	7	10	18	17	1
	<i>MEAN =3.81 SD=1.09</i>										
31	Activity 3: The 13 th Amendment					1	2	3	4	5	nr
	<i>Treatment</i>					0	5	9	15	23	1
	<i>MEAN =4.07 SD=1.01</i>										
32	Activity 4: Prejudice and tolerance					1	2	3	4	5	nr
	<i>Treatment</i>					0	2	5	3	43	1
	<i>MEAN =4.64 SD=0.81</i>										
33	Activity 5: The history of prejudice against African Americans					1	2	3	4	5	nr
	<i>Treatment</i>					0	2	4	6	40	1
	<i>MEAN =4.62 SD=0.80</i>										
34	Activity 6: Ways that African American people resisted segregation					1	2	3	4	5	nr
	<i>Treatment</i>					0	3	7	11	31	2
	<i>MEAN =4.35 SD=0.93</i>										
35	Activity 7: African American people during the segregation years, 1865-1950.					1	2	3	4	5	nr
	<i>Treatment</i>					0	4	7	8	33	2
	<i>MEAN = 4.35 SD=0.99</i>										
36	Activity 8: Review and Conclusion					1	2	3	4	5	nr
	<i>Treatment</i>					2	4	6	9	30	3
	<i>MEAN =4.20 SD=1.17</i>										

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

	Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr					
37.	Constructing timelines to show important events					0	1	2	3	4	nr

	and how they relate to each other						
	<i>Treatment</i>	0	3	4	14	9	2
	<i>MEAN = 3.21 SD=0.95</i>						
	<i>Comparison</i>	0	3	10	13	27	1
	<i>MEAN =2.97 SD=0.93</i>						

38.	Using maps to illustrate an important concept	0	1	2	3	4	nr
	<i>Treatment</i>	1	1	6	14	32	0
	<i>MEAN =3.39 SD=0.90</i>						
	<i>Comparison</i>	0	1	3	9	16	3
	<i>MEAN =3.38 SD=0.82</i>						

39.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	2	3	8	18	23	0
	<i>MEAN =3.06 SD=1.07</i>						
	<i>Comparison</i>	1	5	5	8	8	5
	<i>MEAN =2.63 SD=1.22</i>						

40.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	1	1	3	11	38	0
	<i>MEAN =3.56 SD=0.84</i>						
	<i>Comparison</i>	0	2	4	8	15	3
	<i>MEAN =3.24 SD=0.95</i>						

41.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	1	5	11	16	18	3
	<i>MEAN =2.88 SD=1.07</i>						
	<i>Comparison</i>	3	3	8	8	6	4
	<i>MEAN= 2.39 SD=1.26</i>						

42.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	2	8	8	14	9	13
	<i>MEAN =2.49 SD=1.19</i>						
	<i>Comparison</i>	0	5	7	5	8	7
	<i>MEAN= 2.64 SD=1.15</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

Independently 4	With a partner or in a small group 3	As part of a whole class discussion 2	Only with direct assistance from teacher 1	Are not able to perform this skill 0	No Response nr
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43.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	11	21	17	2	1	1
	<i>MEAN =2.75 SD=0.90</i>						
	<i>Comparison</i>	0	13	6	11	2	1
	<i>MEAN=1.94 SD=1.01</i>						

44.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	10	24	15	4	1	0
	<i>MEAN =2.70 SD=0.92</i>						
	<i>Comparison</i>	1	14	5	11	1	1
	<i>MEAN=2.09 SD=1.03</i>						

45.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	6	20	20	3	3	2
	<i>MEAN =2.44 SD=0.98</i>						
	<i>Comparison</i>	0	3	9	9	8	4
	<i>MEAN=1.24 SD=0.99</i>						

46.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	14	19	17	2	1	1
	<i>MEAN =2.81 SD=0.94</i>						
	<i>Comparison</i>	3	9	15	5	0	1
	<i>MEAN=2.31 SD=0.86</i>						

47.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	5	15	18	11	1	4
	<i>MEAN =2.24 SD=0.98</i>						
	<i>Comparison</i>	0	5	4	10	9	4
	<i>MEAN=1.18 SD=1.09</i>						

48.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	0	10	22	8	0	11
	<i>MEAN =2.05 SD=0.68</i>						
	<i>Comparison</i>	0	0	5	10	9	9
	<i>MEAN=0.83 SD=0.76</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely 1 Unlikely 2 Somewhat Unlikely 3 Somewhat Likely 4 Likely 5 Very Likely 6

49.	The BHH 3 rd grade <i>Slavery and Segregation</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	0	11
	<i>MEAN =6.00 SD=0.0</i>						

50.	The BHH 3 rd grade <i>Industrialization Unit</i>	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	0	11
	<i>MEAN =6.00 SD=0.0</i>						
51.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	0	0	0	0	1	10
	<i>MEAN =5.91 SD=0.30</i>						
52.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	0	11
	<i>MEAN =6.00 SD=0.0</i>						
53.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	3	8
	<i>MEAN =5.73 SD=0.47</i>						
54.	Reading for background knowledge	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	0	2	9
	<i>MEAN =5.82 SD=0.40</i>						
55.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	2	3	6
	<i>MEAN =5.36 SD=0.81</i>						
56.	The “Stop and Source” Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	0	0	2	3	7
	<i>MEAN =5.42 SD=0.79</i>						

Results of *Bringing History Home II* Fourth Grade Teacher Survey
The Great Depression Unit
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for fourth graders to learn about. Please don't think that these are things you should be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

	Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1. Activity 1: Life in the 1920's and 30's	0	1	2	3	4	nr
<i>Treatment</i>	1	2	7	20	20	0
<i>MEAN =3.12 SD=0.94</i>						
<i>Comparison</i>	13	15	1	0	0	0
<i>MEAN =0.59 SD=0.57</i>						
2. Activity 2: The experience of children during the Depression	0	1	2	3	4	nr
<i>Treatment</i>	1	2	6	18	23	0
<i>MEAN =3.20 SD=0.95</i>						
<i>Comparison</i>	12	16	1	0	0	0
<i>MEAN =0.62 SD=0.56</i>						
3. Activity 3: Life during the Depression – experiences and hardships	0	1	2	3	4	nr
<i>Treatment</i>	1	1	3	21	24	0
<i>MEAN =3.32 SD=0.84</i>						
<i>Comparison</i>	12	15	2	0	0	0
<i>MEAN =0.66 SD=0.61</i>						
4. Activity 4: The Dust Bowl	0	1	2	3	4	nr
<i>Treatment</i>	1	1	7	17	23	0
<i>MEAN =3.22 SD=0.92</i>						
<i>Comparison</i>	14	14	0	0	0	0
<i>MEAN =0.50 SD=0.51</i>						
5. Activity 5: Migrant experiences in California	0	1	2	3	4	nr
<i>Treatment</i>	2	9	13	16	10	0
<i>MEAN =2.46 SD=1.13</i>						
<i>Comparison</i>	19	6	4	0	0	0
<i>MEAN = 0.48 SD=0.73</i>						
6. Activity 6: Dorothea Lange – Photos of the Migrants' Plight	0	1	2	3	4	nr

<i>Treatment</i>	4	5	17	12	12	0
<i>MEAN = 2.46 SD=1.20</i>						
<i>Comparison</i>	27	2	0	0	0	0
<i>MEAN = 0.07 SD=0.26</i>						

7. Activity 7: A New Deal – How the government helped people during the Depression	0	1	2	3	4	nr
<i>Treatment</i>	2	6	13	20	9	0
<i>MEAN = 2.56 SD=1.05</i>						
<i>Comparison</i>	19	9	1	0	0	0
<i>MEAN = 0.38 SD=0.56</i>						

8. Activity 8: How to create and use a mind map to synthesize different things students have learned about history	0	1	2	3	4	nr
<i>Treatment</i>	6	8	18	13	4	1
<i>MEAN = 2.02 SD=1.16</i>						
<i>Comparison</i>	22	5	2	0	0	0
<i>MEAN = 0.31 SD=0.60</i>						

9. Final Activity: Great Depression Autobiography	0	1	2	3	4	nr
<i>Treatment</i>	12	7	16	9	6	0
<i>MEAN=1.81 SD=1.32</i>						
<i>Comparison</i>	24	5	0	0	0	0
<i>MEAN = 0.17 SD=0.38</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *The Great Depression* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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10. Describe some of the ways that life was different for many people in the 1920's than it was in the 1930's.	0	1	2	3	4	nr
<i>Treatment</i>	0	0	4	22	23	1
<i>MEAN = 3.39 SD=0.64</i>						
<i>Comparison</i>	19	6	2	1	0	1
<i>MEAN = 0.46 SD= 0.79</i>						

11. Identify some key historical concepts from a documentary video.	0	1	2	3	4	nr
<i>Treatment</i>	0	1	12	27	9	1
<i>MEAN = 2.89 SD=0.71</i>						
<i>Comparison</i>	9	11	6	2	0	1
<i>MEAN = 1.04 SD= 0.92</i>						
12. Compare and contrast life in the 1920's and 30's	0	1	2	3	4	nr
<i>Treatment</i>	0	1	4	25	19	1
<i>MEAN = 3.27 SD=0.70</i>						
<i>Comparison</i>	20	4	2	2	0	1
<i>MEAN = 0.50 SD= 0.92</i>						
13. Analyze a historic document for content. (e.g., children's letters to Mrs. Hoover and Mrs. Roosevelt)	0	1	2	3	4	nr
<i>Treatment</i>	0	2	10	26	11	1
<i>MEAN = 2.94 SD=0.77</i>						
<i>Comparison</i>	11	9	7	0	0	2
<i>MEAN =0.85 SD= 0.81</i>						
14. Describe what life was like for a child during the Depression.	0	1	2	3	4	nr
<i>Treatment</i>	0	0	4	11	33	1
<i>MEAN =3.60 SD=0.64</i>						
<i>Comparison</i>	11	13	3	1	0	1
<i>MEAN = 0.79 SD=0.79</i>						
15. Compare and contrast pieces of historic evidence.	0	1	2	3	4	nr
<i>Treatment</i>	0	2	16	27	4	1
<i>MEAN = 2.67 SD=0.69</i>						
<i>Comparison</i>	8	13	7	0	0	1
<i>MEAN =0.96 SD= 0.74</i>						
16. Describe typical housing and clothing during the Depression.	0	1	2	3	4	nr
<i>Treatment</i>	0	1	6	18	24	1
<i>MEAN =3.33 SD=0.77</i>						
<i>Comparison</i>	13	10	3	1	0	2
<i>MEAN = 0.70 SD= 0.82</i>						

17. Analyze an historical photograph for information.	0	1	2	3	4	nr
<i>Treatment</i>	0	0	7	24	18	1
<i>MEAN =3.22 SD=0.69</i>						
<i>Comparison</i>	11	11	3	2	0	1
<i>MEAN =0.85 SD=0.91</i>						

18. Describe unemployment during the Depression.	0	1	2	3	4	nr
<i>Treatment</i>	0	0	7	14	26	1
<i>MEAN = 3.40 SD=0.74</i>						
<i>Comparison</i>	11	15	1	0	0	2
<i>MEAN =0.63 SD=0.56</i>						

19. Describe the geography of the Dust Bowl.	0	1	2	3	4	nr
<i>Treatment</i>	0	0	7	22	19	1
<i>MEAN = 3.25 SD=0.70</i>						
<i>Comparison</i>	19	7	2	0	0	1
<i>MEAN =0.39 SD=0.63</i>						

20. Describe a "Penny Auction" and explain its purpose.	0	1	2	3	4	nr
<i>Treatment</i>	0	2	9	28	10	1
<i>MEAN = 2.94 SD=0.75</i>						
<i>Comparison</i>	25	3	0	0	0	1
<i>MEAN =0.11 SD=0.31</i>						

21. Illustrate a map with representations of historic events.	0	1	2	3	4	nr
<i>Treatment</i>	0	2	19	23	4	2
<i>MEAN =2.60 SD=0.71</i>						
<i>Comparison</i>	14	11	3	0	0	1
<i>MEAN = 0.61 SD=0.69</i>						

22. Describe what life was like for children of migrant families.	0	1	2	3	4	nr
<i>Treatment</i>	0	4	9	27	9	1
<i>MEAN =2.84 SD=0.83</i>						
<i>Comparison</i>	19	6	3	0	0	1
<i>MEAN =0.43 SD=0.69</i>						

23. Illustrate a typical migrant's path on a US map.	0	1	2	3	4	nr
<i>Treatment</i>	2	6	13	25	2	2

<i>MEAN =2.39 SD=0.92</i>						
<i>Comparison</i>	20	8	0	0	0	1
<i>MEAN =0.29 SD=0.46</i>						

24. Describe what life was like in a migrant camp.	0	1	2	3	4	nr
<i>Treatment</i>	22	4	2	0	0	1
<i>MEAN =2.63 SD=0.83</i>						
<i>Comparison</i>	0	5	14	24	6	1
<i>MEAN = 0.29 SD=0.60</i>						

25. Describe some of the government programs that helped people during the 1930's.	0	1	2	3	4	nr
<i>Treatment</i>	0	7	10	29	3	1
<i>MEAN = 2.57 SD=0.82</i>						
<i>Comparison</i>	23	5	0	0	0	1
<i>MEAN =0.18 SD=0.39</i>						

26. Describe how labor unions and collective bargaining helped workers.	0	1	2	3	4	nr
<i>Treatment</i>	1	8	18	18	3	2
<i>MEAN =2.29 SD=0.90</i>						
<i>Comparison</i>	19	8	1	0	0	1
<i>MEAN =0.36 SD=0.56</i>						

27. Create a mind map about the Great Depression	0	1	2	3	4	nr
<i>Treatment</i>	2	8	12	21	4	3
<i>MEAN =2.36 SD=1.01</i>						
<i>Comparison</i>	25	3	0	0	0	1
<i>MEAN =1.07 SD=0.31</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH activities was for your students. (*Treatment teachers only.*)

Not at all beneficial **Very Beneficial** **No response**
1 **2** **3** **4** **5** **nr**

28. Activity 1: Life in the 1920's and 30's	1	2	3	4	5	nr
<i>Treatment</i>	0	1	3	32	12	1
<i>MEAN =4.15 SD=0.62</i>						

29. Activity 2: The experience of children during the Depression	1	2	3	4	5	nr
<i>Treatment</i>	0	0	2	32	14	1
<i>MEAN = 4.25 SD=0.53</i>						

30. Activity 3: Life during the Depression – experiences and hardships	1	2	3	4	5	nr
<i>Treatment</i>	0	0	2	33	13	1
<i>MEAN = 4.23 SD=0.52</i>						

31. Activity 4: The Dust Bowl	1	2	3	4	5	nr
<i>Treatment</i>	0	1	2	33	12	1
<i>MEAN =4.17 SD=0.60</i>						

32. Activity 5: Migrant experiences in California	1	2	3	4	5	nr
<i>Treatment</i>	0	4	6	28	9	2
<i>MEAN = 3.89 SD=0.81</i>						

33. Activity 6: Dorothea Lange – Photos of the Migrants' Plight	1	2	3	4	5	nr
<i>Treatment</i>	0	5	4	26	9	4
<i>MEAN = 3.89 SD=0.87</i>						

34. Activity 7: A New Deal – How the government helped people during the Depression	1	2	3	4	5	nr
<i>Treatment</i>	0	3	7	28	8	3
<i>MEAN =3.89 SD=0.77</i>						

35. Activity 8: How to create and use a mind map to synthesize different things students have learned about history	1	2	3	4	5	nr
<i>Treatment</i>	2	3	11	22	4	6
<i>MEAN =3.55 SD=0.94</i>						

36. Final Activity: Great Depression Autobiography	1	2	3	4	5	nr
<i>Treatment</i>	2	1	13	18	5	9
<i>MEAN = 3.59 SD=0.94</i>						

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

	Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr
37. Constructing timelines to show important events and how they relate to each other	0	1	2	3	4	nr
<i>Treatment</i>	1	1	9	11	26	2
<i>MEAN = 3.32 SD=0.86</i>						
<i>Comparison</i>	1	1	9	11	6	1
<i>MEAN =2.71 SD=0.98</i>						

38. Using maps to illustrate an important concept	0	1	2	3	4	nr
<i>Treatment</i>	0	1	5	14	26	3

	<i>MEAN =3.41 SD=0.78</i>						
	<i>Comparison</i>	0	0	5	9	14	1
	<i>MEAN =3.32 SD=0.77</i>						

39.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	6	17	23	1
	<i>MEAN =3.27 SD=0.84</i>						
	<i>Comparison</i>	0	4	7	9	4	5
	<i>MEAN =2.54 SD=0.98</i>						

40.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	14	32	1
	<i>MEAN =3.63 SD=0.57</i>						
	<i>Comparison</i>	0	0	4	10	13	2
	<i>MEAN =3.33 SD=0.73</i>						

41.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	2	2	6	18	19	2
	<i>MEAN =3.06 SD=1.05</i>						
	<i>Comparison</i>	0	2	9	14	2	2
	<i>MEAN= 2.59 SD=0.75</i>						

42.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	1	7	9	13	13	6
	<i>MEAN =2.69 SD=1.15</i>						
	<i>Comparison</i>	0	4	9	9	4	3
	<i>MEAN= 2.50 SD=0.95</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

		Independently 4	With a partner or in a small group 3	As part of a whole class discussion 2	Only with direct assistance from teacher 1	Are not able to perform this skill 0	No Response nr
43.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	11	24	10	2	1	2
	<i>MEAN =2.88 SD=0.89</i>						
	<i>Comparison</i>	5	8	8	4	3	1
	<i>MEAN=2.29 SD=1.25</i>						

44.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	6	25	12	4	1	2
	<i>MEAN =2.65 SD=0.89</i>						
	<i>Comparison</i>	4	6	10	5	3	1
	<i>MEAN=2.11 SD=1.20</i>						

45.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	8	24	8	6	1	1
	<i>MEAN =2.68 SD=0.98</i>						
	<i>Comparison</i>	0	6	10	8	2	2
	<i>MEAN=1.77SD=0.91</i>						

46.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	16	20	10	2	1	1
	<i>MEAN =2.97 SD=0.95</i>						
	<i>Comparison</i>	3	7	10	6	2	1
	<i>MEAN=2.11 SD=1.10</i>						

47.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	2	21	14	8	0	4
	<i>MEAN =2.38 SD=0.83</i>						
	<i>Comparison</i>	0	3	10	13	1	2
	<i>MEAN=1.56 SD=0.75</i>						

48.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	0	20	12	8	2	8
	<i>MEAN =2.19 SD=0.92</i>						
	<i>Comparison</i>	2	1	4	15	1	6
	<i>MEAN=1.48 SD=0.99</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely 1 Unlikely 2 Somewhat Unlikely 3 Somewhat Likely 4 Likely 5 Very Likely 6

49.	The BHH 4 th grade <i>Great Depression</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	2	0	0	0	5	12
	<i>MEAN =5.21 SD=1.55</i>						

50.	The BHH 4 th grade <i>Progressive Era</i> Unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	2	0	0	0	4	13
	<i>MEAN =5.26 SD=1.56</i>						

51.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	1	0	0	1	6	11
	<i>MEAN =5.32 SD=1.20</i>						

52.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	0	1	2	5	10
	<i>MEAN =5.11 SD=1.33</i>						
53.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	0	0	3	6	9
	<i>MEAN =5.11 SD=1.24</i>						
54.	Reading for background knowledge	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	0	0	1	5	12
	<i>MEAN =5.37 SD=1.21</i>						
55.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	1	3	2	5	7
	<i>MEAN =4.58 SD=1.54</i>						
56.	The "Stop and Source" Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	1	3	1	7	6
	<i>MEAN =4.58 SD=1.50</i>						

Results of Bringing History Home – Cedar Rapids Fifth Grade Teacher Survey –
Columbian Exchange Unit
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for fifth graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1	Introduction: Who was Columbus?	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	20	14	1
	<i>Mean=3.02 SD=0.84</i>						
	<i>Comparison</i>	2	3	7	5	4	1
	<i>Mean=2.29 SD=1.23</i>						
2	Lesson 1: Dear diary -- Exploring Columbus' journal	0	1	2	3	4	nr
	<i>Treatment</i>	1	17	16	8	4	1
	<i>Mean=1.93 SD=1.00</i>						
	<i>Comparison</i>	11	6	2	1	0	2
	<i>Mean=0.65 SD=0.88</i>						
3	Lesson 2: Dear Europe -- a letter from Columbus	0	1	2	3	4	nr
	<i>Treatment</i>	4	13	20	5	4	1
	<i>Mean=1.83 SD=1.04</i>						
	<i>Comparison</i>	12	5	2	1	0	2
	<i>Mean=0.60 SD=0.88</i>						
4	Lesson 3: Dear Ferdinand and Isabella	0	1	2	3	4	nr
	<i>Treatment</i>	5	15	18	6	2	1
	<i>Mean=1.67 SD=0.99</i>						
	<i>Comparison</i>	9	7	3	1	0	2
	<i>Mean=0.80 SD=0.89</i>						
5	Lesson 4: What was Columbus thinking?	0	1	2	3	4	nr
	<i>Treatment</i>	2	9	16	11	8	1
	<i>Mean=2.30 SD=1.11</i>						
	<i>Comparison</i>	9	4	4	1	2	2
	<i>Mean=1.15 SD=1.35</i>						
6	Lesson 5: What was the Columbian Exchange?	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	11	15	14	1

	<i>Mean=2.80 SD=1.02</i>						
	<i>Comparison</i>	19	0	0	1	0	2
	<i>Mean=0.15 SD=0.67</i>						

7	Lesson 6: Organizing research findings	0	1	2	3	4	nr
	<i>Treatment</i>	2	19	9	10	6	1
	<i>Mean=1.98 SD=1.16</i>						
	<i>Comparison</i>	6	6	4	2	1	2
	<i>Mean=1.26 SD=1.19</i>						

8	Lesson 7: But instead... Things aren't always what you expect	0	1	2	3	4	nr
	<i>Treatment only</i>	7	9	43	8	7	3
	<i>Mean=1.97 SD=1.30</i>						

9	Lesson 8: Learning about Columbus -- Reviewing	0	1	2	3	4	nr
	<i>Treatment only</i>	0	11	16	11	8	1
	<i>Mean=2.35 SD=1.04</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Columbian Exchange* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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10	Identify three stated aims of Columbus' voyages.	0	1	2	3	4	nr
	<i>Treatment</i>	1	5	8	22	10	0
	<i>Mean=2.76 SD=0.99</i>						
	<i>Comparison</i>	6	7	0	6	1	2
	<i>Mean=1.45 SD=1.36</i>						

11	Describe the Native American peoples that Europeans encountered in early contacts.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	10	23	10	0
	<i>Mean=2.87 SD=0.83</i>						
	<i>Comparison</i>	3	1	5	8	3	2
	<i>Mean=2.35 SD=1.27</i>						

12	Show on a map where Columbus was trying to go and where he ended up.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	9	15	22	0
	<i>Mean=3.28 SD=0.78</i>						
	<i>Comparison</i>	3	5	5	6	1	2
	<i>Mean=1.85 SD=1.18</i>						

13	Give some examples of bias in	0	1	2	3	4	nr
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	Columbus' journal entries and letters back home.						
	<i>Treatment</i>	5	11	15	11	4	0
	<i>Mean= 1.96 SD=1.13</i>						
	<i>Comparison</i>	14	4	0	1	1	2
	<i>Mean=0.55 SD=1.10</i>						
14	Describe why Columbus thought the Natives would be good slaves and why this plan didn't work.	0	1	2	3	4	nr
	<i>Treatment</i>	4	8	17	11	6	0
	<i>Mean=2.15 SD=1.13</i>						
	<i>Comparison</i>	11	5	2	0	2	2
	<i>Mean=0.85 SD=1.27</i>						
15	List five New World crops that became important in Europe or Africa.	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	3	14	25	0
	<i>Mean=3.30 SD=0.94</i>						
	<i>Comparison</i>	2	5	7	2	4	2
	<i>Mean=2.05 SD=1.28</i>						
16	Examine depictions of Christopher Columbus and describe why some might be more likely to be accurate.	0	1	2	3	4	nr
	<i>Treatment</i>	0	7	11	20	6	1
	<i>Mean=2.57 SD=0.93</i>						
	<i>Comparison</i>	12	3	4	0	1	1
	<i>Mean=0.75 SD=1.12</i>						
17	Explain why the import of sugar cane to the New World affected labor needs.	0	1	2	3	4	nr
	<i>Treatment</i>	7	7	13	16	1	2
	<i>Mean=1.93 SD=1.13</i>						
	<i>Comparison</i>	12	3	3	0	1	2
	<i>Mean=0.68 SD=1.11</i>						
18	Describe how diseases such as small pox affected the New World peoples.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	8	14	21	1
	<i>Mean=3.20 SD=0.89</i>						
	<i>Comparison</i>	2	5	7	4	2	1
	<i>Mean=1.95 SD=1.15</i>						
19	List three domesticated animals that became important in the New World.	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	7	11	21	1
	<i>Mean=3.04 SD=1.09</i>						
	<i>Comparison</i>	5	11	2	0	2	2
	<i>Mean=1.15 SD=1.14</i>						

20	Analyze historical maps to determine some misconceptions Europeans had about the world.	0	1	2	3	4	nr
	<i>Treatment</i>	3	5	13	17	7	1
	<i>Mean=2.44 SD=1.10</i>						
	<i>Comparison</i>	5	6	4	2	1	3
	<i>Mean=1.33 SD=1.19</i>						
21	Identify at least one historical controversy from the time of Columbus.	0	1	2	3	4	nr
	<i>Treatment</i>	2	4	11	19	9	1
	<i>Mean=2.64 SD=1.05</i>						
	<i>Comparison</i>	10	2	5	0	3	2
	<i>Mean=1.20 SD=1.47</i>						
22	Describe the reaction of many of the indigenous people to Christianity.	0	1	2	3	4	nr
	<i>Treatment</i>	3	8	17	11	6	1
	<i>Mean=2.20 SD=1.10</i>						
	<i>Comparison</i>	8	5	4	1	2	2
	<i>Mean=1.20 SD=1.32</i>						
23	Tell who Ferdinand and Isabella were and why they were interested in Columbus' voyage.	0	1	2	3	4	nr
	<i>Treatment</i>	1	6	8	16	14	1
	<i>Mean=2.80 SD=1.10</i>						
	<i>Comparison</i>	6	7	2	2	3	2
	<i>Mean=1.45 SD=1.43</i>						
24	Create a graph showing the population of the New World from 1490 to 1590.	0	1	2	3	4	nr
	<i>Treatment</i>	6	16	11	7	4	2
	<i>Mean=1.70 SD=1.17</i>						
	<i>Comparison</i>	12	5	1	0	2	2
	<i>Mean=0.75 SD=1.25</i>						
25	Describe how the results of European exploration of the New World differed from the original goals.	0	1	2	3	4	nr
	<i>Treatment</i>	3	8	16	17	1	1
	<i>Mean=2.11 SD=0.96</i>						
	<i>Comparison</i>	9	4	4	1	2	1
	<i>Mean=1.15 SD=1.35</i>						
26	Describe why indigenous people in the New World were vulnerable to Old World diseases.	0	1	2	3	4	nr
	<i>Treatment</i>	0	6	9	13	17	1
	<i>Mean=2.91 SD=1.06</i>						
	<i>Comparison</i>	4	6	5	3	2	2

		Mean=1.65 SD=1.27					
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Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH activities was for your students. (*Treatment teachers only.*)

		Not at all beneficial 1	2	3	4	Very Beneficial 5	No response nr
27	Introduction: Who was Columbus?						nr
	<i>Treatment, final year only</i>	0	0	5	6	9	2
	<i>Mean=4.20 SD=0.83</i>						
28	Lesson 1: Dear diary -- Exploring Columbus' journal						nr
	<i>Treatment, final year only</i>	1	8	5	5	1	3
	<i>Mean=2.85 SD=1.04</i>						
29	Lesson 2: Dear Europe -- a letter from Columbus						nr
	<i>Treatment, final year only</i>	2	7	7	3	1	3
	<i>Mean=2.70 SD=1.03</i>						
30	Lesson 3: Dear Ferdinand and Isabella						nr
	<i>Treatment, final year only</i>	2	6	7	4	1	3
	<i>Mean=2.80 SD=1.06</i>						
31	Lesson 4: What was Columbus thinking?						nr
	<i>Treatment, final year only</i>	1	7	4	6	3	2
	<i>Mean=3.14 SD=1.20</i>						
32	Lesson 5: What was the Columbian Exchange?						nr
	<i>Treatment, final year only</i>	0	0	5	4	12	2
	<i>Mean=4.33 SD=0.86</i>						
33	Lesson 6: Organizing research findings						nr
	<i>Treatment, final year only</i>	0	4	6	6	5	2
	<i>Mean=3.57 SD=1.08</i>						
34	Lesson 7: But instead... Things aren't always what you expect						nr
	<i>Treatment, final year only</i>	1	2	7	6	3	4
	<i>Mean=3.42 SD=1.07</i>						
35	Lesson 8: Learning about Columbus -- Reviewing						nr
	<i>Treatment, final year only</i>	0	2	7	4	6	4
	<i>Mean=3.74 SD=1.05</i>						

Section IV: Please indicate how much you rely on the following techniques as part of your pedagogical and instructional activities when teaching the Bringing History Home curriculum:

		Not at all useful 0	Only slightly useful 1	Moderately useful 2	Useful 3	Very useful 4	No Response nr
36.	Constructing timelines to show important events and how they relate to each other	0	1	2	3	4	nr

	<i>Treatment</i>	0	5	8	15	16	2
	<i>MEAN = 2.95 SD=1.01</i>						
	<i>Comparison</i>	0	4	2	10	5	1
	<i>MEAN =2.76 SD=1.04</i>						

37.	Using maps to illustrate an important concept	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	16	25	0
	<i>MEAN =3.43 SD=0.69</i>						
	<i>Comparison</i>	0	0	0	7	15	0
	<i>MEAN =3.68 SD=0.48</i>						

38.	Interpreting primary source documents to add to your understanding of history	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	13	18	12	1
	<i>MEAN =2.89 SD=0.86</i>						
	<i>Comparison</i>	0	5	5	5	5	2
	<i>MEAN =2.50 SD=1.15</i>						

39.	Reading for background knowledge to provide a context for new learning	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	4	22	17	1
	<i>MEAN =3.25 SD=0.72</i>						
	<i>Comparison</i>	0	1	2	4	13	2
	<i>MEAN =3.45 SD=0.89</i>						

40.	Synthesizing various sources to create a narrative	0	1	2	3	4	nr
	<i>Treatment</i>	1	4	16	14	7	4
	<i>MEAN =2.52 SD=0.97</i>						
	<i>Comparison</i>	2	2	3	7	5	3
	<i>MEAN= 2.58 SD=1.30</i>						

41.	Using the "Stop and Source" process	0	1	2	3	4	nr
	<i>Treatment</i>	0	11	6	13	14	2
	<i>MEAN =2.68 SD=1.18</i>						
	<i>Comparison</i>	0	4	3	4	6	5
	<i>MEAN= 2.71 SD=1.21</i>						

Section V. Please think about the following six skills and about your students' abilities to use the skills for learning history. For each skill, please rate the level of independence at which you think most of your students are able to perform that skill.

Most children in my classroom are able to perform the following skills:

Independently	With a partner or in a small group	As part of a whole class discussion	Only with direct assistance from teacher	Are not able to perform this skill	No Response
4	3	2	1	0	nr

42.	Construct timelines to show important events and how they relate to each other	4	3	2	1	0	nr
	<i>Treatment</i>	11	21	9	4	0	2
	<i>MEAN =2.87 SD=1.03</i>						
	<i>Comparison</i>	6	4	8	2	0	2
	<i>MEAN=2.70 SD=1.03</i>						

43.	Use maps to illustrate an important concept	4	3	2	1	0	nr
	<i>Treatment</i>	11	16	13	6	0	1
	<i>MEAN =2.70 SD=0.96</i>						
	<i>Comparison</i>	9	6	5	1	0	1
	<i>MEAN=3.10 SD=0.94</i>						

44.	Interpret primary source documents to add to your understanding of history	4	3	2	1	0	nr
	<i>Treatment</i>	3	17	18	7	0	2
	<i>MEAN =2.36 SD=0.83</i>						
	<i>Comparison</i>	2	4	11	1	2	2
	<i>MEAN=2.15 SD=1.04</i>						

45.	Read for background knowledge to provide a context for new learning	4	3	2	1	0	nr
	<i>Treatment</i>	11	17	15	3	0	1
	<i>MEAN =2.78 SD=0.89</i>						
	<i>Comparison</i>	6	5	7	2	0	2
	<i>MEAN=2.75 SD=1.02</i>						

46.	Synthesize various sources to create a narrative	4	3	2	1	0	nr
	<i>Treatment</i>	1	11	22	9	1	3
	<i>MEAN =2.05 SD=0.81</i>						
	<i>Comparison</i>	3	4	6	5	1	3
	<i>MEAN=2.16 SD=1.17</i>						

47.	Use the "Stop and Source" process	4	3	2	1	0	nr
	<i>Treatment</i>	8	12	16	5	2	6
	<i>MEAN =2.44 SD=1.08</i>						
	<i>Comparison</i>	3	4	4	4	1	6
	<i>MEAN=2.25 SD=1.24</i>						

Looking ahead to next year after the BHH project is finished, how likely is it that you will use the following as part of your history curriculum and instruction:

Very Unlikely 1 Unlikely 2 Somewhat Unlikely 3 Somewhat Likely 4 Likely 5 Very Likely 6

48.	The BHH 5 th grade <i>Columbian Exchange</i> unit	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	2	0	5	8	7
	<i>MEAN =4.65 SD=1.40</i>						

49.	Timelines	1	2	3	4	5	6
	<i>Treatment only</i>	1	1	0	6	7	8
	<i>MEAN =4.78 SD=1.30</i>						
50.	Maps	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	1	0	1	10	11
	<i>MEAN =5.30 SD=0.93</i>						
51.	Primary source documents	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	1	1	5	12	3
	<i>MEAN =4.52 SD=1.20</i>						
52.	Reading for background knowledge	1	2	3	4	5	6
	<i>Treatment final year only</i>	0	1	0	3	12	7
	<i>MEAN =5.04 SD=0.93</i>						
53.	Creating narratives	1	2	3	4	5	6
	<i>Treatment final year only</i>	1	2	3	11	4	2
	<i>MEAN =3.91 SD=1.20</i>						
54.	The “Stop and Source” Process	1	2	3	4	5	6
	<i>Treatment final year only</i>	2	2	1	5	9	4
	<i>MEAN =4.26 SD=1.51</i>						

Bringing History Home-CR Kindergarten Teacher Survey – Children Long Ago Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching this year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for kindergarteners to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1	Activity 1: Children's lives – long ago and today	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	2	5	16	0
	<i>MEAN =3.50 SD=0.83</i>						
	<i>Comparison</i>	4	12	9	6	6	1
	<i>MEAN =1.95 SD=1.27</i>						
2	Activity 2: Children's toys – long ago and today	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	2	4	17	0
	<i>MEAN =3.54 SD=0.83</i>						
	<i>Comparison</i>	12	8	12	2	3	1
	<i>MEAN =1.35 SD=1.23</i>						

3	Activity 3: Ways that people prepared food long ago and how we prepare food today	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	3	6	12	0
	<i>MEAN =3.13 SD=1.08</i>						
	<i>Comparison</i>	11	12	9	4	2	0
	<i>MEAN =1.32 SD=1.16</i>						

4	Activity 4: Transportation methods – long ago and today	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	7	14	0
	<i>MEAN =3.46 SD=0.72</i>						
	<i>Comparison</i>	1	16	12	4	5	0
	<i>MEAN =1.89 SD1.09</i>						

5	Activity 5: Ways of listening to music – long ago and today	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	3	7	11	0
	<i>MEAN =3.08 SD=1.06</i>						
	<i>Comparison</i>	16	10	8	0	3	1
	<i>MEAN =1.03 SD=1.19</i>						

6	Activity 6: Telephones and lights – long ago and today	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	4	6	13	0
	<i>MEAN =3.29 SD=0.91</i>						
	<i>Comparison</i>	9	15	5	5	3	1
	<i>MEAN =1.41 SD=1.24</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Children Long Ago* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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7	List some differences and similarities between life now and life a long time ago.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	0	6	17	0
	<i>MEAN =3.63 SD=0.71</i>						
	<i>Comparison</i>	1	13	7	11	6	1
	<i>MEAN =2.21 SD=1.17</i>						

8	List some things that people used long ago that are different from things people use today and some that are the same.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	0	4	19	0
	<i>MEAN =3.71 SD=0.69</i>						
	<i>Comparison</i>	4	10	7	12	4	1
	<i>MEAN =2.05 SD=1.22</i>						

9	Describe how toys today are different now than they were long ago.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	0	8	15	0
	<i>MEAN =3.54 SD=0.72</i>						
	<i>Comparison</i>	12	9	7	9	1	1
	<i>MEAN =1.42 SD=1.24</i>						

10	Sort toys by whether they are toys from the present or the past.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	7	16	0

	<i>MEAN =3.63 SD=0.58</i>						
	<i>Comparison</i>	4	8	8	13	5	1
	<i>MEAN =2.18 SD=1.23</i>						

11	Describe some of the differences in games that children play now and that children played long ago.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	10	11	0
	<i>MEAN =3.33 SD=0.70</i>						
	<i>Comparison</i>	11	7	13	4	3	1
	<i>MEAN =1.50 SD=1.25</i>						

12	Tell how the methods people use to cook food have changed over time.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	3	10	10	0
	<i>MEAN =3.21 SD=0.83</i>						
	<i>Comparison</i>	12	10	7	7	2	1
	<i>MEAN =1.39 SD=1.26</i>						

13	Describe snacks today and snacks from the past	0	1	2	3	4	nr
	<i>Treatment</i>	1	0	3	14	6	0
	<i>MEAN =3.00 SD=0.88</i>						
	<i>Comparison</i>	15	9	6	6	1	1
	<i>MEAN =1.16 SD=1.21</i>						

14	List some ways to travel from one place to another.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	5	18	0
	<i>MEAN =3.71 SD=0.55</i>						
	<i>Comparison</i>	1	6	4	16	11	1
	<i>MEAN =2.79 SD=1.11</i>						

15	Tell how modes of transportation have changed over time	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	6	17	0
	<i>MEAN =3.67 SD=0.56</i>						
	<i>Comparison</i>	4	15	6	10	3	1
	<i>MEAN =1.82 SD=1.18</i>						

16	Tell how the ways people listen to music have changed over time	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	7	11	0
	<i>MEAN =3.17 SD=0.92</i>						
	<i>Comparison</i>	16	11	4	4	2	1
	<i>MEAN =1.05 SD=1.22</i>						

17	Describe how their life would be different if they had no electric lights.	0	1	2	3	4	nr
	<i>Treatment</i>	1	0	0	8	14	0
	<i>MEAN =3.48 SD=0.90</i>						
	<i>Comparison</i>	0	17	6	11	4	1
	<i>MEAN =2.05 SD=1.09</i>						

18	Describe some ways that people communicated now and long ago.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	8	13	0
	<i>MEAN =3.42 SD=0.72</i>						
	<i>Comparison</i>	5	16	8	7	2	1
	<i>MEAN =1.61 SD=1.10</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

	Not at all beneficial	1	2	3	4	5	Very Beneficial	No response	nr
19	Activity 1: Children's lives – long ago and today	1	2	3	4	5			nr
	<i>Treatment only</i>	0	0	0	6	18			0
	<i>MEAN =4.75 SD=0.44</i>								

20	Activity 2: Children's toys – long ago and today	1	2	3	4	5			nr
	<i>Treatment only</i>	0	0	0	7	17			0
	<i>MEAN =4.71 SD=0.46</i>								

21	Activity 3: Ways that people prepared food long ago and how we prepare food today	1	2	3	4	5			nr
	<i>Treatment only</i>	0	0	2	9	13			0
	<i>MEAN =4.46 SD=0.66</i>								

22	Activity 4: Transportation methods – long ago and today	1	2	3	4	5			nr
	<i>Treatment only</i>	0	0	0	5	19			0
	<i>MEAN =4.79 SD=0.41</i>								

23	Activity 5: Ways of listening to music – long ago and today	1	2	3	4	5			nr
	<i>Treatment only</i>	1	1	0	9	12			0
	<i>MEAN =4.30 SD=1.12</i>								

24	Activity 6: Telephones and lights – long ago and today	1	2	3	4	5			nr
	<i>Treatment only</i>	0	1	0	6	17			0
	<i>MEAN =4.63 SD=0.71</i>								

Results of Bringing History Home- CR First Grade Teacher Survey
Communities Long Ago
Treatment and comparison

Section I. For each of the first group of items below, thinking back to your teaching this year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for first graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

	Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr					
1	Activity 1: The history of Native Americans that lived in your own community long ago (and may still live there)					0	1	2	3	4	nr
	<i>Treatment</i>					2	9	4	3	1	0
	<i>MEAN = 1.58 SD=1.07</i>										
	<i>Comparison</i>					28	9	2	0	0	1
	<i>MEAN = 0.33 SD=0.58</i>										

2	Activity 2: The history of non-native settlers in your community					0	1	2	3	4	nr
	<i>Treatment</i>					1	9	6	1	2	0
	<i>MEAN = 1.68 SD=1.06</i>										
	<i>Comparison</i>					27	10	0	1	1	1
	<i>MEAN = 0.44 SD=0.85</i>										

3	Activity 3: What your town looked like long ago and how communities change over time					0	1	2	3	4	nr
	<i>Treatment</i>					0	4	7	3	5	0
	<i>MEAN = 2.47 SD=1.12</i>										
	<i>Comparison</i>					20	11	5	1	3	0
	<i>MEAN = 0.90 SD=1.19</i>										

4	Activity 4: The history of the kinds of services that communities provide and how that has changed over time					0	1	2	3	4	nr
	<i>Treatment</i>					0	4	7	3	5	0
	<i>MEAN = 2.11 SD=1.10</i>										
	<i>Comparison</i>					13	17	8	1	1	0
	<i>MEAN = 1.00 SD=0.93</i>										

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Communities Long Ago* curriculum unit at performing the BHH content or process goals listed below.

	None are able to do this competently 1	Only a few are able to do this competently 2	At least 1/3 are able to do this competently 3	At least 2/3 are able to do this competently 4	All or nearly all can do this competently 5	No response nr		
5	Explain what it means to “be native” to a place.		0	1	2	3	4	nr
	<i>Treatment</i>		1	7	7	3	1	0
	<i>MEAN = 1.79 SD=0.98</i>							
	<i>Comparison</i>		30	10	0	0	1	1
	<i>MEAN = 0.34 SD=0.73</i>							

6	Describe some of the people who were native to the US or Iowa.		0	1	2	3	4	nr
	<i>Treatment</i>		1	7	4	6	1	0
	<i>MEAN = 1.95 SD=1.08</i>							
	<i>Comparison</i>		28	10	1	0	1	1
	<i>MEAN = 0.40 SD=0.78</i>							

7	Re-tell a story about the people who were native to their area.		0	1	2	3	4	nr
	<i>Treatment</i>		2	7	4	5	1	0
	<i>MEAN = 1.79 SD=1.13</i>							
	<i>Comparison</i>		28	9	1	1	1	2
	<i>MEAN = 0.45 SD=0.88</i>							

8	Tell stories about their own lives		0	1	2	3	4	nr
	<i>Treatment</i>		0	0	0	6	13	0
	<i>MEAN = 3.68 SD=0.48</i>							
	<i>Comparison</i>		1	4	6	6	24	1
	<i>MEAN = 3.17 SD=1.16</i>							

9	Explain or draw a picture of what their community looked like long, long ago.		0	1	2	3	4	nr
	<i>Treatment</i>		1	1	1	7	9	0
	<i>MEAN = 3.16 SD=1.12</i>							
	<i>Comparison</i>		23	9	5	2	2	1
	<i>MEAN = 0.80 SD=1.14</i>							

10	Describe some of the differences in their community “long, long ago”, “long ago”, and “today”.		0	1	2	3	4	nr
	<i>Treatment</i>		1	0	3	4	11	0
	<i>MEAN = 3.26 SD=1.10</i>							
	<i>Comparison</i>		16	15	5	2	3	1
	<i>MEAN = 1.05 SD=1.18</i>							

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11	Describe what it was like to be a “settler”.	0	1	2	3	4	nr
	<i>Treatment</i>	1	2	4	9	3	0
	<i>MEAN =2.58 SD=1.07</i>						
	<i>Comparison</i>	29	8	0	2	1	1
	<i>MEAN = 0.45 SD=0.93</i>						

12	Talk about some of the things needed in a town.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	4	4	9	0
	<i>MEAN =3.17 SD=0.99</i>						
	<i>Comparison</i>	7	7	7	13	7	1
	<i>MEAN =2.15 SD=1.37</i>						

13	Re-tell a story about building a new town.	0	1	2	3	4	nr
	<i>Treatment</i>	2	1	2	7	7	0
	<i>MEAN =2.84 SD=1.30</i>						
	<i>Comparison</i>	17	10	5	8	1	1
	<i>MEAN =1.17 SD=1.24</i>						

14	Describe some ways that towns change over time.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	0	6	10	0
	<i>MEAN =3.21 SD=1.08</i>						
	<i>Comparison</i>	14	13	8	4	2	1
	<i>MEAN =1.20 SD=1.17</i>						

15	List some of the services that towns usually have (e.g., police, schools, library, post office, stores).	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	4	12	0
	<i>MEAN =3.47 SD=0.77</i>						
	<i>Comparison</i>	2	9	7	11	13	0
	<i>MEAN = 2.57 SD=1.27</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

	Not at all beneficial 1	2	3	4	Very Beneficial 5	No response nr					
16	Activity 1: The history of Native Americans that lived in your own community long ago (and may still live there)					1	2	3	4	5	nr
	<i>Treatment only</i>					0	2	5	3	7	2
	<i>MEAN =3.83 SD=0.94</i>										
17	Activity 2: The history of non-native settlers in your community					1	2	3	4	5	nr
	<i>Treatment only</i>					0	1	5	5	7	1
	<i>MEAN =3.92 SD=0.78</i>										
18	Activity 3: What your town looked like long ago and how communities change over time					1	2	3	4	5	nr
	<i>Treatment only</i>					0	0	2	3	13	1
	<i>MEAN =4.54 SD=0.59</i>										
19	Activity 4: The history of the kinds of services that communities provide and how that has changed over time					1	2	3	4	5	nr
	<i>Treatment only</i>					0	1	2	4	12	0
	<i>MEAN =4.35 SD=0.57</i>										

Results of Bringing History Home – Cedar Rapids Second Grade Teacher Survey
Environmental History
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching this year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for first graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1.	Activity 1: Mapping the various ecosystems in the US	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	11	10	5	0
	<i>Mean =2.64 SD=0.87</i>						
	<i>Comparison</i>	23	11	5	2	0	1
	<i>Mean =0.66 SD=0.88</i>						
2.	Activity 2: Natural resources and how they been used in everyday products over time	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	8	11	8	0
	<i>Mean =2.93 SD=0.86</i>						
	<i>Comparison</i>	7	17	10	3	4	1
	<i>Mean =1.51 SD=1.17</i>						
3.	Activity 3: Gathering natural resources – farming, logging, and mining—and how it has changed through the years	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	8	13	6	0
	<i>Mean = 2.86 SD=0.80</i>						
	<i>Comparison</i>	22	12	5	1	1	1
	<i>Mean =0.71 SD=0.96</i>						
4.	Activity 4: How farming methods have changed over time	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	12	11	4	0
	<i>Mean =2.64 SD=0.78</i>						
	<i>Comparison</i>	19	16	4	2	0	1
	<i>Mean = 0.73 SD= 0.84</i>						

5.	Activity 5: Environmental effects of farming, logging, and mining down through history	0	1	2	3	4	nr
	<i>Treatment</i>	21	15	4	0	0	1
	<i>Mean =2.75 SD=1.00</i>						
	<i>Comparison</i>	0	3	9	8	8	0
	<i>Mean =0.58 SD=0.68</i>						

6.	Activity 6: The history of people who have helped protect and preserve the environment	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	10	9	5	0
	<i>Mean = 2.53 SD=0.96</i>						
	<i>Comparison</i>	19	13	8	0	0	1
	<i>Mean =0.73 SD=0.78</i>						

7.	Activity 7: Pollution from a historical perspective	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	8	9	6	0
	<i>Mean =2.57 SD=1.03</i>						
	<i>Comparison</i>	22	15	4	0	0	1
	<i>Mean =0.56 SD= 0.68</i>						

8.	Activity 8: How people can help protect the environment and how people down through history have helped protect and maintain the environment	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	6	10	11	0
	<i>Mean = 3.10 SD=0.88</i>						
	<i>Comparison</i>	7	19	11	4	0	1
	<i>Mean =1.30 SD=0.87</i>						

Section II. For each of the next group of items, please indicate how competent (compared to other second graders who have had the opportunity to learn about this topic through effective curriculum and instruction) you believe your class was at the conclusion of the BHH *Environmental History* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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9.	Identify particular ecosystems, such as the forests, mountains, plains, desert, swamp, and ocean.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	8	18	0
	<i>Mean =3.57 SD=0.63</i>						
	<i>Comparison</i>	1	6	8	15	11	1
	<i>Mean =2.71 SD=1.10</i>						

10.	Identify the general locations within the U.S. of these ecosystems.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	20	2	1
	<i>Mean =2.89 SD=0.51</i>						
	<i>Comparison</i>	10	15	11	4	0	1
	<i>Mean =1.23 SD=0.95</i>						

11.	Create their own relief map depicting various ecosystems in the United States.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	11	10	4	1
	<i>Mean =2.60 SD=0.84</i>						
	<i>Comparison</i>	23	10	4	2	0	2
	<i>Mean =0.62 SD=0.88</i>						

12.	Describe how natural resources have been used to make everyday objects.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	4	15	9	0
	<i>Mean =3.18 SD=0.67</i>						
	<i>Comparison</i>	3	14	11	9	3	1
	<i>Mean =1.88 SD=1.09</i>						

13.	Identify the parts of the U.S. in which certain raw materials could and still can be found.	0	1	2	3	4	nr
	<i>Treatment</i>	25	13	2	0	0	1
	<i>Mean =2.52 SD=0.58</i>						
	<i>Comparison</i>	0	0	14	12	1	1
	<i>Mean =0.43 SD=0.59</i>						

14.	Describe some of the processes and ingredients behind everyday objects at different points in history.	0	1	2	3	4	nr
	<i>Treatment</i>	2	1	11	11	2	1
	<i>Mean =2.37 SD=0.97</i>						
	<i>Comparison</i>	28	9	3	1	0	1
	<i>Mean =0.44 SD=0.59</i>						

15.	Create and place appropriate depictions of metal, wood, and crops on a map of US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	10	10	3	1
	<i>Mean =2.44 SD=0.89</i>						
	<i>Comparison</i>	34	4	2	0	1	1
	<i>Mean =0.30 SD=0.78</i>						

16.	Describe farming and logging methods of the past and compare them with methods of today.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	6	15	5	1
	<i>Mean =2.89 SD=0.75</i>						
	<i>Comparison</i>	29	10	1	1	0	1

		<i>Mean =0.37 SD=0.66</i>					
17.	Watch a video for content and discuss with class members.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	9	17	0
	<i>Mean =3.54 SD=0.64</i>						
	<i>Comparison</i>	4	3	10	12	12	1
	<i>Mean = 2.61 SD= 1.26</i>						
18.	Create and place appropriate depictions of logging, farming and mining on a map of US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	7	16	3	1
	<i>Mean =2.78 SD=0.70</i>						
	<i>Comparison</i>	30	9	1	1	0	1
	<i>Mean =0.34 SD=0.66</i>						
19.	Describe how particular inventions have made it possible for one farmer to do as much work now as it took many men to do long ago.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	6	15	5	1
	<i>Mean =2.89 SD=0.75</i>						
	<i>Comparison</i>	13	20	5	2	0	1
	<i>Mean =0.90 SD=0.81</i>						
20.	Construct a timeline of farming using photographs.	0	1	2	3	4	nr
	<i>Treatment</i>	1	4	8	10	3	1
	<i>Mean =2.38 SD=1.02</i>						
	<i>Comparison</i>	25	12	3	1	0	1
	<i>Mean =0.51 SD=0.75</i>						
21.	Describe how the process of collecting natural resources could harm the environment.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	7	11	9	1
	<i>Mean =3.07 SD=0.78</i>						
	<i>Comparison</i>	17	17	4	3	0	1
	<i>Mean =0.83 SD=0.89</i>						
22.	Identify several negative consequences of logging, mining, and farming, such as wildlife habitat loss, topsoil loss, and water pollution.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	6	11	8	1
	<i>Mean =3.00 SD=0.85</i>						
	<i>Comparison</i>	19	14	4	4	0	1
	<i>Mean =0.83 SD=0.97</i>						

23.	Demonstrate the negative consequences of wildlife habitat loss.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	11	11	0
	<i>Mean =3.14 SD=0.85</i>						
	<i>Comparison</i>	8	12	9	8	4	1
	<i>Mean =1.71 SD=1.27</i>						

24.	Describe some ways in which U.S. leaders have sought to protect the environment for over 100 years.	0	1	2	3	4	nr
	<i>Treatment</i>	1	3	8	14	2	0
	<i>Mean =2.46 SD=0.92</i>						
	<i>Comparison</i>	31	8	0	2	0	1
	<i>Mean =0.34 SD=0.73</i>						

25.	Describe some environmentally-friendly farming methods.	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	9	10	3	1
	<i>Mean =2.46 SD=0.90</i>						
	<i>Comparison</i>	28	12	0	1	0	1
	<i>Mean =0.37 SD=0.62</i>						

26.	Describe some of the benefits of wild country now compared to the past.	0	1	2	3	4	nr
	<i>Treatment</i>	3	4	10	9	0	28
	<i>Mean =1.96 SD=1.00</i>						
	<i>Comparison</i>	29	10	1	1	0	1
	<i>Mean = 0.37 SD=0.66</i>						

27.	Brainstorm some ideas for protecting the environment that others have used in the past and that still could work today.	0	1	2	3	4	nr
	<i>Treatment</i>	1	1	2	14	9	0
	<i>Mean =3.07 SD=0.96</i>						
	<i>Comparison</i>	13	15	9	4	0	1
	<i>Mean =1.10 SD=0.97</i>						

28.	Discuss the work of some early environmentalists (Roosevelt, Muir, or Pinchot).	0	1	2	3	4	nr
	<i>Treatment</i>	3	4	9	10	2	0
	<i>Mean =2.14 SD=1.11</i>						
	<i>Comparison</i>	37	3	0	1	0	1
	<i>Mean =0.15 SD=0.53</i>						

29.	Describe the harmful environmental byproducts of manufacturing processes down through the years.	0	1	2	3	4	nr
	<i>Treatment</i>	1	2	13	8	3	1
	<i>Mean =2.37 SD=0.93</i>						

	<i>Comparison</i>	31	7	2	1	0	1
	<i>Mean =0.34 SD=0.69</i>						

30.	Discuss some of the many ways that people have taken action to clean up the pollution and make factories cleaner.	0	1	2	3	4	nr
	<i>Treatment</i>	0	5	5	12	5	1
	<i>Mean =2.63 SD=0.101</i>						
	<i>Comparison</i>	20	16	2	1	1	1
	<i>Mean =0.68 SD=0.89</i>						

31.	Describe the ways that manufacturing pollution is different from pollution caused by farming.	0	1	2	3	4	nr
	<i>Treatment</i>	3	2	10	7	3	1
	<i>Mean =2.20 SD=1.15</i>						
	<i>Comparison</i>	31	8	1	1	0	1
	<i>Mean =0.32 SD=0.65</i>						

32.	Discuss Rachel Carson and the purpose and message of her book <i>Silent Spring</i> .	0	1	2	3	4	nr
	<i>Treatment</i>	2	3	12	9	2	0
	<i>Mean =2.21 SD=0.99</i>						
	<i>Comparison</i>	41	0	0	0	0	1
	<i>Mean =0 SD=0</i>						

33.	Explain where national laws come from and the various ways people can petition the government to change environmental laws.	0	1	2	3	4	nr
	<i>Treatment</i>	2	3	12	8	2	1
	<i>Mean =2.19 SD=1.00</i>						
	<i>Comparison</i>	36	3	2	0	0	1
	<i>Mean =0.17 SD=0.50</i>						

34.	Explain the responsibilities of ordinary citizens in protecting the environment.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	4	11	13	0
	<i>Mean =3.32 SD=0.72</i>						
	<i>Comparison</i>	7	13	10	7	3	1
	<i>Mean = 1.65 SD=1.19</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

	Not at all beneficial				Very Beneficial			No response		
	1	2	3	4	5			nr		
35.	Activity 1: Mapping the various ecosystems in the US				1	2	3	4	5	nr
	<i>Treatment only</i>				0	0	3	10	15	0

	<i>Mean =4.43 SD=0.69</i>						

36.	Activity 2: Natural resources and how they been used in everyday products over time	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	9	17	0
	<i>Mean =4.84 SD=0.63</i>						

37.	Activity 3: Gathering natural resources – farming, logging, and mining—and how it has changed through the years	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	5	9	14	0
	<i>Mean =4.32 SD=0.77</i>						

38.	Activity 4: How farming methods have changed over time	1	2	3	4	5	nr
	<i>Treatment only</i>	0	1	3	14	9	0
	<i>Mean =4.15 SD=0.77</i>						

39.	Activity 5: Environmental effects of farming, logging, and mining down through history	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	3	10	15	0
	<i>Mean =4.43 SD=0.69</i>						

40.	Activity 6: The history of people who have helped protect and preserve the environment	1	2	3	4	5	nr
	<i>Treatment only</i>	1	0	7	10	10	
	<i>Mean =4.00 SD=0.98</i>						

41.	Activity 7: Pollution from a historical perspective	1	2	3	4	5	nr
	<i>Treatment only</i>	1	0	6	9	12	0
	<i>Mean =4.11 SD=0.99</i>						

42.	Activity 8: How people can help protect the environment and how people down through history have helped protect and maintain the environment	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	7	19	0
	<i>Mean =4.61 SD=0.63</i>						

Results of Bringing History Home – Cedar Rapids Third Grade Teacher Survey –
Industrialization Unit
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for third graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1.	Activity 1: History of methods of farming, communication, sewing and transportation	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	7	6	3	0
	<i>MEAN =2.40 SD=0.99</i>						
	<i>Comparison</i>	20	21	3	0	0	2
	<i>MEAN =0.61 SD=0.62</i>						
2.	Activity 2: Skilled Craftsmen down through history	0	1	2	3	4	nr
	<i>Treatment</i>	1	1	8	5	5	0
	<i>MEAN =2.60 SD=1.10</i>						
	<i>Comparison</i>	31	11	2	0	0	2
	<i>MEAN = 0.34 SD=0.57</i>						
3.	Activity 3: Inventions – Industrial Change over Time	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	9	5	6	0
	<i>MEAN = 2.85 SD=0.87</i>						
	<i>Comparison</i>	17	25	1	1	0	2
	<i>MEAN = 0.68 SD=0.64</i>						
4.	Activity 4: Historical changes in Mass Production	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	4	10	5	0
	<i>MEAN = 2.95 SD=0.83</i>						
	<i>Comparison</i>	31	11	2	0	0	2
	<i>MEAN =0.34 SD=0.57</i>						

5.	Activity 5: The history of Corporations – Finding money to build big businesses	0	1	2	3	4	nr
	<i>Treatment</i>	2	13	4	1	0	0
	<i>MEAN =1.20 SD=0.70</i>						
	<i>Comparison</i>	30	14	0	0	0	0
	<i>MEAN =0.32 SD=0.47</i>						

6.	Activity 6: What it was like for people of the industrial world 100 years ago	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	6	8	4	0
	<i>MEAN =2.70 SD=0.92</i>						
	<i>Comparison</i>	16	23	4	1	0	2
	<i>MEAN =0.77 SD=0.71</i>						

7.	Activity 7: Industrialization growth patterns – how cities grew up around industry	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	8	5	4	0
	<i>MEAN = 2.50 SD=1.00</i>						
	<i>Comparison</i>	15	20	8	1	0	2
	<i>MEAN = 0.89 SD=0.78</i>						

8.	Activity 8: How to create and use a mind map to synthesize different things students have learned about history	0	1	2	3	4	nr
	<i>Treatment</i>	6	5	4	2	1	2
	<i>MEAN =1.28 SD=1.23</i>						
	<i>Comparison</i>	31	9	0	3	0	3
	<i>MEAN = 0.42 SD=0.82</i>						

9.	Activity 9: The Pros and Cons of Industrialization at different points in history	0	1	2	3	4	nr
	<i>Treatment</i>	1	3	6	3	7	0
	<i>MEAN =2.60 SD=1.27</i>						
	<i>Comparison</i>	34	5	5	0	0	2
	<i>MEAN =0.34 SD=0.68</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Industrialization* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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10.	Define the term "industrialization".	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	3	10	5	0
	<i>MEAN =3.00 SD=0.82</i>						
	<i>Comparison</i>	29	9	1	0	0	6
	<i>MEAN = 0.28 SD=0.51</i>						

11.	Define the term "skilled craftsman" and give an example of something a skilled craftsman might create.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	6	13	0
	<i>MEAN =3.60 SD=0.60</i>						
	<i>Comparison</i>	24	14	2	0	0	6
	<i>MEAN = 0.45 SD=0.60</i>						

12.	Compare and contrast methods for doing some tasks today and long, long ago (e.g., communicating, farming, sewing).	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	0	8	11	0
	<i>MEAN =3.45 SD=0.76</i>						
	<i>Comparison</i>	9	16	8	6	1	6
	<i>MEAN =1.35 SD=1.08</i>						

13.	Analyze photographs for historical information.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	7	7	5	0
	<i>MEAN =2.80 SD=0.89</i>						
	<i>Comparison</i>	9	17	10	3	1	6
	<i>MEAN = 0.48 SD=0.68</i>						

14.	Define the term "individual ownership."	0	1	2	3	4	nr
	<i>Treatment</i>	3	6	3	4	4	0
	<i>MEAN = 2.00 SD=1.41</i>						
	<i>Comparison</i>	24	14	1	1	0	6
	<i>MEAN = 1.13 SD=1.06</i>						

15.	Define the term "partnership".	0	1	2	3	4	nr
	<i>Treatment</i>	3	4	4	6	3	0
	<i>MEAN =2.10 SD=1.33</i>						

	<i>Comparison</i>	13	13	9	3	1	7
	<i>MEAN = 0.60 SD=0.67</i>						

16.	Define the term “mass production” and describe some things that are often made using mass production.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	3	5	9	0
	<i>MEAN =3.00 SD=1.12</i>						
	<i>Comparison</i>	20	16	4	0	0	6
	<i>MEAN =1.05 SD=0.79</i>						

17.	Describe an assembly line.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	3	16	0
	<i>MEAN =3.75 SD=0.55</i>						
	<i>Comparison</i>	9	21	7	2	0	6
	<i>MEAN = 0.72 SD=0.83</i>						

18.	Compare and contrast making something on an assembly line with making something on your own.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	2	16	0
	<i>MEAN =3.70 SD=0.66</i>						
	<i>Comparison</i>	19	13	6	1	0	6
	<i>MEAN =0.88 SD=0.88</i>						

19.	Give some examples of inventions that made manufacturing easier and faster.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	8	11	0
	<i>MEAN =3.50 SD=1.17</i>						
	<i>Comparison</i>	16	15	7	2	0	6
	<i>MEAN =0.33 SD=0.58</i>						

20.	Define the term “investors”.	0	1	2	3	4	nr
	<i>Treatment</i>	4	9	4	2	0	0
	<i>MEAN =1.21 SD=0.92</i>						
	<i>Comparison</i>	28	9	2	0	0	6
	<i>MEAN = 0.37 SD=0.59</i>						

21.	Define the term "corporations".	0	1	2	3	4	nr
	<i>Treatment</i>	3	7	7	2	0	1
	<i>MEAN = 1.42 SD=0.90</i>						
	<i>Comparison</i>	26	10	2	0	0	6
	<i>MEAN =0.30 SD=0.61</i>						

22.	Describe different kinds of business ownership and what the differences mean for owners.	0	1	2	3	4	nr
	<i>Treatment</i>	3	8	4	1	1	1
	<i>MEAN = 1.36 SD=1.06</i>						
	<i>Comparison</i>	31	6	3	0	0	6
	<i>MEAN =0.48 SD=0.64</i>						

23.	Describe what it was like to work in a factory at the turn of the 19 th -20 th centuries.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	6	12	0
	<i>MEAN =3.50 SD=0.69</i>						
	<i>Comparison</i>	24	13	3	0	0	6
	<i>MEAN =0.50 SD=0.82</i>						

24.	Create a timeline showing when different machines were invented.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	8	5	4	0
	<i>MEAN =2.50 SD=1.00</i>						
	<i>Comparison</i>	27	7	5	1	0	6
	<i>MEAN =0.48 SD=0.69</i>						

25.	Describe what living conditions were like for people who worked in factories at this time.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	8	11	0
	<i>MEAN =3.50 SD=0.61</i>						
	<i>Comparison</i>	25	11	4	0	0	6
	<i>MEAN = 0.20 SD=0.46</i>						

26.	Describe the differences between the lives of skilled vs. unskilled workers at this time.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	5	9	5	0
	<i>MEAN = 2.85 SD=0.93</i>						
	<i>Comparison</i>	33	6	1	0	0	6
	<i>MEAN =0.43 SD=0.64</i>						

27.	Describe where factories were located and how that changed lives for workers.	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	5	7	5	0
	<i>MEAN =2.70 SD=1.03</i>						
	<i>Comparison</i>	26	11	3	0	0	3
	<i>MEAN =0.43 SD=0.64</i>						

28.	List some of the positives and negatives about industrialization.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	8	9	0
	<i>MEAN =3.30 SD=0.73</i>						
	<i>Comparison</i>	31	7	2	0	0	5
	<i>MEAN =0.28 SD=0.55</i>						

29.	Create a mind map about industrialization.	0	1	2	3	4	nr
	<i>Treatment</i>	4	4	4	3	1	4
	<i>MEAN =1.56 SD=1.26</i>						
	<i>Comparison</i>	35	4	0	0	0	7
	<i>MEAN = 0.10 SD=0.31</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH units was for your students.

		1	2	3	4	5	nr
30.	Activity 1: History of methods of farming, communication, sewing and transportation	1	2	3	4	5	nr
	<i>Treatment only</i>	0	1	4	5	10	0
	<i>MEAN =4.20 SD=0.95</i>						
31.	Activity 2: Skilled Craftsmen down through history	1	2	3	4	5	nr
	<i>Treatment only</i>	0	2	4	4	10	0
	<i>MEAN =4.10 SD=1.07</i>						
32.	Activity 3: Inventions – Industrial Change over Time	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	5	13	0
	<i>MEAN =4.55 SD=0.69</i>						
33.	Activity 4: Historical changes in Mass Production	1	2	3	4	5	nr
	<i>Treatment only</i>	0	1	2	6	11	0
	<i>MEAN = 4.35 SD=0.88</i>						

34.	Activity 5: The history of Corporations – Finding money to build big businesses	1	2	3	4	5	nr
	<i>Treatment only</i>	0	6	6	3	3	2
	<i>MEAN =3.17 SD=1.10</i>						

35.	Activity 6: What it was like for people of the industrial world 100 years ago	1	2	3	4	5	nr
	<i>Treatment only</i>	0	1	3	4	12	0
	<i>MEAN =4.35 SD=0.93</i>						

36.	Activity 7: Industrialization growth patterns – how cities grew up around industry	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	3	10	7	0
	<i>MEAN =4.20 SD=0.70</i>						

37.	Activity 8: How to create and use a mind map to synthesize different things students have learned about history	1	2	3	4	5	nr
	<i>Treatment only</i>	2	2	3	3	4	5
	<i>MEAN =3.36 SD=1.45</i>						

38.	Activity 9: The Pros and Cons of Industrialization at different points in history	1	2	3	4	5	nr
	<i>Treatment only</i>	0	1	5	5	9	0
	<i>MEAN =4.10 SD=0.97</i>						

Results of Bringing History Home – Cedar Rapids Fourth Grade Teacher Survey
Progressive Era Unit
Treatment and Comparison

Section I. For each of the first group of items below, thinking back to your teaching in the past year, please indicate whether, and if so, how thoroughly you have covered the listed topics in your classroom this year. The topics may or may not be things that you have taught or that you think are developmentally appropriate, important, or interesting for fourth graders to learn about. Please don't think that these are things you *should* be doing; we are only gathering descriptive information. Please just answer as accurately as you can how thoroughly you have taught the following.

		Not at all 0	Only slightly 1	Moderately well 2	Thoroughly 3	Very thoroughly 4	No response nr
1.	Activity 1: Overview of Industrial Society – Immigration, industrialization and corporations	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	2	10	0
	<i>MEAN =3.17 SD=1.04</i>						
	<i>Comparison</i>	22	13	4	0	0	1
	<i>MEAN =0.54 SD=0.68</i>						
2.	Activity 2: History of Capitalism	0	1	2	3	4	nr
	<i>Treatment</i>	1	1	6	6	4	0
	<i>MEAN =2.61 SD=1.09</i>						
	<i>Comparison</i>	31	8	0	0	0	1
	<i>MEAN =0.21 SD=0.41</i>						
3.	Activity 3: History of Child Labor	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	1	4	12	0
	<i>MEAN =3.50 SD=0.86</i>						
	<i>Comparison</i>	22	16	1	0	0	1
	<i>MEAN =0.46 SD=0.55</i>						
4.	Activity 4: Tenement Housing	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	4	12	0
	<i>MEAN =3.56 SD=0.70</i>						
	<i>Comparison</i>	25	13	1	0	0	1
	<i>MEAN =0.38 SD=0.54</i>						
5.	Activity 5: Progressive Laws	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	5	9	2	0
	<i>MEAN =2.61 SD=0.85</i>						
	<i>Comparison</i>	34	4	0	0	0	1
	<i>MEAN =0.11 SD=0.31</i>						

6.	Activity 6: How to create and use a mind map to synthesize different things students have learned about history	0	1	2	3	4	nr
	<i>Treatment</i>	2	2	5	8	1	0
	<i>MEAN =2.22 SD=1.11</i>						
	<i>Comparison</i>	20	13	5	1	0	1
	<i>MEAN =0.67 SD=0.81</i>						

7.	Activity 7: Modern Day Progressives – Civic action	0	1	2	3	4	nr
	<i>Treatment</i>	0	3	6	8	1	0
	<i>MEAN = 2.34 SD=0.85</i>						
	<i>Comparison</i>	30	7	2	0	0	1
	<i>MEAN =0.28 SD=0.56</i>						

8.	Activity 8: Final Discussion	0	1	2	3	4	nr
	<i>Treatment only</i>	0	1	4	5	8	0
	<i>MEAN =3.11 SD=0.96</i>						

Section II. For each of the next group of items, please indicate how competent you believe your class was at the conclusion of the BHH *Progressive Era* curriculum unit at performing the BHH content or process goals listed below.

None are able to do this competently 0	Only a few are able to do this competently 1	At least 1/3 are able to do this competently 2	At least 2/3 are able to do this competently 3	All or nearly all can do this competently 4	No response nr
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9.	Define immigration.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	2	6	10	0
	<i>MEAN =3.44 SD=0.70</i>						
	<i>Comparison</i>	2	13	11	8	2	2
	<i>MEAN =1.86 SD=1.02</i>						

10.	Describe some reasons that immigrants came to the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	10	8	0
	<i>MEAN =3.44 SD=0.51</i>						
	<i>Comparison</i>	2	15	10	8	3	2
	<i>MEAN =1.87 SD=1.07</i>						

11.	Define industrialization.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	3	13	2	0
	<i>MEAN =2.94 SD=0.54</i>						
	<i>Comparison</i>	17	17	5	0	0	2
	<i>MEAN =0.69 SD=0.69</i>						

12.	Identify some of the reasons that many immigrants worked in factories.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	8	9	0
	<i>MEAN =3.44 SD=0.62</i>						
	<i>Comparison</i>	11	19	7	1	1	2
	<i>MEAN =1.03 SD=0.90</i>						

13.	Identify some of the reasons that children worked in factories.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	5	12	0
	<i>MEAN =3.71 SD=0.47</i>						
	<i>Comparison</i>	9	20	8	1	1	2
	<i>MEAN =1.10 SD=0.75</i>						

14.	Define the term "corporation".	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	6	1	0
	<i>MEAN =2.33 SD=0.77</i>						
	<i>Comparison</i>	18	17	1	3	0	2
	<i>MEAN =0.72 SD=0.86</i>						

15.	Define the term "capitalism".	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	9	6	1	0
	<i>MEAN =2.39 SD=0.85</i>						
	<i>Comparison</i>	27	10	2	0	0	2
	<i>MEAN =0.36 SD=0.58</i>						

16.	Describe the roles of profit and competition in a capitalist system from a historical perspective.	0	1	2	3	4	nr
	<i>Treatment</i>	0	4	6	7	1	0
	<i>MEAN =2.28 SD=0.89</i>						
	<i>Comparison</i>	34	4	1	0	0	2
	<i>MEAN =0.15 SD=0.43</i>						

17.	Define the concept of a “business monopoly”.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	6	6	5	0
	<i>MEAN =2.83 SD=0.92</i>						
	<i>Comparison</i>	28	9	2	0	0	2
	<i>MEAN =0.33 SD=0.58</i>						

18.	List some of the kinds of things that individuals and companies have owned down through history.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	4	10	2	0
	<i>MEAN =2.67 SD=0.84</i>						
	<i>Comparison</i>	17	17	3	0	2	2
	<i>MEAN =0.80 SD=0.98</i>						

19.	List some of the kinds of things that government has owned down through history.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	7	7	1	0
	<i>MEAN =2.41 SD=0.80</i>						
	<i>Comparison</i>	16	23	0	0	0	2
	<i>MEAN =0.59 SD=0.50</i>						

20.	Describe what it was like for a child to work in a factory.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	4	14	0
	<i>MEAN =3.78 SD=0.43</i>						
	<i>Comparison</i>	9	24	6	0	0	2
	<i>MEAN =0.92 SD=0.62</i>						

21.	Analyze historic photographs for information.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	2	7	7	0
	<i>MEAN =3.17 SD=0.88</i>						
	<i>Comparison</i>	8	17	7	2	4	2
	<i>MEAN =1.39 SD=1.20</i>						

22.	Define and give some examples of citizen activism.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	6	8	2	0
	<i>MEAN =2.56 SD=0.86</i>						
	<i>Comparison</i>	19	15	4	0	0	2
	<i>MEAN =0.61 SD=0.68</i>						

23.	Explain how government helped end child labor practices in the US.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	2	9	6	0
	<i>MEAN =3.11 SD=0.83</i>						
	<i>Comparison</i>	26	11	1	0	0	2
	<i>MEAN =0.34 SD=0.53</i>						

24.	Describe what housing was like for poor people in US cities at the end of the 19 th and beginning of the 20 th centuries.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	1	4	13	0
	<i>MEAN =3.67 SD=0.59</i>						
	<i>Comparison</i>	16	18	4	1	0	2
	<i>MEAN =0.74 SD=0.75</i>						

25.	Define the word “tenement” and put it in historical perspective.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	0	6	11	0
	<i>MEAN =3.65 SD=0.49</i>						
	<i>Comparison</i>	26	11	1	1	0	2
	<i>MEAN =0.41 SD=0.68</i>						

26.	Define the word “muckraker” and put it in historical perspective.	0	1	2	3	4	nr
	<i>Treatment</i>	0	0	5	9	4	0
	<i>MEAN =2.94 SD=0.73</i>						
	<i>Comparison</i>	34	5	0	0	0	2
	<i>MEAN =0.13 SD=0.34</i>						

27.	Define the term “regulatory law” and give an example.	0	1	2	3	4	nr
	<i>Treatment</i>	2	4	8	3	0	1
	<i>MEAN =1.71 SD=0.92</i>						
	<i>Comparison</i>	34	4	0	0	0	2
	<i>MEAN =0.11 SD=0.31</i>						

28.	Describe how journalism helped motivate changes in child labor laws and tenement regulations.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	2	8	7	0
	<i>MEAN =3.17 SD=0.86</i>						
	<i>Comparison</i>	33	6	0	0	0	2
	<i>MEAN =0.15 SD=0.37</i>						

29.	Explain why some people might have opposed changes to child labor laws.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	3	6	7	0
	<i>MEAN =3.12 SD=0.93</i>						

	<i>Comparison</i>	28	9	2	0	0	2
	<i>MEAN =0.33 SD=0.58</i>						

30.	Define what the word “progressive” means when we talk about the progressive era.	0	1	2	3	4	nr
	<i>Treatment</i>	0	1	5	4	8	0
	<i>MEAN =3.06 SD=1.00</i>						
	<i>Comparison</i>	33	6	0	0	0	2
	<i>MEAN =0.15 SD=0.37</i>						

31.	Describe a progressive project that could be or is being done today.	0	1	2	3	4	nr
	<i>Treatment</i>	0	2	5	10	1	0
	<i>MEAN =2.56 SD=0.93</i>						
	<i>Comparison</i>	34	5	0	0	0	2
	<i>MEAN =0.13 SD=0.34</i>						

Section III. For each of the next group of items, please indicate on a scale of 1 to 5 how beneficial you believe each of the following BHH activities was for your students.

		1	2	3	4	5	nr
	Not at all beneficial					Very Beneficial	No response
32.	Activity 1: Overview of Industrial Society – Review of immigration, industrialization and corporations	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	1	5	12	0
	<i>MEAN =4.61 SD=0.61</i>						

33.	Activity 2: History of Capitalism	1	2	3	4	5	nr
	<i>Treatment only</i>	0	2	4	4	8	0
	<i>MEAN =4.00 SD=1.08</i>						

34.	Activity 3: History of Child Labor	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	0	2	16	0
	<i>MEAN =4.89 SD=0.32</i>						

35.	Activity 4: Tenement Housing	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	0	2	16	0
	<i>MEAN =4.89 SD=0.32</i>						

36.	Activity 5: Progressive Laws	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	5	10	1
	<i>MEAN =4.47 SD=0.72</i>						

37.	Activity 6: How to create and use a mind map to synthesize different things students have learned about history	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	3	8	6	1
	<i>MEAN =4.18 SD=0.73</i>						

38.	Activity 7: Modern Day Progressives – Civic action	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	6	8	2
	<i>MEAN =4.38 SD=0.72</i>						

39.	Activity 8: Final Discussion	1	2	3	4	5	nr
	<i>Treatment only</i>	0	0	2	2	13	1
	<i>MEAN =4.65 SD=0.70</i>						

