

Improving Fourth Grade Student Attitudes about Social Studies
Using Best Practices with Emphasis on Storytelling Methodology

A Special Project

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FACULTY APPROVAL

Improving Fourth Grade Student Attitudes about Social Studies
Using Best Practices with Emphasis on Story Telling Methodology

Approved for the Faculty

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ABSTRACT

In a time of high-stakes testing, elementary teachers needed examples of how to effectively include social studies into the day with engaging instructional strategies. The project solved the time dilemma by integrating the tested subjects under social studies themes and engaged students using storytelling methodology as part of best practices. The qualitative study was experimental comparing the author's two fourth grade classrooms' (pre-storytelling and post-storytelling) responses to a 10-statement questionnaire about student attitudes toward social studies. Results showed the post-storytelling classroom chose social studies as a favorite subject more so than the pre-storytelling classroom. The study exemplified how to find time to teach social studies and engage students using storytelling methodology as part of best practices.

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CHAPTER 1

Introduction

Background for the Project

No Child Left Behind Act of 2002 mandated testing of public school students in reading, mathematics, and science; however, social studies was not included. The National Council for the Social Studies' position on the No Child Left Behind Act's omission of social studies in the mandated testing was a position of concern. As a result of the omission, the National Council for the Social Studies believed time spent in the classroom on social studies curriculum would be greatly reduced (2007). Research supported the concern of the National Council for Social Studies. According to the research of Bailey, Shaw, and Hollifield (2006), elementary teachers spent little time teaching social studies for two reasons: elementary teachers did not understand how to teach social studies using engaging pedagogy, and elementary teachers did not know how to fit social studies into the day when working toward state-mandated standards. According to the research of Wills (2007), state-mandated tests had reduced the instructional time spent on social studies in the elementary school day resulting in reduced scope of curriculum and reduced opportunities of higher-order thinking by students. Social studies learning by elementary students was reduced to simple surface-level facts. The research of Vogler's (2005) study supported the belief that social studies teachers gravitated toward teacher-centered practices such as

using textbooks, multiple-choice questions, lecturing, and textbook-based assignments instead of using student-centered instructional practices, which used role playing, project-based assignments, interdisciplinary instruction, and problem-solving. In a study about emergent pedagogy, results showed multiple approaches to a given problem created unexpected outcomes when individuals decided individual courses (Amerein & Berliner, 2002). Amerein and Berliner (2002) summarized the research by stating classroom assessments cannot be based entirely on the comparison of outcomes to a fully pre-specified set of objectives. Standard assessments such as high-stakes tests tended to focus on individual achievement. Amerein and Berliner (2002) argued that assessment should have been focused on how well individual students had done within the interactions of the group. Effective learning objectives had less to do with product than with process.

Statement of the Problem

What instructional strategies could elementary teachers use to engage students when teaching social studies? How could elementary teachers effectively include social studies in the day using best practices to engage students?

Purpose of the Project

The purpose of the project was to explore best practices using storytelling methodology to improve fourth grade students' attitudes toward social studies.

Also, the purpose of the project was to explore effective ways to organize fourth grade curriculum to include social studies daily while supporting the tested core standards of reading, writing, and mathematics.

Delimitations

The project was done from the fall of 2008 to the fall of 2009 at an elementary school of kindergarten through fifth grade students in a suburb of a city of 51,000. The economy included agriculture and nuclear power production. The school population was 698 students with 54.4% male and 45.6% female. Ethnicity counts included 88.4% white, 0.6% black, 0.4% Asian, 0.4% Asia/Pacific Islander, 4.2% Hispanic, and 1% American Indian. Free and reduced meal count was 10.6% and 10.8% were Special Education. Transitional bilingual were 2.7%, and migrant was 0.0%. The school employed 36 classroom teachers with an average of 11.9 years of experience. Teachers with Masters Degrees were 58.3%. Teachers were 100% highly qualified. The school met annual yearly progress in all areas (Office Superintendent of Public Instruction, 2009).

The participants were the author's two fourth grade classrooms. The children's ages ranged from nine to ten years old. Academically, the two classrooms were heterogeneously mixed and similar in academic groupings, student count, boy to girl ratio, ethnic background, and special needs.

The class of fall 2008 had a count of 26 students and included one student on an Individual Educational Plan, two students identified as English Language Learners, two students on behavioral plans. One student was black, one Eastern European, one Vietnamese, one Pacific Islander, two Hispanic, and 20 were white. The class included 14 girls and 12 boys.

The class of fall 2009 had a count of 26 students. One student was on an Individual Education Plan. Two students received speech and English as a Second Language services. One student was on a behavioral plan. Five students were Asian. Three students were Hispanic. One student was Indian and 17 students were white. The class included 13 girls and 13 boys.

Assumptions

The author assumed the teachers were highly qualified and the teachers integrated all necessary curricular standards within the teaching project. The author assumed the students had experienced social studies along with reading, writing, mathematics, and science in prior school years. The author assumed the students answered the survey questions honestly.

Research Question

Would fourth grade student attitudes toward social studies improve when the core subjects of reading, writing, mathematics, and science were integrated within

social studies themes using best practices with an emphasis on storytelling methodology?

Significance of the Project

The project intended to determine if student attitudes in social studies improved when elementary teachers engaged students using best practices when teaching social studies. As a result, teachers would have pedagogical examples resulting in increased student engagement.

The project intended to determine whether time was available in the day to teach reading, writing, mathematics, and science as well as social studies. The project gave teachers a model of integrating the state-mandated tested subjects using social studies themes.

Procedure

In the fall of 2008, the author reviewed the required fourth grade curriculum in all domains and then divided the year around three core social studies themes. The first third of the year required fourth grade students to explore Native American tribal cultures of the West before Lewis and Clark through tribal vision quests, songs, dance, art, needs and wants. During the second third of the year, the students experienced the first encounters of the natives with Lewis and Clark by role-playing a native of a tribe and an explorer of the Lewis and Clark expedition. The journals of Lewis and of Clark were read and compared to

historical fictions of the trail and native oral stories of tribal interactions with Lewis and Clark. During the last third of the year, students experienced the impact on the natives and pioneers, which resulted in the Indian wars. The students experienced the Oregon Trail of 1843 through a storyline simulation where the students were native and pioneer. Students were exposed to historical fictions of the Oregon Trail and the stories of actual pioneer journals. Students experienced multiple perspectives of natives, explorers, and pioneers of the Westward Movement through different storytelling models.

A large evolving mural created by the author supported the storytelling methodology. The mural included paper grass of the Great Plains on the right side of the mural. In the middle of the mural was crumpled brown butcher paper representing the Rocky Mountains, a blank place representing the shrub-steppe of the plateau, and crumpled brown paper representing the Blue and Cascade Mountains. On the left side of the mural was blue paper representing the Pacific Ocean. During the first third of the year, students studied the Coastal, Plateau, and Plains tribes of the West learning about the tribes' needs, wants, customs, art, beliefs, homes, and clothes. The mural was simple at the beginning of the year but evolved into a complex story of Westward Expansion as the children added new learning to the mural. Each day the author read Coyote stories—Native American legends about a mythical creature named Coyote--to the students

around a pretend campfire of flame lights on a Pendleton blanket. Students discussed meanings of the native stories and discovered tribal needs, wants, and beliefs through the Coyote stories. Students decided what tribe to join and created a paper native to place on the mural either in the Coastal, Plateau, or Plains regions. Students simulated native vision quests to discover a personal guiding spirit including a power song and petroglyph. Students studied the petroglyph art of the natives in the local region and wrote essays inferring the meaning of the petroglyph and the tribal artists. Mathematic skills were integrated through mapping of the tribal locations, tribal trading day using a bartering economy to create personal necklaces, and graphing of student tribal choices. Science was integrated by studying local plants and animals used by the tribes for basic needs. The school district science kit about land and water told the geological story of landforms. The geological information was compared to the native Coyote legends of landforms. Writing was integrated through essay writing and writing personal favorite Coyote stories for the classroom library. Reading was integrated through the study of historical fictions, historical accounts of native life, and Coyote stories.

During the second third of the year, the students focused on the Lewis and Clark trail. The students were assigned a trade (blacksmith, hunter, cook, etc.) and were hired as explorers with Lewis and Clark. Using personal journals,

students recorded the challenges along the trail that included personal reflections. The storyline was supported by a paper keelboat on the mural placed on a blue roll of butcher paper representing the Missouri River. Each week the students heard the story of the trail based on the journals of Lewis and Clark and were presented with a challenge true to the trail journals. In teams of four, students discussed possible solutions to the problem then decided on one solution. The author rolled a die to decide the consequence of the team decisions. Students drew the map of the trail as more was discovered about the land. The author added more blue butcher paper river as the storyline and the paper keelboat moved along the mural through the tribal paper dolls and lodges. As Lewis and Clark's story approached the Pacific Ocean, the paper keelboat moved along the Missouri River, then changed to a paper horse to cross the Rocky Mountains, and then changed to a canoe to reach the paper Pacific Ocean. The students added details to the personal journal maps to represent the discovered geographical features. Historical fiction books of key characters, primary source stories of the explorers, and oral tribal stories of first encounters supported the storyline. Mathematic skills were supported with mapping, budgeting, economy exchanges between the explorers and natives, data collection and representation of weather and tribal customs. Science was integrated into the unit through flora and fauna studies, measurement of the species, and Internet and book research of the flora or

fauna. Since Lewis and Clark collected soils, the school district science kit about soils was integrated into the second 3rd of the year. Writing skills were supported through journaling, writing letters to Thomas Jefferson, and a classroom-produced newspaper reporting a field trip to a local Lewis and Clark museum. Reading skills were supported using historical fiction and historical nonfiction comparisons of the same events.

During the last third of the year, the students pretended to be pioneers of the Oregon Trail of 1843. Students followed a similar storyline model used for the Lewis and Clark storyline. The author used pioneer journals of The Great Migration of 1843 as the storyline. Student teams of four or five were wagon families who had to decide the best solution for each week's challenge. Again, the roll of a die for each wagon team decided consequences. The mural was completed with geographical features discovered by the Lewis and Clark trail during the second third of the year. Paper forts were left from the Lewis and Clark trail. Tribal paper dolls and native homes were left on the mural from the first 3rd of the year. By the last third of the school year the mural was complex, but the students experienced the development of the evolving mural and could tell the historical stories at each place on the mural. The Oregon Trail started at the same place on the mural as the Lewis and Clark trail—on the far right side of the Great Plains in Missouri. A small paper wagon represented the movement of the

Oregon Trail storyline. Instead of traveling up the Missouri River during the Lewis and Clark trail, the students discovered the Platte River and South Pass allowed for easier travel. The tribal responses were discussed as more and more pioneers traveled through the lands of the native paper dolls and native homes left on the mural. Mathematic skills were integrated into the storyline when the students purchased land tracts, set up businesses, and sold goods or services to meet pioneering needs. Writing skills were integrated through journaling, writing letters home, and points of view essays concerning the impact of the Westward Movement on natives and pioneers. Reading skills were integrated when reading historical fictions, journal entries, and historical resources. Science was integrated when new technologies were introduced, changing the cultures involved. The school district science kit about electrical circuits integrated into the last third of the school year along with raising salmon and releasing the fish into the local river at a salmon summit. Local salmon counts were recorded onto a hallway chart on a weekly basis. Local dams were studied and the impact on salmon migration was debated.

The three themes of the year were supported with three classroom interpretive centers filled with artifacts of natives, Lewis and Clark, and pioneers. The interpretive centers served as authentic, hands-on museums for student exploration and storytelling.

After experiencing the storyline methodology the fall 2008 classroom of students filled out the survey to evaluate personal attitudes toward studying social studies and to determine the connectedness of social studies to the core subjects. Before experiencing the storyline methodology, the fall 2009 classroom of students filled out the survey to evaluate personal attitudes toward studying social studies and to determine the connectedness of social studies to the other subjects. The two classes' survey results were compared to determine the effectiveness of integrated social studies lessons using storytelling methodology on improving student attitudes toward social studies.

Definition of Terms

best practices. Best practices of teaching and learning were student centered, integrated, and sometimes called authentic learning.

Coyote: Coyote was not the coyotes of the desert but instead a legendary creature of Native American stories.

integration. Integration was the gathering of all the parts into a unified whole or uniting one with something else.

kinesthetic organizers. Kinesthetic organizers were tools that allow the learner to record and physically manipulate key facts, promoting long-term learning.

Newmann's seventeen observable dimensions. The observable dimensions referred to seventeen characteristics of lessons and teacher and student behavior that represented the presence or absence of classroom engagement.

petroglyphs. Petroglyphs were designs carved into rock by early Native Americans. Petroglyphs were carved when a native experienced a spirit quest and was given a guiding spirit and a power song.

pictographs. Pictographs were graphic designs representing knowledge. Native Americans painted pictographs among the petroglyphs.

social studies. Social studies was the integrated study of the social sciences and the humanities to promote civic competence drawing upon such disciplines as anthropology, archaeology, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (National Council of the Social Studies, 1994).

storyline. Storyline was the use of stories to promote understanding of concepts in social studies.

Acronyms

NCLB. No Child Left Behind Act

NCSS. National Council for the Social Studies

CHAPTER 2

Review of Selected Literature

Introduction

This project, *Improving Fourth Grade Students' Attitudes Toward Social Studies Using Best Practices With an Emphasis on Storytelling Methodology*, was supported by research of past practitioners and researchers. The review of literature included the importance of social studies as a subject, brain research studies, best practices in social studies, multiple intelligences, Scottish Storyline Design, and researched storytelling approaches.

Social Studies' Importance in Instruction.

In 1994 the National Council for Social Studies defined social studies in this way:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (p. 213)

Because social studies promoted an educated, responsible citizenship necessary for a successful American democracy, the author used social studies

themes in the storytelling methodology of the project. Because social studies promoted multiple points of views in an American society of ever diverse cultures, the author had chosen social studies as the content of reference when teaching reading, writing, mathematics, and science.

Brain Research

According to Kovalik (1997), brain compatible classrooms had absence of threat, meaningful content, choices, adequate time, enriched environment, collaboration, immediate feedback, and application practice. The brain learned through searching for patterns and seeking known networks already developed to make new content meaningful. The brain needed adequate time to learn less information but at a deeper level in order to store the learning in the cortex. Brain-compatible curriculum helped the learner's pattern-seeking capabilities make meaning and used what was learned in real world situations. The brain naturally integrated when learning. According to Jensen (1997) and Caine and Caine (1994), the brain loved patterns and looked for connections and networks to make meaning across the curriculum.

The author used a storytelling model to help the students seek patterns within the human stories of the Westward Movement. Instead of isolating reading, writing, mathematics, and science, the author integrated the subjects using social studies themes as the framework in order to emulate the natural way the brain learned. The subjects were connected and pathways were found as students constructed personal connections to the stories. The storytelling methodology

naturally integrated the subjects as the stories unfolded and made meaning across the curriculum.

Best Practices in Social Studies

According to Tarry Lindquist (2002) and the NCSS (1993), optimum learning occurred among students when social studies was integrated, meaningful, value-based with different points of view, active, and challenging. Social studies was child-centered and constructivist encouraging genuine questioning by the students. According to Zemelman (2005) best practices in social studies included building on prior knowledge, integrating social studies with other topics, and emphasizing activities that engaged students in inquiry and problem solving about important social issues. Best practice meant students participated in interactive and cooperative classrooms in different heterogeneous groupings. The teacher provided opportunities for students to investigate deeply into topics, provided choice to students of study topics, and involved students in independent and cooperative learning, reading, writing, observing, discussing, and debating. Students explored many cultures in America. Teachers encouraged further learning promoting responsible citizenship, open mindedness, and common ground. According to Marzano (2001), the type of instruction with the greatest effect on learning was dramatic instruction where students either observed a dramatic enactment or were involved in a dramatic enactment of the details.

The author used social studies themes as the framework of the curriculum. Storytelling as a best practice approach was the backbone of the fourth grade curriculum for the year. Language arts skills were the tools for learning. The art

of picture books and petroglyphs, children's art reflections, and the evolving mural gave the value-based perspectives of the historical events, and mathematics/science was integrated with the stories. Dramatic re-enactments were an integral part of the storytelling. The author had the students observe or were involved in re-enactments of the historical storyline.

Multiple Intelligences

According to Howard Gardner (1993) people had seven intelligences: Linguistical, interpersonal, intrapersonal, visual/special, kinethetical, logical/mathematical, musical, and naturalistic. The intelligences provided learners with multiple points of entry into knowledge and multiple ways to share the knowledge with peers.

Marzano (2001) researched the effectiveness of nonlinguistic representations on long-term memory. Making physical models to represent an image of knowledge stored into the mind helped students approach new concepts at different starting points. Marzano gave drawing pictographs to represent new learning as an example. Kinesthetic activities involving physical movement connected to specific knowledge allowed for long-term memory storage of the knowledge. Marzano gave examples of kinesthetic activities: storytelling theater with embedded movements and class responses to a storyline through movement.

The author's project incorporated the multiple intelligences of the students using social studies themes and storytelling methodology. Through storytelling methodology students approached the curriculum at different starting points of the intelligences discovering the best intelligences supporting individual learning.

Interpersonal intelligence was promoted with teamwork collaboration as students became tribes, then explorers, and finally pioneer wagon teams where challenges in the storyline were discussed, decisions were made, and consequences were shared by the team. Intrapersonal intelligence was promoted when journal reflections were recorded or letters were written to Thomas Jefferson or home. Visual/special intelligence was supported when students drew and responded to petroglyphs or drew pictures in personal journals. Kinesthetic intelligence was supported with kinesthetic organizers manipulated by students when recording key facts. Role-playing the parts of native, explorer, or pioneer using theater promoted kinesthetic learning of students. Mathematical intelligence was supported when trading or money economies were role-played, when graphs of data were created and analyzed, and patterns in history were observed. Cause and effect relationships promoted mathematical intelligence in students. The sequential nature of storytelling promoted mathematical intelligence as well. Musical intelligence was supported when listening to or singing and dancing with period songs. Naturalist intelligence was supported with the flora and fauna studies of the regions represented on the mural and the uses of the flora and fauna by the natives.

Scottish Storyline Design

The Scottish Storyline method provided a framework for providing knowledge and skills to students. The approach was sequential allowing a story to unfold as the children constructed meaning of the curriculum. The approach was flexible because the children had become an essential part in the development of

the story. An important feature of the Scottish Storyline was the design of the storyline built on children's prior knowledge that encouraged problem solving. The approach was constructivist, allowing students and teacher shared authority of the knowledge. The method integrated curriculum as the students solved problems presented in the story (Harkness, 1993).

The author used the Scottish Storyline model when the historical storylines were created encouraging students to solve the problems presented by the situation. The large mural used for the storyline was an element of the Scottish Storyline Design.

Storytelling as an Effective Model

According to Tarry Lindquist (2002), reading a novel by the teacher out loud to the class was the central integrator helping students personalize and activate the knowledge. Lindquist called the read-aloud a club of common knowledge when every student was a member hearing the same story, discussing the same dilemmas, and evaluating decisions as a class. Historical fiction built knowledge for students with limited historical background about a place, a period, or a group of people. Historical fiction picture books allowed for quick student conceptualization capitalizing on the visual clues. Picture books had more complex concepts than chapter books written at the elementary and middle school reading level (Lindquist, 2002). According to Caine and Caine (1994), the problem with only teaching from historical texts was the genre often missed the power of story. Historical texts tended to be presented as surface knowledge. In the research of Herreid (1998), when students were active participants, the

engagement level increased especially when the learning involved a well-told storyline. Stories naturally taught and had been part of all cultures' education. Stories were powerful when embedded with instruction. Stories engaged learners into active learning. Stories naturally encouraged conflict, multiple points of view, and forced decision-making by the students.

Marzano (2001) spoke to the importance of historical hypothesis formulated by students about debatable moments in history to promote brain networks and storage of the constructed learning into the long-term memory of the brain. Marzano encouraged historical investigations by students that allowed students to construct possible scenarios for events of the past. Marzano encouraged small heterogeneous groupings of students. Once the small student groups constructed the hypotheses, student reflections and explanations embedded the historical event into the long-term memory of the brain.

Timothy Slekar (2005) conducted research with a class of preservice teachers learning effective methods to teach social studies. The preservice teachers had negative feelings toward social studies from past experiences as students and wanted to learn best practices for teaching social studies with future students. Slekar had the preservice teachers experience several storytelling models: writing timelines to view history as a story, simulations of being a slave on a slave ship, storytelling the Boston Massacre complete with music and sounds, primary source studies, and historical propaganda approach promoting only one point of view. Experiencing best practices for historical storytelling methodology left the

preservice teachers excited, inspired and motivated to share the social studies experience with children.

The author integrated literature and storyline design in a way allowing the students to become participants in history rather than observers. The students experienced many points of view in the story of history and simulated key events. Music, sounds, and authentic voices from the past and present were part of the story methodology of the project. Historical stories of the project generated student-to-teacher and student-to-student inquiry and discussion as students formulated hypotheses to understand and solve storyline dilemmas. Students were inspired to share the historical stories with parents who continued the learning through family inquiry and discussion. The social studies extended beyond the classroom and the homes of the students when family vacations included historical explorations at such places as museums and interpretive centers.

The Time Dilemma of the Classroom Teacher

John Wills' qualitative research (2007) observed how two teachers who valued social studies solved the dilemma of finding time to teach social studies in an era of state-mandated testing of reading, writing, and mathematics. Wills also observed student engagement using a tool called Newmann's seventeen observational dimensions. The first teacher who followed the scope and sequence of the textbook ran out of time, rushed student discussions as a result, and scored low on student engagement. The second teacher selected key topics and facilitated student conversations about the topics using many instructional sources. The second teacher never rushed student conversation or the curriculum.

Though the second teacher did not cover all topics of the curriculum, key topics were covered in depth. The second teacher scored high on student engagement.

The author of the project selected the key social studies themes from the scope and sequence of the social studies curriculum. The selected topics were presented using storytelling methodology to encourage student inquiry, discussion, and hypothesis development.

Summary

The National Council for Social Studies (1993) developed national social studies standards for American schools to promote perspectives in understanding issues and problems of the society and to promote the changing nature of the issues in order for American students to become capable citizens for improving American democracy. Effective social studies programs demanded integration within and across the disciplines of mathematics, language arts, science, and the arts. Brain research confirmed the NCSS mission when findings showed the brain learned by seeking patterns in real world situations and naturally integrated learning across the curriculum. Best practices in social studies used brain research studies: building on prior knowledge, inquiry or problem solving about important issues, cooperative groupings and individual learning. Dramatic enactments in social studies impacted student learning and retention of details over other approaches. Learners had multiple intelligences, which required social studies strategies that provided learners with multiple points of entry into the content. The Scottish Storyline Design provided a framework for teaching social studies using constructivist pedagogy with the use of dramatic enactments,

multiple intelligences, and integration of mathematics, science, language arts, and the arts. Storytelling was discussed as an effective model for teaching social studies. Textbooks tended to be written on a surface level; however, historical fictions and primary sources increased student engagement especially when the learning involved a well-told story. The time dilemma of the elementary classroom teacher was resolved when mathematics, language arts, science, and the arts were integrated under social studies themes. Also, choosing key topics in the social studies curriculum provided time for deep student discussion and involvement as compared to covering the entire curriculum, which promoted surface level student responses.

Because social studies promoted an educated, responsible citizenship, the author used social study themes in the storytelling methodology similar to the Scottish Storyline Design. The storytelling methodology helped students look for patterns within the human stories of the Westward Movement. The storytelling methodology of the project promoted the findings of brain research by naturally integrating mathematics, science, language arts, and the arts under the social studies theme. The project used best practices for social studies by building on prior knowledge where students interacted with each other through cooperative learning as the students discussed and debated key events in history. The project provided opportunities for multiple intelligences in order for students to approach the learning on a personal level. Instead of covering the entire social studies curriculum, the author had chosen three key themes, solving the time dilemma.

CHAPTER 3

Methodology and Treatment of Data

Introduction

The author's project explored the effectiveness of improving fourth grade students' attitudes toward social studies using storytelling methodology embedded in best practices. The project explored the integration of mathematics, language arts, and science under three social studies themes about the Westward Movement—Pacific Northwest Native Americans, Lewis and Clark Trail, and the Oregon Trail—in order to find the time to teach social studies in a period of state-mandated testing.

Methodology

The author used qualitative research methodology to study participants' attitudes toward social studies in a real-world setting of the participants' classroom. The study was experimental because two different classroom groups of fourth graders were part of the study. The two classroom groups were compared to determine how effective the storytelling methodology was in improving students' attitudes toward social studies.

Participants

The participants were the author's two fourth grade classrooms. The children's ages ranged from nine to ten years old. Academically, the two classrooms were heterogeneously mixed and similar in academic groupings, student count, boy to girl ratio, ethnic background, and special needs.

The class of fall 2008 had a count of 26 students. One student was on an Individual Educational Plan, two students were identified as English Language Learners, and two students were on behavioral plans. One student was black, one Eastern European, one Vietnamese, one Pacific Islander, two Hispanic, and 20 were white. The class included 14 girls and 12 boys.

The class of fall 2009 had a count of 26 students. One student was on an Individual Education Plan. Two students received speech and English as a Second Language services. One student was on a behavioral plan. Five students were Asian. Three students were Hispanic. One student was Indian and 17 students were white. The class included 13 girls and 13 boys.

Instruments

The author created a 10-statement questionnaire that was answered by the two classrooms of fourth grade students. The author analyzed five of the ten statement responses in depth. The questionnaire items used a four point Likert scale where the score of four meant the participant strongly agreed with the statement, three meant the participant agreed with the statement, two meant the participant somewhat agreed with the statement, and one meant the participant did not agree at all with the statement.

The survey was not valid and reliable. However, the research was factually accurate, the project interpretation showed concern for the participants' perspective, and the research report of the project explained the effects of best practices of storytelling in raising fourth grade students' attitudes toward social studies. The author presented the data without being evaluative or judgmental.

Design

The qualitative project was an experimental study where the Fall 2009 fourth graders were the pre-storytelling group and the Fall 2008 fourth graders were the post-storytelling group. The two groups' scores on the 10-statement questionnaire were compared and analyzed in order to determine the effectiveness of the storytelling methodology in improving fourth grade students' attitudes toward social studies.

Procedure

The post-storytelling fourth grade classroom (Fall 2008) experienced a school year where mathematics, language arts, and science were integrated into three social studies themes using a storytelling methodology as part of best practices. The key elements included a mural that evolved as the children added new learning, a storyline that moved the students through the learning at a personal level, challenges that required students to generate hypotheses about how to solve the problems, and consequences of team decisions that were presented in a game-like manner. The storyline methodology also included historical fictions and authentic voices of primary sources. History texts were used as resources only. The pre-storytelling fourth grade classroom (Fall 2009) had not yet experienced the integrated storyline approach to social studies. The pre-storytelling group and the post-storytelling group responded to the same questionnaire, and the scores were compared to determine the effectiveness of using a storytelling method when teaching social studies in order to improve fourth grade students' attitudes toward social studies.

Treatment of the Data

The author studied six of the 10 questionnaire responses in depth. The statement items on the questionnaire were numbers one, five, six, eight, and nine. For each of the six statements, the author recorded the number of pre-storytelling students who chose a Likert score of four, three, two, and one. The author also recorded the number of post-storytelling students who chose a Likert score of four, three, two, and one. The scores were compared and analyzed to determine whether the storytelling methodology improved students' attitudes toward social studies.

Summary

The author's storytelling project explored the effectiveness of improving fourth grade students' attitudes toward social studies and presented a model for finding time to teach social studies in an elementary classroom by integrating mathematics, language arts, and science under a social studies theme. The qualitative study used an experimental design comparing two fourth grade classrooms' students' attitudes toward social studies. The Fall 2008 students were the post-storytelling group and had experienced the storytelling methodology for the entire school year. The Fall 2009 students were the pre-storytelling group and had not yet experienced the storytelling methodology. The same questionnaire of 10 statements was given to both groups. The survey had a four point Likert scale. Six of the 10 statements were explored in depth. The scores of the two groups were compared to determine the effectiveness of the storytelling method in improving students' attitudes toward social studies.

CHAPTER 4

Analysis of the Data

Introduction

In a time of high stakes testing, time spent on teaching social studies in the elementary classroom had been reduced both in the scope of curriculum and in the opportunities for higher order thinking by students. Not only did elementary teachers find little time in the day to teach social studies, but the least effective instructional methods were used when social studies was taught. As a result, elementary students' attitude concerning social studies was low. The project attempted to address finding the time for social studies by presenting an example of how to integrate mathematics, science, and language arts under social studies themes. The project attempted to address raising elementary students' attitudes concerning social studies by engaging the students in social studies experiences using best practices with an emphasis on the storytelling methodology.

Description of the Environment

The participants were the author's two fourth grade classrooms. The children's ages ranged from nine to ten years old. Academically, the two classrooms were heterogeneously mixed and similar in academic groupings, student count, boy to girl ratio, ethnic background, and special needs. The post-storytelling fourth grade classroom (Fall 2008) experienced a school year where mathematics, language arts, and science were integrated under three social studies themes using storytelling methodology was part of best practices. The key elements of the project included a mural that evolved as the children added new

learning, a storyline that moved the students through the learning at a personal level, challenges that required students to generate hypotheses about how to solve the problems, and consequences of team decisions that were presented in a game-like manner. The storyline methodology also included historical fictions and authentic voices of primary sources. History texts were used as resources only. The pre-storytelling fourth grade classroom (Fall 2009) had not yet experienced the integrated storyline approach to social studies. The pre-storytelling group and the post-storytelling group responded to the same questionnaire, and the scores were compared to determine the effectiveness of using a storytelling method when teaching social studies in order to improve fourth grade students' attitudes toward social studies.

Research Question

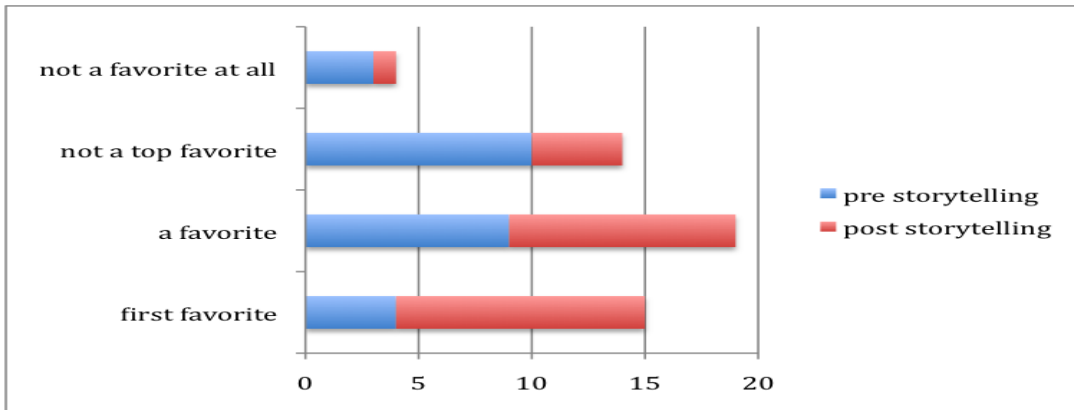
Would fourth grade student attitudes toward social studies improve when the core subjects of reading, writing, mathematics, and science were integrated within social studies themes using best practices with an emphasis on storytelling methodology?

Results of the Study

The author created a 10-statement questionnaire that was answered by the two classrooms of fourth grade students. The author analyzed six of the ten statement responses in depth.

1. Social studies is my favorite subject.

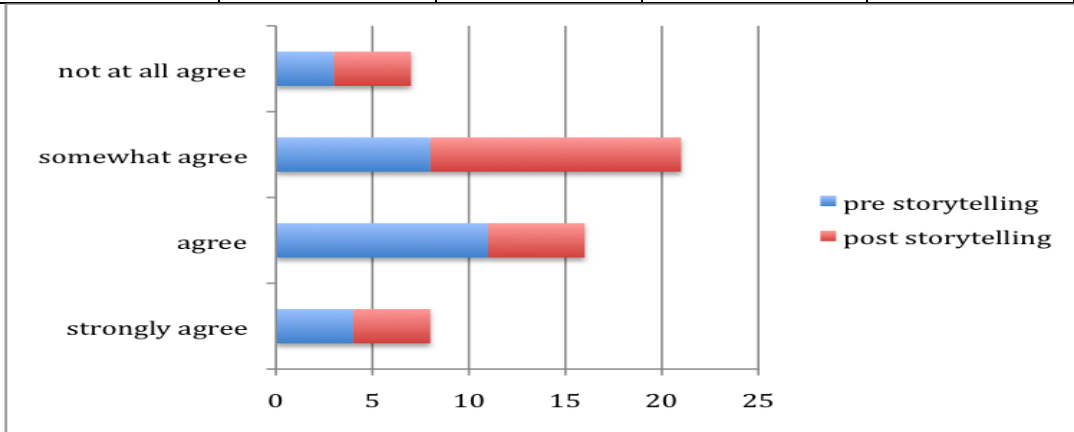
	First Favorite	A Favorite	Not a Top Favorite	Not a Favorite at All
Pre-Storytelling	4	9	10	3
Post-Storytelling	11	10	4	1



The majority of the pre-storytelling classroom did not choose social studies as a first favorite subject. In fact 10 students stated that social studies was not a top favorite and three students stated that social studies was not a favorite at all. Only four of the pre-storytelling group chose social studies as a first favorite subject. The majority of the post-storytelling classroom chose social studies as a first or top favorite subject. In fact 21 of the 26 students in the post-storytelling classroom chose social studies as a favorite subject. The data results affirmed the research question. The storytelling methodology as part of best practices improved student attitudes toward social studies.

5. The best thing about history is learning dates.

	Strongly Agree	Agree	Somewhat Agree	Not At All Agree
Pre-Storytelling	4	11	8	3
Post-Storytelling	4	5	13	4

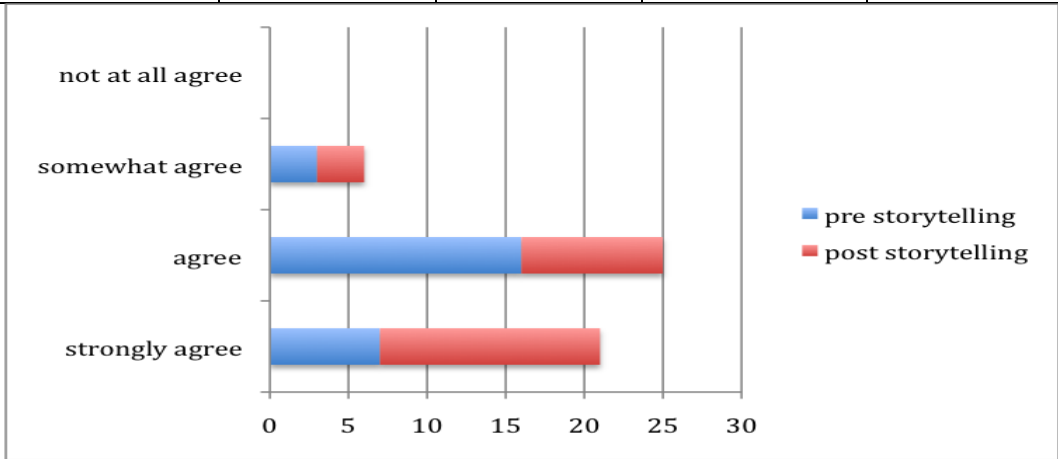


The pre-storytelling and post-storytelling classrooms had low numbers of students agreeing or disagreeing that learning dates in history was the best thing to learn. The majority of pre-storytelling and post-storytelling groups landed in the middle with the majority of the pre-storytelling classroom agreeing that learning dates was the most important part about learning history, and the majority of the post storytelling group somewhat agreeing that learning dates was the most important part about learning history.

The data supported the belief that learning historical dates, though important, was not an effective methodology for increasing student engagement in social studies.

6. The best thing about history is learning the stories of the people.

	Strongly Agree	Agree	Somewhat Agree	Not Agree At All
Pre-Storytelling	7	16	3	0
Post-Storytelling	14	9	3	0

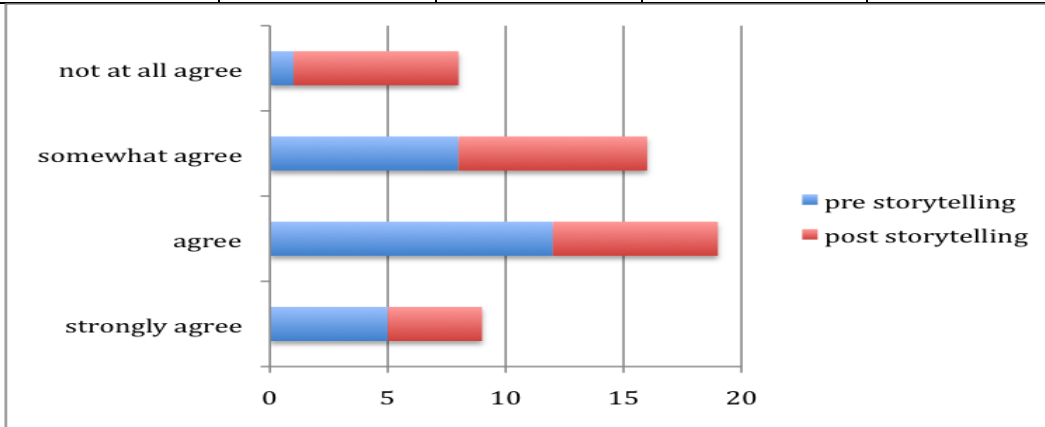


The majority of pre-storytelling and the post-storytelling classrooms agreed or strongly agreed that the best thing about history was learning the stories of the people. The majority of the pre-storytelling classroom agreed with the statement. The majority of the post-storytelling classroom strongly agreed with the statement. No student in the pre-storytelling or post-storytelling classrooms disagreed with the statement that the best part about history was learning the stories of the people.

The data supported the effective nature of storytelling when engaging students in historical studies. Using a storytelling methodology built on students' love of stories and increased student engagement when learning social studies.

8. I like reading history books

	Strongly Agree	Agree	Somewhat Agree	Not At All Agree
Pre-Storytelling	5	12	8	1
Post-Storytelling	4	7	8	7

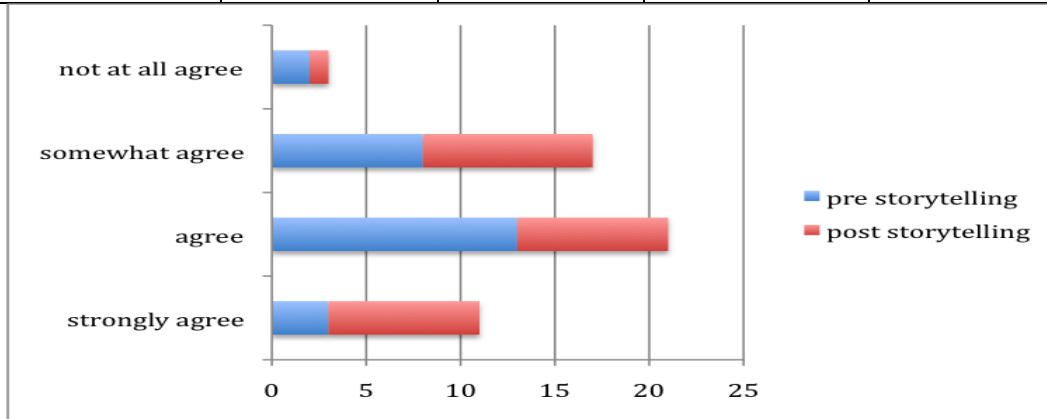


Twenty of the 26 students of the pre-storytelling classroom agreed or somewhat agreed that reading history books was enjoyable compared to fifteen of the 26 students of the post-storytelling group. The largest group of students who did not agree at all was in the post-storytelling group.

In a traditional elementary classroom studying social studies from a classroom history book was the only option for students. Pre-storytelling students found value in learning history and only knew of the history-text approach when learning social studies. The post-storytelling students knew that alternative engaging approaches were available when learning history and history textbooks were only one source of information.

9. I like reading historical fiction books.

	Strongly Agree	Agree	Somewhat Agree	Not At All Agree
Pre-Storytelling	3	13	8	2
Post-Storytelling	8	8	9	1

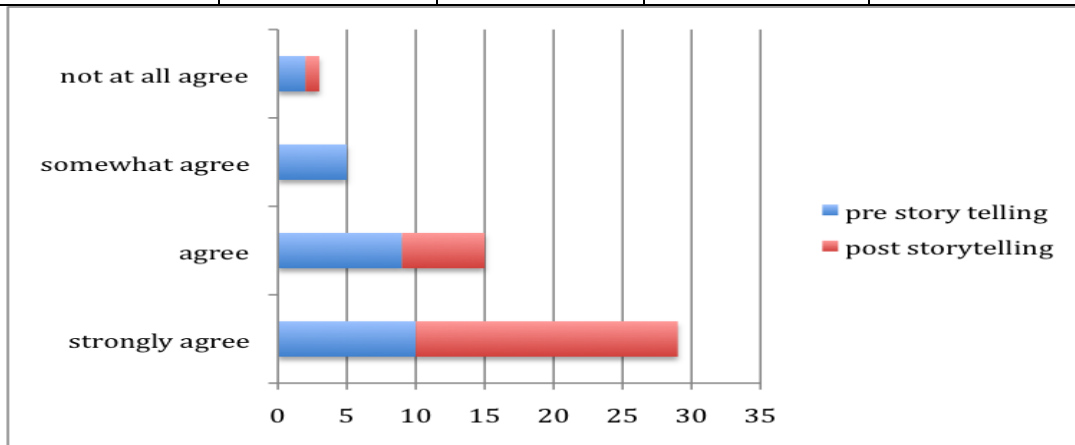


Twenty-four of the 26 students in the pre-storytelling and 25 of the 26 in the post-storytelling strongly agreed, agreed or somewhat agreed that reading historical fiction was enjoyable. Five more students in the post-storytelling classroom strongly agreed with the statement than in the pre-storytelling classroom.

The results of the data suggested that pre-storytelling and post-storytelling students find historical fiction was enjoyable. The project built on children's love of storytelling and used historical fiction as one part of the storytelling methodology.

10. I like visiting museums and interpretive centers.

	Strongly Agree	Agree	Somewhat Agree	Not At All Agree
Pre-storytelling	10	9	5	2
Post-storytelling	19	6	0	1



Nineteen of the 26 students in the pre-storytelling classroom agreed or strongly agreed that visiting a museum or interpretive center was enjoyable.

Twenty-five of the 26 students in the post-storytelling classroom agreed or strongly agreed that visiting a museum or interpretive center was enjoyable.

Nine more post-storytelling students than pre-storytelling students strongly agreed that visiting a museum or interpretive center was enjoyable. Seven students in the pre-storytelling classroom had low agreement or no agreement with finding museums or interpretive centers enjoyable places to visit. Only one student in the post-storytelling classroom did not enjoy visiting museums or interpretive centers.

Using best practices with storytelling methodology when learning social studies increased student engagement beyond the classroom.

Findings

The project findings suggested that fourth grade students' attitudes toward social studies improved when the core subjects of mathematics, language arts, and science were integrated within social studies themes using best practices with an emphasis on storytelling methodology. Twenty-one students in the post-storytelling classroom stated social studies was a top favorite or favorite subject. Thirteen students in the pre-storytelling classroom chose social studies as a favorite or top favorite. However, only four of the pre-storytelling classroom chose social studies as a favorite as compared to 11 of the post-storytelling classroom.

The pre-storytelling and the post-storytelling students felt the best thing about learning history was learning the stories of the people as opposed to learning dates. The post-storytelling students showed stronger numbers than the pre-storytelling students disagreeing that learning dates was the most important part about learning history. Also, the post-storytelling students showed stronger numbers than the pre-storytelling students strongly agreeing that learning the stories of the people was the best part about history.

The pre-storytelling and post-storytelling students agreed or somewhat agreed that reading history books was enjoyable. However, the post-storytelling group had more students strongly disagreeing that history book reading was enjoyable. The pre-storytelling students had only experienced learning social studies through history textbooks; whereas, the post-storytelling students had experienced social studies through multiple storytelling methods using the history

textbook as one of many resources. Historical fiction was a favorite reading choice of pre-storytelling and post-storytelling classrooms. More post-storytelling students strongly agreed that reading historical fiction books was enjoyable. Historical fiction was one part of the storytelling methodology. As with history books, historical fiction was used as a resource.

The post-storytelling students extended the engagement of learning social studies beyond the classroom. The storytelling methodology increased the students' attitudes toward social studies because 19 of the 26 post-storytelling students strongly agreed that visiting museums and interpretive centers was enjoyable. Only 10 pre-storytelling students strongly agreed that visiting museums and interpretive centers was enjoyable.

Discussion

The project results suggested that student engagement increased when students were allowed to integrate patterns within the human stories of the Westward Movement. The results confirmed the brain research of Jensen (1997) and Caine and Caine (1994) that stated the brain naturally integrated when learning. The integrated approach built on the way the brain naturally learned and built time into the elementary day to teach social studies.

Using a mural similar to the Scottish Storyline Design that evolved as the children created new learning about the Westward Movement confirmed the findings of Zemelelen (2005), who stated best practices included building on student prior knowledge where students participated in an interactive, cooperative classroom as students discussed and debated different points of view. The

approach confirmed Zemelman's research of best practices and Marzano's research (2001) of student historical hypotheses as effective methods increasing student engagement and critical thinking.

The project naturally integrated multiple intelligences as different forms of storytelling methodology were employed. According to Gardner (1993) children needed multiple points of entry into knowledge and needed multiple ways to share the knowledge with peers. The project used multiple storyline approaches—murals, timeline stories, simulations, storytelling with music and sounds, primary sources, multiple points of views, historical fiction, and theater—resulting in increased student engagement and improved student attitudes toward social studies. The project results confirmed the research of Slekar (2005) who increased preservice teacher attitudes toward social studies using similar methods as the project.

The power of the story was supported by the research of Herreid (1998) where students became active participants. Student engagement increased when learning involved a well-told story. Historical texts were used as one resource in the project because the studies of Caine and Caine (1994) found that historical texts tended to be presented as surface knowledge and missed the power of the story. The project confirmed the findings of Herreid (1998) and Caine and Caine (1994) when post-storytelling student attitudes toward social studies showed higher scores than the pre-storytelling students.

As with Wills (2007), the author realized student conversation led to deeper learning of key topics and resulted in higher student engagement.

Summary

The project attempted to address the time issue of teaching social studies in the elementary classroom by presenting an example of how to integrate mathematics, science, language arts, and the arts under social studies themes. The project attempted to address raising elementary students' attitudes concerning social studies by engaging the students in social studies experiences using best practices with an emphasis on the storytelling methodology.

The participants were the author's two fourth grade classrooms. The Fall 2008 classroom had experienced the storytelling methodology and the Fall 2009 classroom had not yet experienced the storytelling methodology. A 10-statement questionnaire was given to both groups and the scores were compared to determine the effectiveness of the storytelling methodology on improving fourth grade student attitudes toward social studies.

The author deeply analyzed six of the 10 statements. The results showed that student attitudes toward social studies greatly improved when using a storytelling methodology as part of best practices. The data confirmed the love students have for storytelling when learning new information and the positive impact on student attitudes when building on this approach to increase student learning. History texts, where dates were key, scored low on student engagement. Historical fictions scored higher than history texts in student engagement. History texts and historical fiction were two resources used in the project. The project increased student engagement and student attitude toward social studies because post-storytelling students, as compared to pre-storytelling students,

overwhelmingly viewed museums and interpretive centers as meaningful activities extending beyond the learning of the classroom.

The project was built on the belief statements of The National Council for Social Studies (1994) and the classroom applications of the statements by Lindquist (2002). The brain research of Caine and Caine (1994), Jensen (1997) and Kovalik (1997) confirmed the importance of integrated learning, social interaction, and novelty when learning new information. Gardner (1993) stressed the need for multiple points of entry into knowledge and multiple ways to share the knowledge with peers because students have multiple intelligences. The project used the approach of Harkness (1993) called the Scottish Storyline Design as an instructional strategy that built on student prior knowledge and developed student learning through constructivist pedagogy. The project incorporated the student hypothesis building and storytelling theater with embedded movements encouraged by the research of Marzano (2001). The project was supported by the research of Herreid (1998) that encouraged active student participation in well-told stories because stories were powerful teachers when embedded with instruction. Slekar (2005) discovered historical storytelling methodology left preservice teachers excited, inspired and motivated to share social studies experiences with children. The variety of storytelling methods Slekar used in the research was incorporated into the project.

Improving fourth grade student attitudes toward social studies using best practices with emphasis on storytelling methodology was supported by the data of the project.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

The author shared the concern of the National Council for Social Studies (1994) that social studies in the elementary classroom would be greatly reduced in a time of high-stakes testing. Also the author shared the concern of Bailey, Shaw, and Hollifield (2006) that elementary teachers did not know how to use best practices when teaching social studies and did not know how to find time in the day to teach social studies.

The purpose of the project was to explore best practices using storytelling methodology to improve fourth grade students' attitudes toward social studies. Also, the purpose of the project was to explore effective ways to organize fourth grade curriculum to include social studies daily while supporting the tested core standards of reading, writing, and mathematics.

The author integrated the core subjects of mathematics and language arts under three social studies themes and employed storytelling methodology as part of best practices. The author used qualitative research methodology in order to study participants' attitudes toward social studies in a real-world setting of the participants' classroom. The study was experimental because two different classroom groups of fourth graders were part of the study. The Fall 2008 students were the post-storytelling classroom and the Fall 2009 students were the pre-storytelling classroom. The two classroom groups' responses to a 10-statement questionnaire were compared to determine how effective the storytelling

methodology was in improving students' attitudes toward social studies. Six of the 10 statements were analyzed in depth by the author.

Summary

Social studies standards were created by NCSS to promote perspectives in understanding issues and problems of the society and to promote the transcending nature of the issues that demanded integration within and across the disciplines. Because social studies promoted an educated, responsible citizenship necessary for a successful American democracy, the author used social studies themes in the storytelling methodology of the project. Because social studies promoted multiple points of views in an American society of ever diverse cultures, the author had chosen social studies as the content of reference when teaching reading, writing, mathematics, and science.

In the fall of 2008 the author reviewed the required fourth grade curriculum in all domains and divided the year into three core social studies themes about the Westward Movement: Native American cultures of the West prior to Lewis and Clark, the Lewis and Clark Trail, and the 1843 Great Migration. The author integrated literature and storyline design in order for the Fall 2008 students to become participants in history rather than observers. The students experienced many points of view in the story of history and simulated key events. Music, sounds, and authentic voices from the past and present were part of the story methodology of the project. Historical stories of the project generated student-to-teacher and student-to-student inquiry and discussion as students formulated hypotheses to understand and solve storyline dilemmas. The storyline mural

evolved from simple to complex as students added new learning to the mural. Students were inspired to share the historical stories with parents who continued the learning through family inquiry and discussion. The social studies extended beyond the classroom and the homes of the students when family vacations included historical explorations at such places as museums and interpretive centers.

Conclusions

The majority of the pre-storytelling classroom did not choose social studies as a first favorite subject; however, 21 of the 26 students in the post-storytelling classroom chose social studies as a favorite subject. Using a mural similar to the Scottish Storyline Design that evolved as the children created new learning about the Westward Movement confirmed the findings of Zemelemen (2005), who stated best practices included building on student prior knowledge where students participated in an interactive, cooperative classroom as students discussed and debated different points of view. The approach confirmed the best practice research of Zemelman (2005) and the research of Marzano (2001) using student historical hypotheses as effective methods that increase student engagement and critical thinking.

The majority of pre-storytelling and the post-storytelling classrooms agreed or strongly agreed that the best thing about history was learning the stories of the people. Twenty-four of the 26 students in the pre-storytelling classroom and 25 of the 26 students of the post-storytelling classroom strongly agreed, agreed or somewhat agreed that reading historical fiction was enjoyable. The

project was supported by the research of Herreid (1998) that encouraged active student participation in well-told stories because stories were powerful teachers when embedded with instruction. Slekar (2005) discovered historical storytelling methodology left preservice teachers excited, inspired and motivated to share social studies experiences with children. The variety of storytelling methods Slekar used in the research was incorporated into the project.

The majority of pre-storytelling and post-storytelling groups landed in the middle with the majority of the pre-storytelling classroom agreeing that learning dates was the most important part about learning history, and the majority of the post-storytelling group somewhat agreeing that learning dates was the most important part about learning history. Twenty of the 26 students of the pre-storytelling classroom agreed or somewhat agreed that reading history books was enjoyable. Fifteen of the 26 students of the post-storytelling group agreed or somewhat agreed that reading history books was enjoyable. Historical texts were used as one resource in the project because the studies of Caine and Caine (1994) found that historical texts tended to be presented as surface knowledge and missed the power of the story.

Nineteen of the 26 students in the pre-storytelling classroom agreed or strongly agreed that visiting a museum or interpretive center was enjoyable. Twenty-five of the 26 students in the post-storytelling classroom agreed or strongly agreed that visiting a museum or interpretive center was enjoyable. Nine more post-storytelling students than pre-storytelling students strongly agreed that visiting a museum or interpretive center was enjoyable. The project supported

the belief statements of The National Council for Social Studies (1994) and the classroom applications of the statements by Lindquist (2002). The brain research of Caine and Caine (1994), Jensen (1997) and Kovalik (1997) confirmed the importance of integrated learning, social interaction, and novelty when learning new information. Gardner (1993) stressed the need for multiple points of entry into knowledge and multiple ways to share the knowledge with peers because students have multiple intelligences.

Recommendations

The author makes six recommendations based on the results of the project. First, social studies may be the most important subject of the school day. Second, integrating core subjects under social studies themes is critical. Third, teachers must use best practices when teaching social studies. Fourth, people love a good story. Fifth, teachers should avoid covering the entire curriculum. Sixth, the storytelling methodology is successful for all ages.

Social studies may be the most important subject of the school day. Social studies is an important part of being an American citizen. Social studies provides students with the skills, knowledge and commitments needed to become the most capable citizens for improving American democracy. The purpose for social studies is to help young people develop the ability to make informed and reasonable decisions for the common good as members of our culturally diverse nation. Students need to acquire the skills and dispositions necessary to tackle ever-changing issues and be open to new ideas and different perspectives of present and future events.

Integrating core subjects under social studies themes is crucial. Social studies naturally integrates social sciences and humanities to promote civic competence and draws upon mathematics, the sciences, and the arts as people interact to change the culture or course of history. The brain naturally integrates information as the brain finds common patterns and connections within or among all subjects. Integration is key to the time dilemma that elementary teachers face each day as the teachers struggle to find the time to teach social studies. Social studies would become the study of real issues using mathematics, science, and language arts. Because social studies involves real events and issues, students would immediately be involved with critical thinking of real events and issues.

Teachers must use best practices when teaching social studies to increase student engagement. Best practices include building on student prior knowledge, team interactions, hypothesis development using real issues and events in history, multiple intelligence approaches, student-centered learning and constructivist pedagogy. Students must have time to reflect, discuss, debate, and practice discourse to develop critical thinking skills, analyze multiple perspectives, and find common ground on issues.

Using a storytelling methodology when teaching social studies builds on the power of the story. The brain loves a good story. Storytelling has been part of human learning through the ages. Storytelling methodology could include the Scottish Storyline Design where a mural evolves as students hear an historical story unfold that ends with a dilemma for the students to solve. The students discuss, debate and then decide on the best course of action, which leads into team

consequences. Students are curious to know how the actual event or issue unfolded and compare personal decisions with actual decisions. The mural acts as a visual model of shared learning that builds as students construct understanding. Storytelling methodology also includes simulations; authentic voices; primary and secondary sources; historical fictions; historical texts; authentic music, dance, and art; and multiple points of views of people in history. Storytelling methodology allows students to become active participants in the storyline, which is critical for student engagement.

Teachers should avoid covering the entire curriculum. Instead, teachers should choose a few key social studies themes for the year to develop deeply. When trying to cover the entire curriculum, teachers tend toward teacher-centered activities, surface-level learning of facts and dates, and rushed student conversation. When a teacher explicitly chooses the most important themes or big ideas of the social studies grade-level curriculum, then time is available for deeper student interactions, conversations, and engagement of the themes. Critical thinking skills are developed as students take on the challenges of each theme. More learning occurs as a result. Student engagement of the learning extends beyond the classroom as the conversation continues at home. Parents become involved with the learning as a result and extend the learning through conversation and exploration of museums, interpretive centers, and cultural centers.

Storytelling methodology is successful for all ages and all social studies themes. The project is an example of how to use storytelling with fourth graders using three Westward Movement themes.

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APPENDIX

1. Social Studies is my favorite subject.

First favorite	A favorite	Not a top favorite	Not a favorite at all
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2. Social Studies connects to math.

Strongly agree	agree	Somewhat agree	Not at all agree
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3. Social Studies connects to science.

Strongly agree	agree	Somewhat agree	Not at all agree
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4. Social Studies connects to history.

Strongly agree	agree	Somewhat agree	Not at all agree
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5. The best thing about history is learning dates and places.

Strongly agree	agree	Somewhat agree	Not at all agree
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6. The best thing about history is learning the stories of the people.

Strongly agree	agree	Somewhat agree	Not at all agree
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7. I like learning about our government and how we find common ground.

Strongly agree	agree	Somewhat agree	Not at all agree
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8. I like reading history books.

Strongly agree	agree	Somewhat agree	Not at all agree
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9. I like reading historical fiction books.

Strongly agree	agree	Somewhat agree	Not at all agree
----------------	-------	----------------	------------------

10. I like visiting museums and interpretive centers.

Strongly agree	agree	Somewhat agree	Not at all agree
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