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The Perception of the Value of the use of Primary Source Documents among East Tennessee  
Lakeway Area History Teachers in Grades 5-12

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A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education

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by

Matthew E. Drinnon

August 2005

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Dr. Jasmine Renner

Dr. Terry Tollefson

Keywords: Primary Sources, Historical Empathy, Teaching History, Teacher Preparation

## ABSTRACT

The Perception of the Value of the use of Primary Source Documents among East Tennessee  
Lakeway Area History Teachers in Grades 5-12

by

Matthew E. Drinnon

This study examines the perceptions of history and social studies teachers in the Lakeway Area of East Tennessee concerning the use of primary source materials in classroom instruction. The purpose of this study was to determine what value the educators in the intact group held for the use of primary source documents, how much time was devoted to the analysis of primary source documents by students in those classes, and potential barriers to the implementation of the use of primary source materials.

The research design was descriptive and used data gathered from a survey instrument constructed by the researcher. A pilot test of the instrument was conducted, reliability coefficients were calculated, and the survey instrument was modified. The final survey consisted of 44 statements, a demographic section, and four open-response questions. A total of two hundred eighteen surveys were sent to eligible educators in Cocke, Grainger, Hamblen, Hawkins, and Jefferson counties. One hundred fourteen of the surveys were returned and were used for this study. Other variables studied were gender, job classification, years of experience, the amount of time reported using primary sources in class, past or current membership in the National Council for Social Studies, participation in professional development emphasizing primary source analysis, and the type of teaching certification held by the respondents.

The findings include: The two greatest obstacles to the implementation of the use of primary source materials were lack of training or relevant experience and the perceived access to materials; comfort in using technology and ability level of students did not appear to be significant obstacle barriers; all categories of respondents held a positive opinion of the use of primary sources. A review of the responses to the open-response questions revealed that time could also have been an obstacle barrier to the implementation of the use of primary sources. It appears that the lack of training or relevant experience, the perceived access to materials, and perhaps time may be limiting factors in determining the amount of time educators in this area devote the primary source analysis.

## DEDICATION

The completion of this study is dedicated to the following persons:

...to my wife, Rebecca L. Drinnon, without whose support, encouragement, and irreplaceable love, this, and many other achievements, would not have been possible,

...to my father, Floyd Drinnon, whose beliefs in hard work, honesty, and the strength of family have guided me throughout life,

...to my brother, Mitchell Drinnon, who has always believed in his little brother,

...to the members of the Morristown Cohort whose support and friendship have made this journey memorable and rewarding,

...to my principal, Dr. Julia Price, who dedicated many hours to helping improve my work,

...and, to my late mother, Brenda Drinnon, whose love of learning and books emphasized the value of education from my earliest memories.

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## CHAPTER 1

### INTRODUCTION

Research into the methodology and philosophies of teaching the social sciences, including history, at the elementary and secondary school level is sparse and relatively uninformative. Downey and Levstik (1991) stated, "...the research base for the teaching and learning of history is thin and uneven." With the advent of the No Child Left Behind Act in 2001, many advocates of the social studies in elementary schools fear that history will be left behind, because the law only uses scores in language arts and mathematics to rate students, schools, and teachers. Vogler (2003) cited an example from his own experience in which a principal explained to his team that the school needed to add more instructional time to English and mathematics at the expense of social studies. Vogler conceded the logic in the principal's decision based on the school's previous performance on the state's high-stakes test. This potential for eliminating the emphasis, such as it is, on the teaching of social studies, particularly history, in the elementary and secondary schools runs counter to the position posited by Wells (1971) when he observed that, "The social studies have always occupied a prominent place in the curriculum of the high schools of America....The importance of social studies and their contribution to citizenship education has been reiterated in each decade since 1900" (p. 16).

During the past decade, the social studies have been given more attention. In the *Handbook of the Research on Teaching*, Wilson (2001) countered the statements cited earlier by Downey and Levstik when she observed that, "In the past 10 years, we have witnessed a surge in subject specific studies of teaching (and learning) in the field of history teaching" (p. 527). This surge in the amount of research should have yielded a plethora of information and theories concerning the best practices in teaching all disciplines included in the umbrella of the social

studies. Unfortunately, the research appears to have only further divided various discipline experts about determining the best methods of teaching history, or the purposes for teaching history at all. Seixas (2001) cited an article written by Longstreet in 1991, in which Longstreet lamented that one could have dropped out of the field for 20 years, only to return to a set of essentially unchanged dilemmas. Seixas went on to cite his own experiences and noted, "Reimmersing myself in the social studies literature, I was struck by the absence of significant advances since my last systematic reading in the teacher education program 20 years earlier. Moreover, as I read new literature on teaching and learning in the subjects and disciplines, I found that social studies (with the exception of history) had participated only marginally and sporadically" (p. 545). Seixas noted that history education had received a great deal of attention during the past decade and pointed out that the Fourth edition of the *Handbook of Research on Teaching* had devoted a separate chapter to the specific teaching of history due mainly to the increased scholarship in the study of history. Wilson (2001), however, conceded that some of the "relevant reading" was not research based but was based more on the collective opinion and hope of both student and teacher performance, as well as a number of personal accounts from historians, teachers, and teacher educators about their feelings about reforming history education.

One of these feelings about reform that has received a great amount of renewed attention during this time period is the use of primary source materials in teaching history. The use of primary source documents or materials is based on the inquiry model of teaching and learning in which students are said to perform at a higher level because the students have a voice in determining what they learn or "inquire" about as part of their studies. Barton and Levstik (2001) pointed out the necessity of using primary source documents in "communities of inquiry" in order for students to "do history". In other words, Barton and Levstik advocated that students,

"...pose, investigate, and at least tentatively answer historical questions and develop historical explanations and interpretations--they don't just memorize the history others have done" (p. 13). Primary sources can be used as supplemental resources for the history classroom and serve as an excellent tool for causing students to delve deeper into the study of history and historical events. In this age of authentic teaching and assessment, it is important that the classroom tasks meet the demands of the outside world. In the case of history, the focus of history is the interpretation of documents and information from historical or current events. Shiroma (2000) cited Carver in stating, "...introducing and using primary sources in the history classroom will almost certainly lead to active learning and the development of critical thinking." Percoco (1998) agreed with this theme of the development of critical thinking in a statement that advocated the use of primary source materials in allowing students to do more than just absorb information. They can also analyze, evaluate, recognize bias and contradiction, and weigh the significance of evidence presented by the primary source. Cordero and Kintisch (1990) expressed this sentiment in discussing the use of primary sources and historical interpretation as, "...the student who only learns the facts without developing the skills to analyze them is left with mere empty words." (p. xv) In a National Council for Teachers of Social Studies (NCTSS) publication, Downey (1985) pointed out that, "Source study, or the use of [primary] sources in the teaching of history, was a popular method of teaching history in the late 19th Century." (p. 28) He also stated that this source study was rediscovered in the 1960s by the New Social Studies movement. Jenkins (1996) contended that one of the major contributors to the failure of this movement was the overwhelming number of complaints from the general public that factual knowledge was being overlooked in favor of the "new" approaches of inquiry-based learning. Inquiry-based learning is based on the philosophy of generating a curiosity among students in order to promote

independent research and learning. As Joyce, Weil, and Showers (1992) stated, “The format of the model promotes active, autonomous learning as the students formulate questions and test ideas” (p. 210). However, the general public was unconvinced. This lack of interest by the general public may have contributed to the results of a Roeder study reported in *Phi Delta Kappan* in 1974 in which 860 public institutions of higher education were surveyed and it was found that in 13% of the institutions no social studies methods courses were required for elementary teachers, 27.7% required only one or two semester hours, 24% required three hours, and 2.5% required four to five hours. In 26% of these institutions surveyed, social studies methods courses were offered in conjunction with methods courses for other curriculum areas (Ochoa, 1981). However, as cited earlier by Wilson (2001), the past decade has seen a renewed emphasis on the teaching of history and the best practices for history instruction.

#### *Statement of the Problem*

In the past two decades, there has been much debate on the nature and scope of history curriculum within public schools. Kobrin (1996) stated that much of the effort to define the history curriculum and the history course of study as "the history that all students ought to know" is misguided. He cited the National Center for History based at UCLA and the former Bradley Commission on History, now known as the National Council for History Education, as two examples of groups of prominent historians and educators that had attempted to define the skills and content that students should learn in each history course. One of the strategies to receive renewed interest through this attempt to reenergize the teaching of history is the use of primary source documents and materials to engage students in the work of the historian.

Levstik and Barton (2001) contended that no account of history could be entirely objective because historical knowledge always involves interpretation. Because of this interpretive nature of history, finding out what happened in the past always involves indirect methods of research such as using primary sources and artifacts, and this requires interpretation. The United States Library of Congress, using this and other research, posited two main reasons for including primary sources in the history curriculum:

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters that were furiously debated by the participants. Interpretations of the past are furiously debated as well, among historians, policy makers, politicians, and ordinary citizens. By working with primary sources, students can become involved in these debates.
2. Primary sources help students develop knowledge, skills, and analytical abilities. By dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. (2002, p. 1)

Unfortunately, there is little current research to investigate the amount of time devoted to the use of primary source documents in history classrooms. Ross (1997) cited a Marker and Mehlinger study from 1992 that found that about half of all social studies teachers depended upon a single textbook, and about 90% of teachers used no more than three texts.

This study was designed to measure the self-reported amount of time spent by teachers using primary source documents in the classroom, the demographics of those teachers, how teacher preparation impacted the use of primary sources, how effective teachers felt the use of primary sources is in the classroom, and how the access to technology effected the use of primary sources in classrooms.

### *Research Questions*

Adler (1991) stated, "There seems to be little doubt that there is a gap between theory, what social studies ought to be, and practice, what happens in many classrooms" (p. 210). This gap between theory and practice is often mentioned in the rhetoric of best practices in the teaching of history. Downey and Levstik (1991) explained this gap as, "...there has been a disturbing lack of attention to what children do know and how they came to learn what they know" (p. 407). Other researchers lamented the lack of knowledge about the status of history and social studies teachers. Eslinger and Superka (1982) stated that social studies teachers were little aware of or were little influenced by the results of educational research. This study of regional history teachers in grades 5-12 was designed to add meaningful insight into these aspects of research in teaching history through answering the following questions:

1. What is the demographic nature of the respondents in this study?
2. Are there associations among gender, level of education, amount of time spent in the profession, the level of students taught, the type of degree or teacher certification, and the perceptions of the participants in the value of using primary source documents?
3. Are there associations among these demographic factors and the reported amount of time spent using primary source documents in the classroom?
4. Are there associations between the perceived amount of time spent in using primary sources in the classroom and the respondents' perceived experience or training?
5. Is there a relationship between the respondents' comfort in using technology and the amount of time dedicated to the use of primary sources?

6. Are there associations among any of the perceived barriers to the implementation of a program using primary source documents, such as the perceived ability level of the students, access to materials, or training in the use of primary source analysis?

This study gathered demographic information about the participants including gender, the type of degree, certification, or licensure, the level of students taught in class, the amount of time spent using primary source materials in classroom instruction, the self-reported comfort level of participants in using technology, the amount of teaching experience, and the educational level of the participants.

#### *Significance of the Study*

This study was designed to determine the perceptions of classroom teachers concerning the effectiveness of using primary sources in teaching history. The findings might prove useful in providing information concerning the amount of classroom instructional time spent in using primary sources, developing professional development workshops for teachers in implementing primary sources into classroom instruction, and may provide an indication for changes in teacher preparation in the social studies. Teacher preparation programs might also find this information useful in developing programs of professional development for area teachers.

#### *Limitations*

This study was limited to history teachers in five East Tennessee counties, Hamblen, Jefferson, Cocke, Grainger, and Hawkins, in grades 5-12 during the spring semester of 2005.

The results of this study are limited by the degree to which the respondents were candid in their answers to the instrument.

### *Definition of Terms*

1. *Primary sources*, as used in this study, refers to the use of documents, artifacts, photographs, and other items that are used by historians to develop historical understanding of the past. Johnson (2003) defined a primary source as "Firsthand evidence of historical events or periods" (p. 13).

2. *Perception of Value*, as used in this study, is the importance or regard that the respondent holds for a particular concept. In this study, value is used to indicate the positive assumption that using a particular instructional method is preferable to failing to use that particular method or materials.

3. *Social Studies*, as used in this study, is the related fields of civics or government, geography, and history. In the analysis of the demographic data, history is considered separately.

### *Overview of the Study*

Chapter 1 contains an introduction, purpose of study, research questions, significance of the study, limitations, definitions of terms, and the overview of the study. Chapter 2 is the literature review and Chapter 3 describes the methodology. Analysis of data and the presentation of tables will be included in Chapter 4 while Chapter 5 presents the summary, conclusion, implications, and recommendations upon completion of the study.

## CHAPTER 2

### LITERATURE REVIEW

#### *The History of Social Studies in Public Education*

Public education in the United States is often traced to the passage of the Old Deluder Satan Act in 1647, which required students to learn to read the Bible in order to avoid the possible evil influences of Satan in their lives. Carpenter stated, "It is virtually impossible to find a U.S. civics or government textbook that does not cite Thomas Jefferson's faith in a well-educated citizenry as the great defense against tyranny." (2004, p. 140) Jefferson's ideas for producing a well-educated citizenry included thoughts on those topics that were necessary for a person to be considered educated. Carpenter summarized Jefferson's beliefs about the content of an education worthy of citizens for a new republic when he stated, "The content areas that Jefferson emphasized would today fall under the umbrella of social studies" (p. 141). This distinction is important because of the relative newness of the term "social studies" which was not formally organized as an umbrella of school topics until near the twentieth century.

In 1892 the Committee of Ten met to identify the goals or aims for a quality high school education. Pulliam and Van Patten (2003) stated that the relatively new National Education Association appointed this committee to "examine the high school curriculum and to make recommendations about methods, standards, and programs" (p. 165). Pulliam listed the members of the Committee of Ten as Commissioner W.T. Harris, Harvard's President Charles W. Eliot, four other college presidents, two headmasters, one professor, and one high school administrator. The aims in teaching history that were recommended by the Committee were:

1. A primary aim of instruction in American history should be to develop a vivid conception of American nationality, a strong and intelligent patriotism and a keen sense

of the responsibility of every citizen of the national efficiency. It is only on the basis of national solidarity, national efficiency (economic, social, political), and national patriotism that this or any other nation can expect to perform its proper function in the family of nations.

2. One of the conscious purposes of instruction in the history of nations other than our own should be the cultivation of a sympathetic understanding of such nations and their peoples, of an intelligent appreciation of their contributions to civilization, and of a just attitude toward them. (Wells, 1971, p. 39)

These aims, along with the development of a sequence of coursework, outlined the essential nature of the social studies in American secondary schools. In 1931, the National Council for the Social Studies (NCSS) published its first annual yearbook evaluating the nature and status of the social studies in American public schools.

The curricular aims of the Committee of Ten remained virtually unchallenged in regard to the impact on social studies instruction until the launching of Sputnik in 1957. The United States also began to experience a seeming decline in scores on tests, such as the Scholastic Aptitude Test, and the public anxiety about public education began. Social studies, or the New Social Studies, an inquiry-based model for social studies instruction, was pushed aside in favor of the "effective schools movement" that identified critical factors in schools that had achieved apparent success in spite of adversity in the school or social environment (Solomon, 1998). During this shift in areas of focus, the social studies experienced two radically different attempts for reconstruction. One of these stages was led by the efforts of Thomas Jesse Jones of the Hampton Institute, who attempted to redirect the social studies along practical lines in keeping with the dominant curriculum doctrine of social efficiency. The second line of reform was led by the work of Harold Rugg in the 1920s through the 1940s, who attempted to change the ideological direction of the social studies. He hoped to create a "fused" social studies out of several different individual disciplines and to use these different topics to form a vision of a new America or a "new world" (Kliebard, 2002). Siexas (2001) outlined this division in the social

studies among practitioners today when he stated, "The definition of social studies knowledge-- and thus teaching and learning--would be simpler if there were an easy correspondence between school social studies and academic disciplines" (p. 545). In fact, he lamented the division of research review in this particular edition of the *Handbook of Research on Teaching* into a separate chapter for research in history teaching and research on social studies. This division and dissension has perhaps been exacerbated by the development of separate standards for each academic discipline under the umbrella of social studies.

### *Development of National History Standards*

With the educational reforms that began with the publication of *A Nation At Risk* in 1983 and continued with the development of Goals 2000, various organizations attempted to develop national standards for the various academic disciplines. At the University of California in Los Angeles, the National Center of History in the Schools developed a set of standards for history instruction with guidance from the National Council for History Standards. The work of these organizations was published in *The National Standards for History, Basic Edition*, (1996), a collection of the national standards along with a number of suggested lessons to use in teaching the various standards. Although the national standards were very specific about the topics that were to be included in instruction, the grade level for each content area was quite vague. However, one of the main movements in history instruction to come from the development of the standards was the call for more instruction for students using primary source documents in the classroom. In fact, in developing units of instruction in various areas of history, the National Center for History in the Schools stated that the primary instructional materials should be

primary source materials in order to help the students feel connected to the process of learning about historical events. The Center's website stated,

Our teaching units are based on primary sources, taken from government documents, artifacts, journals, diaries, newspapers, magazines, literature, contemporary photographs, paintings, and other art from the period under study. What we hope to achieve using primary source documents in these lessons is to remove the distance that students feel from historical events and to connect them more intimately with the past. In this way we hope to recreate for your students a sense of 'being there,' a sense of seeing history through the eyes of the very people who were making decisions. This will help your students develop historical empathy, to realize that history is not an impersonal process divorced from real people like themselves. At the same time, by analyzing primary sources, students will actually practice the historian's craft, discovering for themselves how to analyze evidence, establish a valid interpretation and construct a coherent narrative in which all the relevant factors play a part. (p. 1)

This emphasis on the development of instruction using primary source documents generated a great deal of work among many national institutions. The Library of Congress soon developed standards by which students could evaluate different types of primary sources, methods for teachers to use primary sources in the classroom, and a collection of primary sources easily accessed via the internet. The National Archives also developed a collection by topic for use by classroom teachers. Unfortunately, this emphasis did not reach the state level. The Tennessee Department of Education developed very specific goals independently of the national standards of the National Center for Teaching History. The state standards also include other areas under the umbrella of the social sciences including geography, economics, governance and civics, culture, and history. These standards are organized in content and levels of student performance using benchmarks. There is little or no mention of various methods to use in reaching the benchmarks or in teaching the content of the standards (Tennessee Curriculum Frameworks, 2004). However, using a combination of the state standards as a guideline for what content to teach and the national standards as examples of the best practices in teaching various

topics, one should develop a repertoire of primary sources for each of the eras outlined in the state standards for history instruction.

### *Constructivism in the History Classroom*

The use of primary sources in encouraging students to develop their own understandings of historical events is arguably rooted in the psychology of constructivism. Grant (1997) contended that, "The constructivist turn evident in cognitive psychology since the 1970s arguably is finding its way into school subject matter teaching and learning." (92) He also stated that analysts were recognizing similar trends in the development of curriculum policy. Foote, Vermette, and Battaglia (2001) stated that an examination of current constructivist practice revealed elements of the progressive philosophy. The aims of the constructivist model are reflected in the emphasis of the National Council for Teachers of Social Studies on the use of primary source documents. Levstik and Barton (2001) stated, "No historical account can be entirely objective; historical knowledge always involves interpretation" (p. 5). This model of using historical methods for developing interpretations follows the ideals of constructivist methods of instruction. Jenkins outlined the basic principles of constructivism as:

1. Learning is an active process.
2. Learning involves understanding concepts and procedures at ever-increasing levels of complexity.
3. Learning is personal and unique to the individual student.
4. Learning must be useful.
5. True learning is based on intrinsic motivation.
6. Evaluation of learning is broad based. (Jenkins, 1996, p.16)

Foote et al. explained that constructivism communicated a definition of learning that placed a greater emphasis on active involvement in creating knowledge. According to Foote, teachers in a constructivist classroom were committed to helping students develop a deeper understanding of

content, critical thinking, constructing and solving problems, and in leaving school prepared to be responsible citizens and lifelong learners.

Constructivism is the basis for inquiry training or the inquiry method of teaching. Joyce et al. described the origin of an inquiry-based teaching model, "Inquiry training originated in a belief in the development of independent learners; its method requires active participation in scientific inquiry" (1992, p. 199). Fosnot (1996) described the role of inquiry and learning in development. She stated,

Learning is not the result of development, learning is development. It requires invention and self-organization on the part of the learner. Thus teachers need to allow learners to raise their own questions, generate their own hypotheses, and test them for viability.  
(p. 29)

Joyce presented the instructional model as one beginning with a puzzling, or *discrepant*, event.

In his discussion of inquiry, Lasley and Matczynski (1997) stated that the use of inquiry training in the schools would better serve the student population. He contended,

American schools are instructionally organized more for the transmission of discrete knowledge than they are for student construction of personal knowledge. The former assumes that knowledge is fixed and that the teacher is the source of that knowledge. Students, as a consequence, work independently to acquire necessary, teacher-defined information. Because of this orientation, students exit the school environment often knowing lots of disconnected facts but not fully understanding what they have acquired.  
(p. 127)

It is because of this orientation in the teacher-directed instruction and the subsequent inability of students to construct knowledge for themselves that Lasley favored inquiry-based learning over the more traditional didactic approaches. In the more didactic approaches, Lasley argued that teachers were completing a majority of the intellectual work. In contrast, inquiry forces the teacher to engage students with material in a way that encourages exploration, discovery, and critical thought (Good & Brophy, 1994). Lasley also listed two inherent advantages of inquiry learning over the didactic approaches. He described inquiry learning as

more motivational because it built on the natural curiosity of students, particularly for students he described as disenfranchised within the classroom. A second advantage listed by Lasley was that student success is based upon the ability to develop good questions, not the right answers. This distinction in measuring success is directly applicable to the challenges faced in history classes in teaching a subject that is as universally thought of as boring. In fact, Watts (1972) quoted Jane Austen's Catherine Morland from *Northanger Abbey* in discussing the teaching of history as stating, "I often think it odd that it should be so dull, for a great deal of it must be invention" (p. 2).

### *Using Primary Sources in History Classrooms*

In recent years the use of primary source documents has received a great deal of attention from a number of agencies concerned with the state of history education. Many advocates point to the nature of history as a primary reason for using historical methods to interpret and form versions of the past. However, earlier scholars advocated the use of the historical method and primary source materials. In the 1931 *NCSS Yearbook*, the author stated, "History should be a discipline in the 'scientific attitude'. The habit of weighing all evidence, of seeing all sides to all questions, of examining all witnesses as to their competency and their accuracy, is an objective that is paramount" (p. 21). In outlining current strategies for teaching social studies, Rogers (1969) quoted Keohane's *The Study and Teaching of American History* (1946) and listed the following reasons for using primary source materials:

1. Its inspirational nature.
2. Its ability to make history 'come alive'.
3. For reinforcing knowledge about important persons, events, laws, institutions, and problems.
4. Gaining firsthand knowledge of significant documents.
5. Developing habits of critical reading and thinking, and

6. Gaining familiarity with some creative ideas in U.S. history through analysis of some classic statements of American social thought. (p. 352)

Clearly, early researchers valued the use of primary source materials in the history classroom in order to enrich the experience of learning history.

Recent researchers also cited many advantages in using primary source materials to engage students in historical interpretations based upon historical methods of analyzing artifacts. Many researchers indicated that the process of using historical methods of inquiry may be a more valuable teaching goal than the finished product of amassed historical knowledge, particularly as shown on standardized test results. According to Downey (1985), "The development of the ability to understand the changing nature of historical interpretation and the uses and misuses of evidence is one of the major contributions school history can make to the education of citizens." (p. 28) In her discussion of the methods and materials used in history instruction, Hertzberg (1985) pointed out three characteristics of effective historical inquiry in history education. The first characteristic, historical interpretation, is advocated by historians to equip students with the necessary tools of inquiry to judge the material they study. A major focus of historical interpretation is the realization that the way people look at the past and past events can and does change based on new evidence. The second characteristic deals with the use of primary source materials, or source study. Hertzberg (1985) stated, "Source study is advocated as a way to bring the past vividly alive, to understand how the historian works and how a historical narrative is created, and to develop skills needed in dealing with evidence." (p. 28) Her third characteristic is the close relationship of history to the humanities, which she cited as the source of the link between history and the "curriculum wars" of the late Nineteenth Century.

Another common reason cited by advocates for the use of primary source materials in the classroom is the amount of interest such a study can generate among students of various ages.

Fresch (2004) stated, "The most authentic way to help historical young people become 'real' to our students is to use primary sources whenever possible. Connecting our students with young people in other places and time periods by using primary sources can empower and inspire them" (p. 3). In the preface to her book, *Seeking History: Teaching With Primary Sources in Grades 4-6*, Edinger (2000) stated:

No matter how well written, no textbook can provide the same sense of being there, of realness, that primary sources provide. They help us in our struggles to make sense of the past. Studying these old things, we all act as historians attempting to unite them for ourselves into coherent and sensible stories of the past. Like artists we use these real things to create collages of historical understanding. They help us as nothing else does to begin to understand the past. (p. viii)

According to Barton (2001) the skills needed by students to become directly involved in the analysis and interpretation of history were not limited to the work completed by academic historians. In fact, he pointed out:

...they [historical inquiry skills] are used by those who trace family histories, report the news, design an exhibit in a museum, or create a documentary. We all use these skills when we judge the accuracy and meaning of the evening news, fiction and nonfiction books, museum displays, films, and family recollections. (p. 279)

This active participation through developing interpretations based on research is vital to successfully teaching history with primary sources. Morris (2002) affirmed this idea of the value of the use of primary sources and asserted that students could learn much by consulting primary sources and by using multiple methods to conduct in-depth historical research. Whelan (1997) stated that historical scholarship "entails or encourages" the development of student use of more than one point of view and that this historical analysis may also help them appreciate the central role of interpretation in historical study and the crucial relationship between empathy, tolerance, and the maintenance of democratic institutions. In an earlier publication, Downey (1985) stated that historians had long agreed that students should learn the nature of the work of historians so

that they would be better equipped to judge all materials that they may study. Bamford (1970) had asserted this position by outlining the necessity of inserting work "designed to enable one's pupils to appreciate something of the nature of history and of the historian's craft" (p. 205). He further stated, "They [students] can achieve a deeper understanding of some of their history, and a new dimension may have been added to their studies by their being made to do the job of real historians for a change" (p. 212). Watts (1972) argued that teaching history using methods of historical inquiry would provide great opportunity for students to analyze documents, make logical conclusions, develop awareness of separate issues, and marshal points in constructing arguments for debate.

In discussing this aspect of the use of primary source documents, Shiroma (2000) asked teachers to consider how primary sources were key to reconstructing and interpreting the past. Shiroma stated, "Primary sources enhance the learning process by allowing students to construct their own understandings of people, events, and ideas" (p. 3). In a study of students aged 4-11, Smith and Holden (1994) investigated the use of artifacts in history instruction. "The impetus arose from our joint concerns about the continuing use of inappropriate methods of teaching history in the primary school as highlighted by Her Majesty's Inspectors of Schools (HMI)." In their view, work was "superficial, repetitive, lacking in progression, often involving little more than copying from books with little use of artifacts, documents, or sources of oral history." Faced with this challenge, the researchers demonstrated how teachers could use sound historical methodology combined with inquiry learning. Smith and Holden concluded that the study successfully demonstrated the effective impact of using artifacts as "a stimulus to authentic historical investigation". Ulrich (2003) also cited the effectiveness of using artifacts in history instruction. Ulrich stated, "Object-centered lessons work with learners of all ages. When used

as primary sources, artifacts can transform rather than merely illustrate our understanding of broad historical processes like 'industrialization' or 'the rise of gentility'" (p. 58). The use of artifacts and other primary source documents to enliven and enrich the study of history seems widely accepted. Hertzberg (1985) cited a then recent National Science Foundation report that copies of original documents were used in 23% of classrooms between 10 and 50 days per year. This would seem to indicate some moderate level of use of artifacts and other primary source documents in secondary history classrooms.

Others advocate the use of primary sources in order to make the learning of history more personal or enjoyable. In an article in which he compared good historians to necromancers who could raise the dead, Mayer (1999) replied, "Good historians bring back the dead, get them to talk with one another, and leave us with the yarn. By using primary documents such as diaries, letters, newspaper accounts, and oral interviews, students hear the arguments put forth by historic actors and directly experience the tensions and inner motives which lie at the heart of a given narrative" (p. 67). Other researchers point out the link between the quality of the construction of the narrative and the use of primary source documents in developing student understanding of historical events and eras. In an earlier article, Mayer (1998) traced the impact of the national inquiry movement of the early 1970s in transforming students from rote memorization of facts into fledgling historians. He stated that by careful selection of primary documents, the teacher could impart human elements of historic elements and teach students a method of historical inquiry that has usefulness beyond the field of historical research. He also cited a McKeown and Beck study in the suggestion, "History needs to be presented to students as a simple coherent narrative so they can discern a 'casual chain of events!'" (p. 98) Levstik (1986) argued that young people would be more excited to study history as presented as a novel due to the

“humanizing details,” including aspects of daily life and emotions. She also concluded that the conflict within historical novels generally revolved around moral issues. However, despite the positive interest generated by the presentation of history in narrative form, Levstik observed that students did not question the veracity of these presentations of history in fictional narratives. Levstik and Barton (2001) cited an anecdotal example of a student named Jennifer who, after reading a collection of novels about witchcraft in the early American colonies, determined that her textbooks told “nothing interesting about the Puritans.” (p. 107) The authors used this observation to argue that narrative was a more powerful influence on Jennifer's historical thinking than her textbook. The authors also stated that the use of narratives helps readers to shape and interpret lives and events from the past while placing the stories within the context of a particular culture. They also asserted that a major part of the appeal of these narratives was the presence of a moral. They contended that this was due to the available schema that students use for the understanding of history. This human behavior schema uses the premise that morality or the essence of fair play is a central concern for students and allows them to place historical conflict and events into a particular context. In a dissertation concerning the use of primary source documents in the teaching of issues of slavery, Mims (2002) quoted Primo Levi, an Italian chemist who wrote of the Holocaust concerning the importance of infusing history instruction with the connections with people from the past:

Our inability to perceive the experience of others: applies to the present no less than to the past. It is for this reason that the study of history is so crucial to our present day and age, when issues of diversity dominate the national agenda. Coming to know others, whether they live on the other side of the track or the other side of the millennium, requires the education of our sensibilities. This is what history, when taught well, gives students practice in doing. (p. 21)

This use of narrative coincides with the use of primary source documents through its attempts to make the teaching and learning of history "person-centered." The ability of students

to interpret source materials and to make conclusions about the lives of the people whose artifacts are under study is linked to the students' abilities to relate with the person in that era. The ability to project, or to feel empathy for these historical figures, is paramount to this approach to teaching history (Mims, 2002). Yeager and Foster (2001) described the development of historical empathy as an active process that requires students to use the historical method to analyze human action, understand the context and chronology, analyze a variety of historical evidence and various interpretations, and construct a narrative framework to reach conclusions about the past. Mims (2002) cited a 2001 publication from Riley where she pointed out the need to use primary sources to connect with students concerning the Holocaust when she stated that "...the stark statistic of six million killed in the Holocaust does not truly provide a learning connection with the real men and women, and children, or a percipient study of the Holocaust" (p. 37). She asserted that students needed to be exposed to historical evidence in order to form their own interpretations of the enormity of the atrocities committed in the Holocaust.

#### *Alternative Viewpoints to the Use of Primary Sources*

Of course, there are detractors to this form of teaching history, particularly in the politically charged climate that exists today. Wilson (2001) quoted a statement issued by political commentator Rush Limbaugh in speaking to his audience, in which he told his audience that the new standards for teaching history and historical interpretation were "a bunch of p.c. [political correctness] crap" and he further explained:

History is real simple. You know what history is? It's what happened...The problem you get into is when guys like this try to skew history by [saying], 'Well, let's interpret what happened because maybe we can't find the truth in the facts, or at least we don't like the truth as it's presented. So let's change the interpretation a little bit so that it will be the

way we wished it were.’ Well, that's not what history is. History is what happened, and history ought to be nothing more than the quest to find out what happened. (p. 528)

This is the popular belief about history, and it stands in direct contrast to the national standards for history instruction, which would attempt to teach history from multiple perspectives.

Earlier authors also lamented the impact of historical narrative and interpretation in connecting the present with images of the past. Watts (1972) listed the concerns of Mark Twain in the impact of novels, particularly *Ivanhoe*, in shaping the character of half of the nation in an unfavorable manner. In his characteristic wry fashion, Twain pointed out his concerns with the power of interpretation, and particularly fictional narrative, in shaping the behavior and cultural norms of men. In *Life on the Mississippi*, Twain stated that *Ivanhoe* was among the books commonly found on Southern bookshelves before he characterized his interpretation of the book as follows:

Then comes Sir Walter Scott with his enchantments, and...sets the world in love with dreams and phantoms...with the silliness and emptinesses, sham grandeurs, sham gauds, and sham chivalries of a brainless and worthless long vanished society. He did measureless harm; more real and lasting harm, perhaps, than any other individual that ever wrote...Sir Walter Scott had so large a hand in making Southern character, as it existed before the war, that he is in great measure responsible for the war...A curious exemplification of the power of a single book for good or harm is shown in the effects wrought by Don Quixote and Ivanhoe. The first swept the world's admiration for the medieval chivalry silliness out of existence; and the other restored it. (p. 3)

This idea, although perhaps written tongue in cheek, illustrates the potential for historical interpretations, particularly in any sort of narrative, to alter or shape the imagery of the past by students.

It is important to note the potential for difficulties in implementing a comprehensive study using primary sources in classrooms. Edinger and Fins (1998) stated that the critical issue is the selection of the appropriate sources. They stated that primary sources must engage the students without being too difficult. Musbach (2001) argued for the use of primary sources in

teaching but also asserted that poorly selected primary sources or the improper implementation of the use of primary sources could have the opposite effect of what the teacher intended in attempting to encourage inquiry by the child. Schneider (1969) pointed out potential problems for using source study in that students would be discontented by finding that there was not one “correct answer” to an inquiry question. However, he advocated that the teacher of a source study classroom should connect this inquiry problem with problems from the students' own lives, which may not have just one possible answer. In this manner, the students would learn to evaluate choices. This coincides with the assertion, "...schools encourage pupils to become independent thinkers and give them the tools with which to think." (Clark, p. 6, 1973).

### *The Impact of Teacher Preparation*

The degree of success of any educational proposal will ultimately be determined by the level of quality implementation by teachers in the classroom. Without motivated and qualified teachers, efforts to implement curriculum reform will be stymied by resistance or inactivity in the classroom. Perhaps the greatest obstacle to a renewed emphasis and vitalization of the social studies is the lack of preparation on the part of teachers in the classroom (Martorella, 1976). Research points to a number of causes for this potential lack of preparation of teachers in the social studies, particularly history. This lack of preparation dates back several decades and continues to be prevalent in research conducted today concerning teacher quality and preparation. A Research Triangle Institute (RTI) report from 1978 reported that 95% of elementary teachers felt "adequately or very well qualified" to teach reading and math, whereas only 39% considered themselves "very well qualified" to teach social studies. This report also concluded that social studies teachers were little aware of or influenced by the results of

educational research (Eslinger & Superka, 1982, p. 52). Davis (2001) explained the problem as a matter of presentation. He explained that most practicing history teachers, as well as those who were recently prepared, have little personal or direct experience with historical thinking tasks. Although he admitted the evidence was thin, he reported that some teachers claimed that they never engaged in such tasks in all of their history coursework and felt that their efforts to think historically would be weak.

At the elementary school level, the problem of stressing quality social studies instruction is often exacerbated by the level of significance attached to this subject out of the many other subjects that are often taught by the same teacher. Many teachers in grades K-6 indicated that social studies was less important than other subjects and that there was a lack of planning time as reasons for the lack of emphasis on the subject in their classrooms (Morrissett, 1982). Other research indicated that history as a subject in primary and elementary schools "...was at a low ebb" (Connelly, 1994). A major concern for history, particularly in the elementary school, is the focus on literacy and mathematics and the use of social studies as a "literacy vehicle" to promote literacy instruction (Levstik, 2002). Vanfossen and Shiveley (1997) explained that elementary teachers indicated a lack of confidence and an inappropriate background in experimenting with different teaching strategies. Other researchers indicated that elementary teachers felt that students had achieved an inadequate level of cognitive development and had a limited background knowledge which prevented elementary students from understanding history and social studies (Barton, McCully, & Marks, 2004). In a study conducted with teachers in Northern Ireland and in the United States, Barton et al. concluded that teachers had a more fulfilling preparation and professional development program when it engaged teachers in the

types of reflective, inquiry-oriented learning that they were expected to engage in within their own classrooms.

Elementary teachers are not the only teachers who appear to struggle with teaching history through historical methods of interpretation. During the past decade, much attention has been given to the reform of the teaching of social studies that centered on the use of historical interpretation. However, according to Barton and Levstik (2003), "Many experienced teachers remain unfazed by these concerns, and many new teachers have no intention of giving their students the chance to analyze sources or develop interpretations." (p. 358) Most teachers prefer to require the students to read textbook chapters, listen to lectures, and regurgitate this information on tests or in essays. On most occasions that teachers do engage in some type of inquiry-based activity, it still does not focus on the nature of historical research. Unfortunately, some studies indicate that if the teacher is well-trained in the process of constructing historical knowledge and is familiar with relevant teaching methods, he or she still may fail to incorporate these methods into classroom instruction (Barton & Levstik, p.358-9). As quoted earlier, "There seems to be little doubt that there is a gap between theory, what social studies ought to be, and practice, what happens in many classrooms" (Adler, 1991, p. 210).

A common public conception of the image of the staid and relentlessly boring history class abounds in popular media. School history actually has a seemingly universal reputation for its boring recitation of facts, dates, and naming individuals from particular historical events (Wilson, 2001). According to Cuban (1991), "...the most common pattern employed by the vast majority of social studies teachers is that of teacher-centered instruction" (p. 204). He also stated that the most common occurrences of hybrid teacher/student centered education exist within elementary school classrooms. Others lamented the common perception of history and social

studies as one of the least popular of school subjects, and the responsibility is primarily in the choice and use of teaching methods and materials that destroy student curiosity (Downey & Levstik, 1991). Hertzberg (1985) asserted, "Neither the recitation nor the lecture has been popular with social studies reformers for well over half a century, yet the methods flourish."

(34) She attributed the reliance on the lecture to a number of factors, including its ease in allowing teachers to "quickly cover" the material outlined within textbooks while also providing a common knowledge base for the entire class. Students also seem to report that these findings are consistently true. Wilson (2001) cited a number of studies that showed that 97% of students surveyed reported spending some time in a whole class lecture and 89% used the textbook weekly. Wilson argued that this demonstrated a lack of intellectual engagement and quoted a Goodlad study that stated, "...students consistently ranked social studies as less important than mathematics, English, vocational or career education, and science. Students also consistently reported social studies to be less likeable than art, physical education, mathematics, and English." (p. 530) In his book, *The Learning of History*, Watts (1972) discussed the discrepancy between the apathy of students for history in school and the mass media's love for historical stories in books, movies, and television. He asserted:

Here then is perhaps the paradox. History is a subject which is perhaps, after sport, the most important ingredient of international mass communications; which is capable not only of exciting millions by its colour, romance, drama and narrative power, but also of stimulating lively interest in more extended documentary treatment. And yet, many of its practitioners cannot find a theory which encompasses this interest, are of a mind to confine the subject to a learned minority, are not sure which bits of it can be safely taught to young children, or indeed whether young children are intellectually capable of appreciating it at all. (p. 15)

There also seemed to be a discrepancy in the attitudes of history teachers based upon the preparatory programs that the teachers completed to achieve certification. Non-history majors tended to view history and its teaching as more likely to be "arcane, musty, and dull" (Wilson,

2001). Unfortunately, this lack of interest may extend to many in the profession who have history majors. Eslinger and Superka (1982) reported, "fewer social studies teachers belong to their professional organization than do teachers of other subject areas." They also related the surprising statistic that less than 20% of school district supervisors who are responsible for coordinating the district's social studies program belonged to the National Council for the Social Studies.

### *The Influence of History Textbooks*

Many researchers considered the quality of history textbooks to be a major contributing factor in the inability of teachers to secure quality materials for classroom use to enliven and enrich their history instruction. Downey and Levstik (1991) lamented the lack of empirical evidence concerning assumptions about the best practices for teaching history, particularly noting, "...textbooks have a dominant influence in history instruction." (p. 407) The Thomas B. Fordham Institute recently (2004) evaluated six popular American history textbooks on many criteria, including accuracy, organization, lack of bias, literary quality, and the use of primary sources. In its summary report, *A Consumer's Guide to High School Textbooks*, the authors concluded that the present system of statewide textbook purchasing has warped textbook production to such an extent that it should be abolished. In its report, none of the textbook series received a score higher than a C+ (Ravitch, 2004). Tracy (2003) cited the Ravitch study as well as a study of world history textbooks by Sewall in 2004 that particularly lamented the inability of current textbooks to provide any sort of narrative and, therefore, created a text with little appeal for reading. Hertzberg (1985) attributed the low quality of textbooks to the fact that, "...they are regarded as non-books from a professional viewpoint." (p. 38)

### *Teacher Preparation Programs for History Teachers*

Some researchers placed some of the responsibility for developing classrooms that focused on inquiry methods of history research on the doorstep of the college teacher education programs that prepared history teachers. Keller (1985) reported that history departments did little beyond introductory survey courses to help prospective teachers "integrate the fragments of their history coursework into a meaningful whole." History teachers who graduate from programs with a greater amount of core coursework in history are philosophically better prepared to teach history using methods of historical research (Shedd, 2000). Cuban (1991) insisted that the impact of the teacher's knowledge of social studies, particularly the discipline in which the teacher was originally trained, directly impacted the daily instructional choices of teachers in the classroom. Recent reform efforts have advocated that teachers develop a greater background in the content area of the discipline that they intend to teach (Downey & Fischer, 2000). In a program piloted by the University of Northern Colorado in 1995, education students are placed in field situations to practice teaching history with students and are mentored and evaluated by faculty who are practitioners of the various disciplines. Downey and Fischer reported that, although it was too soon to empirically evaluate the effectiveness of the program, anecdotal evidence is very encouraging. However, earlier researchers indicated two other problems facing undergraduate programs for teacher education in social studies as declining enrollments and the problem of placing graduates in teaching jobs in the presence of shrinking job market (Mehlinger & Davis, 1981). As stated in the earlier study from Downey and Fischer, "...we must seek to prepare history teachers at every level to think as a practitioner of the discipline and to take advantage of new scholarship to think about history in new ways." (p. 28)

### *The Impact of Technology on the Accessibility of Primary Sources*

The amount of technology available to teachers has increased dramatically over the past several years. Studies cited that between the years 1995-2001, federal expenditures on educational technology increased from \$21 million to \$729 million (Russell, Bebell, O'Dwyer, & O'Connor, 2003). During this time period, the accessibility of primary sources through electronic media has become a tremendous asset for history teachers. With the Library of Congress's National Digital Library project, millions of documents concerning American history are available online. These collections include written documents, photographs, film clips, etc. (Bass & Rosenzweig, 1999; Singleton & Giese, 1999).

Unfortunately, teacher access to these materials may be limited, not by technical problems in accessing the materials, but by the lack of ability to integrate the use of technology into classroom instruction. Although more than 80% of teachers surveyed in a 2003 study reported using a computer at home, a 1999 survey from the U.S. Department of Education cited that only one third of teachers feel comfortable using computers and the internet in classroom instruction. A more startling statement from this study was reported that teachers who have entered the profession in the past five years report themselves as significantly more confident in the use of technology, yet they require their students to use technology significantly less than teachers who have been teaching longer than five years (Russell et al., 2003).

One of the most successful uses of technology in the history and social studies classroom is through inquiry-based learning. In fact, Bass and Rosenzweig, (1999) reported, "...teachers report that inquiry activities with digital materials have been effective at levels of the K-12 curriculum" (p. 46). They attributed this success of inquiry learning to three key factors, the greatly enhanced access to primary sources that CD-ROMS and the internet make possible, the

multimedia character of the sources available online, and the fact that the digitization of documents allows students to examine them with electronic tools which facilitates the inquiry process. Shiroma (2000) asserted that the use of the internet to develop inquiry-based learning experiences for students was a necessary aspect of social studies education since it challenged students "...to process information and comprehend their complex world." (p. 3)

Despite the promise of immediate access to millions of images from various historic time periods, some researchers caution that the current technology is not a "magic bullet" for engaging students in authentic history tasks. Staley (2000) differentiated between advocates for technology who wanted to use primary source documents in order to engage students in the interpretation of historical materials and the construction of a personal narrative of history and those advocates who see the use of multimedia resources as a means of "grabbing the attention" of students in order to get to the "real work" contained in the textbooks. He proclaimed that this use of multimedia sources to make the subject "come to life" just to make the text more acceptable and interesting to students "...is a dangerous fallacy" (p. 7). He asserted that the use of technology should be to immerse students in the actual work of historians in completing a disciplined inquiry of themes of historical eras. Other researchers caution about the risk of so called "junk sites" on the internet, which may provide biased information or skewed commentary on the sources presented. The Instruction and Research Services Committee of the American Library Association caution that "...with the proliferation of electronic sources from a wide variety of web site producers, evaluation is more important than ever before" (Lincove et. al., 2003, p. 6). This may serve a purpose in the history classroom however, because a skill traditionally taught in history courses is the critical evaluation of sources which has become even more important in the on-line age (Bass & Rosenzweig, 1999).

### *Summary*

In recent years, advocates for reform in the teaching of history have called for the use of more methods of the historian in the classroom. The use of primary source documents has a long history in social studies education and has experienced periods of revival through various educational reforms.

From the beginnings of public education in America, the history of the United States and the world has been deemed important in preparing citizens to participate in a democratic system of government. With the recommendations of the Committee of Ten in 1892, history education was recognized as a necessary component of a quality education. With an increasing public concern in the quality of education and the growing influence of constructivist ideologies, a resurgence of inquiry-based activities in history was experienced in the New Social Studies movement of the 1970s. Unfortunately, denounced by critics for its lack of improvement in student test scores, this inquiry-based model for instruction failed to survive. Over the next decades, students failed to make significant progress in history or social studies scores as reported by the National Assessment of Educational Progress (NAEP) and efforts began to form national standards for history instruction. These standards include the use of primary source materials in developing students' abilities to interpret historical data. This generated controversy between advocates of an inquiry-based history classroom that allowed students to develop interpretations of historical events and proponents of a fact-based history classroom that taught history the way it happened.

Obstacles other than philosophical differences limited the effectiveness of the implementation of the new standards. Due to a lack of experience with using primary sources in

this type of interpretative activity, many teachers either attempted to use primary sources and failed to be successful or refused to incorporate such activities into their classrooms.

Unfortunately, few empirical studies exist to identify the valuable activities of history teachers, and little consensus has been achieved on the nature of quality instruction. Teachers of history, perhaps more than of any other subject, rely heavily on textbooks to drive instructional practices within the classroom and as a primary resource for daily instruction. This reliance on the textbook as the primary guiding force for instruction, combined with the use of lecture as the main means of instruction has given history the popular perception of one of school's most boring subjects.

Perhaps history instruction can be reinvigorated through the accessibility of multimedia primary sources in a variety of online archives. The variety of sources available allows teachers to expose students to a plethora of materials that students may investigate in order to form a personal narrative of history. Unfortunately, as with all innovations, technological resources may be misused and, particularly with the internet, sources of information must be critically evaluated.

Despite the thin amount of empirical research on the topic, many experts use anecdotal evidence to point to the necessity of integrating the use of primary source materials into classroom instruction. Previous studies indicated that this use of primary source documents in history classes engaged students in learning, provided a more meaningful educational experience, and met the primary goal of social studies education in producing a rational citizenry. This study was conducted to find out how teachers perceive the use of primary source documents.

## CHAPTER 3

### RESEARCH METHODS

This chapter includes a description of the study design, rationale, selection of the intact group or population, a description of the data collection procedures and analysis, and the hypotheses.

#### *Description of the Study*

Over the past several years, there has been much written concerning the necessity of using primary source documents in the history classroom in order to engage students in the interpretive work of a historian. Studies of the benefits of this approach, although primarily anecdotal, indicate that this is a better approach to teaching history than the traditional format of most history courses. However, as with any type of educational reform, it is teachers in the classroom who are most responsible for implementing reform programs and the success or failure of any innovation depends upon the perceptions of the classroom teacher in choosing to accept and integrate the new approach into his or her teaching. This research project measured the perceptions of history teachers in grades 5-12 of the value of using primary source documents in instruction. This study attempted to evaluate the perceived value of using primary source documents while attempting to identify possible barriers to the implementation of a program using primary source documents.

The possible perceived barriers identified in the literature are a lack of experience or training, ability level of students, comfort levels with using technology, knowledge of professional standards, and access to materials.

## *Procedures*

The procedures that were used in this study were as follows:

1. In the absence of a relevant instrument to identify perceived value of the use of primary source documents or to identify possible barriers to the implementation of a program using primary source documents, I developed the instrumentation. This instrumentation is a survey and was used to collect data to determine the perceived value of the use of primary source documents and the potential barriers to use of these materials. The literature was searched for potential barriers to implementation as well as for the rationale for the use of these materials in lieu of traditional classroom materials.
2. An item pool of statements concerning primary source documents and technology was developed using the literature. A survey instrument containing 44 items with a Likert scale response and four free response questions was developed from the item pool of statements. These statements were sub-grouped into five barrier subscales and one subscale for perception of the overall value of the use of primary sources.
3. A focus group of potential survey candidates was conducted with shared feedback for the researcher. The respondents for the focus group were not randomly selected but were educators who taught history within the systems identified for the study in Hamblen, Cocke, Jefferson, Grainger, and Hawkins County. All educators teach history at the level identified within the study. The data from the focus group were used to identify potential weaknesses within the development of the instrumentation, and changes were made.
4. Before the research proposal was submitted for approval from the Institutional Review Board of East Tennessee State University, a pilot test of the survey instrument was conducted with 14 respondents. The respondents for the pilot test were selected from a list of the potential

candidates for the survey in the two counties of the five county area. These data were used to calculate measures of reliability. Calculations were performed using the *Statistical Package for the Social Sciences, Version 10.0*.

5. Survey items and barriers were modified or deleted based upon the results of the analysis of the pilot study. The survey, in its final form, was submitted for its final approval.

6. I submitted surveys to all members of the study population in a convenience sampling technique. This technique, although sometimes unreliable in generalizing data, provided an overview of the perceptions of the selected population which may be generalized with limitations or provide an impetus for further study. Because the respondents to the mailed survey were asked to return the surveys voluntarily, this study, regardless of the nature of the selection of potential respondents, no longer constituted a random sample (Hinkle, Wiersma, & Jurs, 1998, p. 180).

7. A copy of the survey and an explanatory letter was sent to the sample members along with a self-addressed, stamped, return envelope (copies of the letter and survey are included in Appendices A and B, respectively).

8. After two weeks, follow-up letters, survey forms, and a stamped, preaddressed envelope were sent to non-respondents.

9. Data were entered into *SPSS/Version 10.0* by hand. *SPSS/Version 10.0* was used for statistical analysis of the data. The hypotheses were then tested and the findings were analyzed.

### *Selection of Population*

The data for this study were collected from surveys returned from teachers who teach history in public schools in the East Tennessee Lakeway Area counties of Hamblen, Hawkins,

Jefferson, Cocke, and Grainger. The directors of each school system were contacted with a letter requesting permission to contact these individual teachers at their schools with a survey. These teachers were full-time faculty teaching history during the 2004-2005 academic school year. The analyzed data did not include the surveys collected from the respondents to the pilot test.

### *Measurement of Variables*

The survey consisted of 44 written survey statements using a Likert--type scale of "Strongly Agree", "Agree", "Unsure", "Disagree", and "Strongly Disagree". There were also four free-response questions which allowed respondents to expand upon their feelings concerning the value of the use of primary source documents in teaching history. This mixed-methods approach using qualitative research methods with the open-ended questions allowed me to triangulate data sources and provided insight into the information gleaned from the quantitative analysis of the data (Creswell, 2003, p. 15-16). Bogdan and Biklen (1998) cited a study from Miles and Huberman that stated, "Qualitative data can be used to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same subjects or site" (p. 37). These questions were analyzed using modified analytic induction by using the responses to the open-ended questions to develop a description of the phenomena of the use of primary sources in schools.

The survey contained a demographic section as well as the section of statements concerning the use of primary sources and open-ended response questions. The survey also contained an area for free response if the respondent desired to include any other thoughts about the topic. A copy of the survey is contained in Appendix A.

Face validity of the instrument was established by a review of the instrument by Dr. Julia Price, adjunct faculty member of East Tennessee State University; faculty members on my doctoral committee from East Tennessee State University, and through review and analysis by a focus group.

Reliability was established by using the pilot test data set. This was calculated using Cronbach's alpha with the pilot test response data. The instrument used in both the pilot study and the survey are contained in Appendix A. As a check, the entire response set from the population surveyed was also used to test reliability for the identified barrier subgroups.

The following subscales were evaluated using the pilot test:

1. Overall Value of the Use of Primary Sources --This subscale was composed of statements that indicated the perception among teachers that primary source documents are useful in classroom instruction as tools of inquiry. Statements 2, 4, 8, 11, 18, 27, 30, 35, 40, 43, and 44 make up this subscale.
2. Lack of Experience or Relevant Training --This subscale was composed of statements that indicated a perception among teachers that their personal lack of training or experience limits or inhibits their willingness or ability to integrate primary source documents into their own classroom. Statements 9, 10, 12, 23, 25, 28, 29, and 44 make up this subscale.
3. Ability Level of Students--This subscale was composed of statements that indicated a perception among teachers that students are incapable of evaluating primary source documents and obtaining necessary instruction from the experience. Statements 13 and 26 make up this subscale.

4. Comfort Level of Using Technology--This subscale was composed of statements that indicated the teacher's access to, and comfort in operating, technology, primarily computers for instructional purposes. Statements 15, 19, 20, and 37 make up this subscale.

5. Access to Materials--This subscale was composed of statements that indicated the perception of teachers concerning the availability of resources for use in history instruction. Statements 3, 17, and 33 make up this subscale.

The alpha coefficients for these subgroups were calculated following the pilot study and any necessary modifications or deletions in the instrumentation were implemented before submission of the document to the Institutional Review Board for approval. Below is a list of the Cronbach's alpha coefficients for the five subscales from both the pilot test and the entire surveyed population.

1. Overall Value of the Use of Primary Sources alpha = .8113; Standardized item alpha = .7459.
2. Lack of Experience or Relevant Training alpha = .7429; Standardized item alpha = .8220.
3. Ability Level of Students alpha = .7962; Standardized item alpha = .6019.
4. Comfort Level of Using Technology alpha = .8223; Standardized item alpha = .7302.
5. Access to Materials alpha = .7627; Standardized item alpha = .6337.

Based on the pilot test data set, the subscale grouping of statements for Knowledge of Professional Standards was removed from the study's parameters due to its Cronbach's alpha score of -.5173. The statements from that subgroup were maintained for possible individual analysis but were not combined into a single subset for data analysis.

### *Data Analysis*

The level of measurement using the subscales and other statements from the data were treated as ordinal level data and were calculated for the various demographic subgroups by using nonparametric statistical analysis. The demographic data were tested with various hypotheses using Spearman's rho rank correlation to measure the potential for predictability in whether various demographic subgroups were more or less likely to view the use of primary source documents positively. Hypotheses Ho<sub>11</sub>, Ho<sub>12</sub>, Ho<sub>13</sub>, Ho<sub>14</sub>, and Ho<sub>15</sub> used Spearman's rho rank correlation. The researcher also used Chi-Square tests for frequencies to test the relationship between the frequencies of distribution in responses concerning the possible barriers to implementation of a program using primary source documents. The researcher also relied heavily on the Mann-Whitney test or the Kruskal Wallis test for independent groups to compare the median responses between various subgroups in testing the hypotheses. If a relationship of significance was found when using the Kruskal Wallis test, the Bonferroni Method for control of Type I error for all pairwise comparisons was used in the post hoc analysis.

### *Hypotheses*

From the five research questions the following hypotheses were developed and analyzed:

Ho<sub>11</sub>: There is no difference between the perception of the value of primary source documents between males and females.

Ho<sub>12</sub>: There are no differences among the perceptions of value in using primary source documents among participants of different education levels.

Ho<sub>13</sub>: There is no relationship between the perceptions of the value of primary source documents based upon the years of experience of the participants.

Ho1<sub>4</sub>: There is no relationship between the perceptions of the value of the primary source documents based upon the level of students taught by the respondents.

Ho1<sub>5</sub>: There is no relationship between the perceptions of the value of primary source documents based upon the type of degree or teacher licensure held by the respondents.

Ho2<sub>1</sub>: There is no relationship between the reported amount of time spent using primary source documents and level of education.

Ho2<sub>2</sub>: There is no relationship between the reported amount of time spent using primary source documents and the level of students taught.

Ho2<sub>3</sub>: There are no differences between the reported amount of time spent using primary source documents among teachers with different types of degrees or licensure.

Ho3: There is no relationship between the perceived lack of experience or relevant training and the amount of time primary source documents are used in instruction.

Ho4<sub>1</sub>: There is no relationship between the level of comfort reported with using technology and the amount of time reported in using primary source documents in instruction.

Ho4<sub>2</sub>: There is no relationship between the level of comfort reported with using technology and the perception of the accessibility of primary sources for instructional purposes.

Ho5: There is no relationship between the perceived ability level of students and the overall perceived value of the use of primary source documents.

Ho6<sub>1</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the gender of the respondent.

Ho6<sub>2</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the level of students taught by the respondents.

Ho6<sub>3</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the years of experience of the respondents.

Ho6<sub>4</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the educational level of the respondents.

Ho6<sub>5</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the type of degree or licensure held by the respondent.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF DATA

#### *Introduction*

Chapter 4 includes the results and findings obtained from the data gathered in this study. Chapter 3 stated the hypotheses which were tested to determine the perceived barriers to the implementation of the use of primary source documents in the Lakeway area of East Tennessee. Statistical procedures were also related in Chapter 3. Those processes are clarified in this chapter.

The data collected for this study were obtained from 114 surveys received out of the 218 sent to all social studies teachers in grades 5-12 in the identified five county area. The survey, which was developed by the researcher, consisted of 44 statements. The statements dealt with educator attitudes toward the use of primary source documents in history instruction. The survey also contained a demographic section that gathered data on respondents' gender, job classification, total years of teaching experience, highest educational level attained, and type of teaching degree or licensure. In addition, an optional section including four open-response questions was included for qualitative analysis along with a space for additional comments.

#### *Respondents*

Potential respondents were identified by visiting individual school websites, contacting school districts for directory information, and contacting individual schools by telephone. A population of 218 was identified. However, 20 members responded that they were not currently teaching history or social studies and were removed from the population. One hundred fourteen (114) of the 198 educators who actually taught history or social studies and were sent surveys

returned them, resulting in a return rate of 57.58%. Two survey mailings were necessary to accomplish this return rate. The first mailing resulted in a return of 85 surveys. The follow-up mailing resulted in 29 returns for a total of 114.

### *Summary of Descriptive Data*

#### *The Survey Instrument*

A description of the initial construction of the survey instrument including its validation through the pilot study can be found in Chapter 3. As mailed to respondents, the survey was on one sheet of 11 inch x 17 inch paper folded into a pamphlet format. Demographic data, as well as questions concerning the amount of time spent using primary sources in the classroom, attendance to workshops about the use of primary source documents, and membership in the National Council for Teachers of Social Studies (NCTSS) were placed on the first page. The second and third pages contained instructions for completion of the survey and a description of the key. The Likert scale was SA = strongly agree, A = agree, U = unsure, D = disagree, and SD = strongly disagree. The demographic data revealed that the largest group of respondents was female with a total of 67 respondents, or 58.8%; the largest percentage taught middle school (34.2 %) with the self-contained elementary teachers ranking a close second (31.6%); the largest number of respondents (38.6%) had between zero and nine years of teaching experience; the largest percentage of respondents (40.4%) had bachelor's degrees; a majority of respondents (60.5%) have elementary licensure and certification while only 5.3% have both elementary and secondary licensure in history or a related field; and 49.1% report using primary sources in their classes between one and five days each month. Only two respondents from the 114 surveys returned were current or past members of the National Council for Teachers of Social Studies

which is approximately 1.75%. Table 1 illustrates specific frequency data concerning the above demographic data.

Table 1

*Demographic Frequency Data*

<u>Gender</u>	<u>Frequency</u>	<u>Percent</u>
Male	47	41.2
Female	67	58.8
<u>Total</u>	<u>114</u>	<u>100.0</u>

<u>Job Classification</u>	<u>Frequency</u>	<u>Percent</u>
Elementary—Self contained	36	31.6
Elementary—Social Studies Only	10	8.8
Middle School(Grades 6-8)	39	34.2
High School History	16	14.0
High School Social Studies	13	11.4
<u>Total</u>	<u>114</u>	<u>100.0</u>

<u>Years of Experience</u>	<u>Frequency</u>	<u>Percent</u>
0-9 years	44	38.6
10-19 years	34	29.8
20-29 years	23	20.2
30 or more years	13	11.4
<u>Total</u>	<u>114</u>	<u>100.0</u>

Table 1 (continued)

<u>Educational Level Attained</u>	<u>Frequency</u>	<u>Percent</u>
Bachelor's Degree	46	40.4
Master's Degree	43	37.7
Master's Plus	12	10.5
Educational Specialist's	13	11.4
Doctoral Degree	0	0
<u>Total</u>	<u>114</u>	<u>100.0</u>
<u>Type of Certification or License</u>	<u>Frequency</u>	<u>Percent</u>
Elementary Licensure	69	60.5
Secondary History or Social Studies	39	34.2
Both	6	5.3
<u>Total</u>	<u>114</u>	<u>100.0</u>
<u>Time Spent Using Primary Sources</u>	<u>Frequency</u>	<u>Percent</u>
0 days	9	7.9
1-5 days	56	49.1
6-10 days	26	22.8
11-15 days	12	10.5
16-20 days	2	1.8
<u>Total</u>	<u>105</u>	<u>92.1</u>
<u>Incomplete Survey Response</u>	<u>9</u>	<u>7.9*</u>
<u>Total</u>	<u>114</u>	<u>100.0</u>

Indicates surveys on which this question was not answered.

### *Survey Statement Responses*

The survey contained 44 statements concerning the use of primary source documents in teaching history and the barriers to implementing the use of primary source documents in history classes. A sample of the survey is provided in Appendix A. There were 30 positive statements about the use of primary source documents and 14 negative statements. Respondents circled SA for strongly agree, A for agree, U for unsure, D for disagree, and SD for strongly disagree to indicate their level of agreement with the statement. For the purpose of data analysis all statements that contained a negative connotation regarding the use of primary sources or the barriers to implementing the use of primary sources in the classroom were reverse coded. This resulted in a five-point scale for each statement with a higher score indicating stronger agreement with each statement as a positive statement regarding the use of primary source documents. A list of statements that were reverse coded is included in Appendix E. Appendix D, Mean of Survey Statements after Reverse Coding, summarizes the mean scores of statements 1-44 after reverse coding occurred. The higher the mean score, the greater the respondent perceived the value held in that particular statement about the use of primary source documents. A low score indicates that the concept presented is a barrier.

### *Hypothesis Testing*

The Mann-Whitney test for independent samples was used to test for significant relationships between the gender of the respondents and various subscale scores for the barriers to the implementation of the use of primary source documents in the classroom. The Kruskal Wallis test for multiple groups was used to test for significant relationships between the mean barrier subscale scores of the demographic groups based upon their years of experience, level of

education, type of degree or licensure, level of students currently taught, and reported amount of time spent using primary source documents. For each hypothesis the alpha level was set at .05. A full explanation of each hypothesis, as well as the exact statistical procedure used to test it, are included in this chapter. If a significant relationship was found on any of the subscales, the null hypothesis was rejected.

### *Hypothesis Testing Results*

Ho<sub>1</sub>: There is no relationship between the perception of the value of primary source documents among males and females.

The respondents were categorized into two groups based upon their gender. Group 1 consisted of 47 males while Group 2 included 62 females. A Mann-Whitney test for two independent means was used to determine if a significant relationship existed between gender and the subscale group for the perceived value of the use of primary sources. A significant relationship was not found to exist between the grouping based upon gender and the overall perceived value of the use of primary sources. The null hypothesis was retained. Table 2 contains the results of the Mann-Whitney test.

Table 2

*Results of Mann-Whitney Test for Hypothesis 1<sub>1</sub>: Differences in Perceived Value of the Use of Primary Source Documents Between Males and Females*

Gender	Mean Rank	Sum of Ranks
Male	48.38	2274.00
Female	60.02	3721.00

  

Test Statistics	Value
Mann-Whitney U	1146.00
Z	-1.911
Prob.	.056

  

Gender	.184
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P = .056  
N = 109

Ho<sub>12</sub>: There is no relationship between the perceptions of value in using primary source documents among participants of different education levels.

Respondents were divided into four categories. Group 1 (n = 46) included educators who held bachelor's degrees at the time of completing the survey, Group 2 (n = 38) included educators who held master's degrees, Group 3 (n=12) included those who held master's degrees plus an undetermined number of hours, and Group 4 (n = 13) included educators who held educational specialist's degrees at the time this survey was completed. A Kruskal-Wallis test for independent samples was used to determine if a significant relationship existed between the level of education of the participation and the perceived value of the use of primary source documents. Spearman's rho rank correlation was conducted to test the relationship between the level of education of the respondents with the perceived value of the use of primary source documents.

In this case,  $r_s(109) = -.119$  and  $p = .217$ . No significant relationship between the participants' level of education and the perceived value of the use of primary source documents was found.

The null hypothesis was retained. Table 3 provides the data analysis results.

Table 3

*Results of Kruskal-Wallis Test for Hypothesis 1<sub>2</sub>: Relationships between Perceived Value of Primary Source Documents Among Respondents Based on Educational Level*

Educational Level	N	Mean Rank
Bachelor's Degree	46	60.65
Master's Degree	38	49.12
Master's Plus	12	53.08
Educational Specialist	13	53.96

$N^2 = .027$   
 Chi Square = 2.869  
 Df = 3  
 P = .416

Ho<sub>13</sub>: There is no relationship between the perceptions of the value of primary source documents based upon the years of experience of the participants.

Four groups were used for this analysis with each group divided according to the years of experience achieved by the respondent. These groups are: Group 1 = educators with 0-9 years of experience (n = 42), Group 2 = educators with 10-19 years of experience (n = 32), Group 3 = educators with 20-29 years of experience, and Group 4 = educators with 30 or more years of experience. The Kruskal-Wallis test was used to determine if any relationship existed between any of the identified groups and the perceived value of using primary source documents. A

Spearman's rho rank correlation was also used to determine if a significant relationship existed between the identified groups and the perceived value of the use of primary sources. In this case,  $r_s(109) = -.090$  and  $p = .350$ . No significant relationships between any of the groups and the perceived value were found. The null hypothesis was retained. Table 4 shows the results of the Kruskal-Wallis test.

Table 4

*Kruskal-Wallis Test for Hypothesis 1<sub>3</sub>: Relationship Between The Perception of The Value of Primary Source Documents and Years of Teaching Experience*

<u>Years of Teaching Experience</u>	<u>N</u>	<u>Mean Rank</u>
0-9 Years	42	56.89
10-19 Years	32	58.13
20-29 Years	22	50.66
<u>30 or More Years</u>	<u>13</u>	<u>48.54</u>

$N^2 = .013$   
 Chi Square = 1.434  
 Df = 3  
 P = .698

Ho<sub>14</sub>: There is no relationship between the perceptions of the value of the primary source documents based upon the level of students taught by the respondents.

Respondents were divided into five groups, Group 1 = Elementary in a self contained classroom (n = 32), Group 2 = Elementary social studies (n = 10), Group 3 = Middle school (n = 38), Group 4 = High school history (n = 16), and Group 5 = High school social studies (n = 13). A Kruskal-Wallis test for independent samples was used to determine if any significant

relationship existed between the respondents' perceived value of the use of primary source documents and the level of students currently taught by the respondents. A Spearman's rho rank correlation was also used to test the significance of any relationships between the respondents' perceived value of the use of primary source documents and the level of students currently taught by the respondents. In this case,  $r_s(109) = .136$  and  $p = .158$ . Although there was a relatively wide range of difference in the mean ranks of the various groups, no significant relationship was found. The null hypothesis was retained. The data from this test are presented in Table 5.

Table 5

*Kruskal-Wallis Test for Hypothesis 1<sub>4</sub>: Relationship Between the Perception of Value of Primary Source Documents and the Level of Students Taught by the Respondents*

<u>Level of Students Taught</u>	<u>N</u>	<u>Mean Rank</u>
Elementary—Self Contained	32	49.47
Elementary—Social Studies Only	10	42.50
Middle School (Grades 6-8)	38	58.42
High School History	16	72.34
<u>High School Social Studies</u>	<u>13</u>	<u>46.88</u>
$N^2 = .081$		
Chi Square = 8.737		
Df = 4		
<u>P = .068</u>		

Ho<sub>15</sub>: There is no relationship between the perceptions of the value of primary source documents based upon the type of degree or teacher licensure held by the respondents.

Respondents were grouped into three different groups, Group 1—Respondents

with elementary certification, Group 2—Respondents with secondary history or social studies Certification, and Group 3—Respondents with both elementary and secondary certification. 100% of respondents had either elementary certification, secondary history certification, or both. Those respondents who also had an administrative certification or other certification in addition to one of these three categories were grouped according to the presence of elementary certification, secondary certification, or both. Group 1 (n =64) contained a majority of the respondents with Group 3 (n = 6) representing a very small percentage (5.26%) of the total number of respondents. Both the Kruskal-Wallis and Spearman’s rho rank correlation test were used to test for significance of relationships between the type of licensure and the perceived value of using primary source documents. In this case,  $r_s(109) = .122$  and  $p = .206$ . No significant relationships were found, although the small number of respondents in Group 3 (n = 6) may have had the effect of keeping the relationship from being significant. The null hypothesis was retained. Table 6 contains the data from the Kruskal Wallis test.

Table 6

*Results of Kruskal-Wallis Test for Hypothesis 15: Relationship Among the Perceived Values of Primary Source Documents and the Types of Teaching License Held by the Respondent*

<u>Type of License</u>	<u>N</u>	<u>Mean Rank</u>
Elementary	64	51.49
Secondary	39	60.97
<u>Elementary and Secondary</u>	<u>6</u>	<u>53.58</u>

(Table 6 continued)

$N_2 = .020$

Chi Square = 2.212

df = 2

$p = .331$

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Ho<sub>2</sub>: There is no relationship between the reported amount of time spent using primary source documents and level of education.

Respondents were divided into four groups based on the level of education completed. Group 1, respondents with a bachelor's degree, Group 2, respondents with a master's degree, Group 3, respondents with a master's plus hours beyond, and Group 4, respondents with an educational specialist's degree. A Kruskal-Wallis test was used to test for any significant relationships between the amount of time spent using primary source documents and the respondents' level of education. A Spearman's rho rank correlation was conducted to test the relationship between education level and the amount of time spent using primary source documents. In this case,  $r_s(105) = .048$  and  $p = .629$ . No significant relationship was found. The null hypothesis was retained. The data are presented in Table 7.

Table 7

*Results of Kruskal-Wallis Test for Hypothesis 2<sub>1</sub>: There is no Relationship Between Time Spent Using Primary Sources and Level of Education*

<u>Education Level</u>	<u>N</u>	<u>Mean Rank</u>
Bachelor's Degree	44	51.47
Master's Degree	38	53.89
Master's Plus	12	53.46
Educational Specialist	11	55.55
<u>Total</u>	<u>105*</u>	
N <sup>2</sup> = .003		
Chi Square = .270		
Df = 3		
P = .966		

\*Nine of the total 114 respondents did not complete the question concerning the amount of time spent using primary source documents.

Ho<sub>2</sub>: There is no relationship between the reported amount of time spent using primary source documents and the respondents' job classification.

The respondents were divided into five groups based on their job classification. Group 1, respondents who taught elementary students in a self-contained classroom, Group 2, respondents who taught social studies in a departmentalized school, Group 3, respondents who taught social studies in grades 6-8, Group 4, high school history teachers, and Group 5, high school social studies teachers. A Kruskal-Wallis test for independent samples was used to determine if any significant relationship existed between the respondents' job classification and the amount of time reported using primary source documents. A significant relationship was found, but as Bieger and Gerlach (1996) stated, "there are no nonparametric post hoc tests." Instead, a Mann-

Whitney test was used to determine where the significant relationship existed and the nature of the relationship. The greatest mean amount of time spent using primary source documents was reported by high school history teachers while the least mean amount of time spent using primary source documents was reported by high school social studies teachers. However, using the Bonferroni Method for control of Type I errors in all pairwise comparisons, the adjusted  $p = .08$  which is not significant. The null hypothesis is retained. The data are presented in Tables 8 and 9.

Table 8

*Results for Kruskal-Wallis Test for Hypothesis 2<sub>2</sub>: There Is No Relationship Between Time Spent Using Primary Sources and Job Classification*

<u>Job Classification</u>	<u>N</u>	<u>Mean Rank</u>
Elementary—Self Contained	33	53.38
Elementary—Departmentalized	9	48.72
Middle School	37	50.30
High School--History	15	71.63
<u>High School--Social Studies</u>	<u>11</u>	<u>39.05</u>

$N^2 = .097$

Chi-Square = 10.106

Df = 4

P = .039\*

\* $p < .05$  indicating a significant relationship.

Table 9

*Results of Mann-Whitney Test for Hypothesis 2<sub>2</sub>: There is no relationship between amount of time spent using primary sources and job classification*

<u>Job Classification</u>	<u>N</u>	<u>Mean Rank</u>	<u>Sum of Ranks</u>
High School—History	15	16.83	252.50
High School—Social Studies	11	8.95	98.50

Mann-Whitney U = 32.500

Z = -2.767

P = .008\*

\* Not corrected for ties.

\* Indicates a significant relationship.  $p < .05$ .

\*\*Bonferroni Adjusted  $p = .08$  which is not significant.

Ho<sub>23</sub>: There is no relationship between the reported amount of time spent using primary source documents and the type of degree or licensure.

The respondents were grouped into three different groups, Group 1 (n = 64), respondents with elementary licensure, Group 2 (n = 36), respondents with secondary licensure, and Group 3 (n = 5), respondents with both elementary and secondary licensure. A Kruskal-Wallis test for independent samples was used to determine if any significant relationship existed between the respondents' type of teaching certificate or license and the amount of time reported using primary source documents. A Spearman's rho rank correlation was also used to test the significance of the relationship between the amount of time devoted to using primary sources and the respondents' type of teaching certification or licensure. In this case,  $r_s(105) = .103$  and  $p = .297$ . No significant relationships were found between the time spent using primary sources and the type of certification or licensure held by the respondents. The null hypothesis was retained. The data from this test are in Table 10.

Table 10

*Results for the Kruskal-Wallis Test of Hypothesis 2<sub>3</sub>: There is no Relationship Between Time Spent Using Primary Sources and Type of Licensure*

<u>Type of License</u>	<u>N</u>	<u>Mean Rank</u>
Elementary Licensure	64	50.73
Secondary Licensure	36	56.38
<u>Elementary and Secondary</u>	<u>5</u>	<u>57.70</u>
<u>Total</u>	<u>105</u>	
N <sup>2</sup> = .011		
Chi square = 1.101		
Df = 2		
P = .577		

Ho3: There is no relationship between the perceived lack of experience or relevant training and the amount of time primary source documents are used in instruction.

The respondents were grouped into five groups according to the reported amount of time spent using primary source documents in the classroom. The respondents were asked to respond to the following question, “In a typical month of instruction, (20 school days), on how many days would you estimate that your students are exposed to analyzing primary sources?” The five groups, Group 1, respondents who reported 0 days, Group 2, respondents who reported one to five days, Group 3, respondents who reported 6-10 days, Group 4, respondents who reported 11-15 days, and Group 5, respondents who reported 16-20 days, were compared with the subscale for Lack of Experience or Relevant Training to test for a significant relationship between the time spent using primary source documents and the perceived amount of training received in using primary source documents. The Kruskal-Wallis test for independent samples was used to test the relationship and a significant relationship was found. To complete the post hoc analysis, the Mann-Whitney test was used to compare each of the categories to test for significance. A

Spearman's rho rank correlation was also used to test for significance in the relationship and a significant relationship was found. In this case,  $r_s(104) = .290$  and  $p = .003$ . The respondents who reported never using primary source documents in a typical month reported less confidence in the subscale for training received. Interestingly, the Mann-Whitney post hoc analysis revealed that a significant relationship existed between those who reported never using primary source documents and those who were in Group 2, Group 3, and Group 4, but there was no significant relationship between Group 1 and Group 5, those respondents who reported using primary source documents between sixteen and twenty days per month. Perhaps the small number of respondents in Group 5 ( $n = 2$ ) accounted for the lack of a significant relationship. The null hypothesis was rejected. The data from these tests are presented in Tables 11 and 12.

Table 11

*Results of Kruskal-Wallis Test for Hypothesis 3: There is No Relationship Between the Amount of Time Spent Using Primary Source Documents and the Lack of Training Subscale*

<u>Time Spent Using Primary Sources</u>	<u>N</u>	<u>Mean Rank</u>
0 Days	8	25.50
1-5 Days	56	49.93
6-10 Days	26	60.40
11-15 Days	12	65.17
16-20 Days	2	53.75
<u>Total</u>	<u>104</u>	
$N^2 = .104$		
Chi square = 10.758		
Df = 4		
P = .029**		

\*A significant relationship exists,  $p < .05$ .

Table 12

*Results for Mann-Whitney Test for Post Hoc Analysis of Hypothesis 3: There is No Relationship Between the Amount of Time Spent Using Primary Source Documents and the Lack of Training Subscale*

Time	N	Mean Rank	Mann-Whitney U	Z	P	Adj. P
0 Days	8	19.50	120.00	-2.114	.034*	.34
1-5 Days	56	34.36				
0 Days	8	8.56	32.500	-2.912	.002*	.02**
6-10 Days	26	20.25				
0 Days	8	6.13	13.000	-2.708	.005*	.05**
11-15 Days	12	13.42				
0 Days	8	4.81	2.500	-1.441	.178	
16-20 Days	2	8.25				

\* Indicates significance before adjustment using the Bonferroni Method for Control of Type I Error for All Pairwise Comparisons.

\*\*Indicates significance after adjustment using the Bonferroni Method.

Note: p scores are not corrected for ties.

Ho4<sub>1</sub>: There is no relationship between the level of comfort reported with using technology and the amount of time reported in using primary source documents in instruction.

Respondents were divided into five groups, Group 1, respondents who reported never using primary source documents in a typical month of instruction, Group 2, respondents who reported using primary source documents 1 to 5 days in a typical month of instruction, Group 3, respondents who reported using primary source documents 6 to 10 days in a typical month, Group 4, respondents who reported using primary source documents 11 to 15 days in a typical

month, and Group 5, respondents who reported using primary source documents 16 to 20 days in a typical month. The Kruskal-Wallis test was used to test for a significant relationship between the five groups and the mean subscale for Comfort in Using Technology. The Spearman's rho rank correlation was also used to test for significance in the relationship between the five groups and the mean subscale. In this case,  $r_s(102) = .091$  and  $p = .364$ . No significant relationships were found. The null hypothesis was retained. Data are presented in Table 13.

Table 13

*Results for Kruskal-Wallis Test for Hypothesis 4<sub>1</sub>: There is No Relationship Between the Reported Level of Comfort in Using Technology and the Amount of Time Spent Using Primary Source Documents Training Subscale*

<u>Time Spent Using Primary Source Documents</u>	<u>N</u>	<u>Mean Rank</u>
0 Days	8	32.06
1-5 Days	55	54.03
6-10 Days	25	48.06
11-15 Days	12	62.42
16-20 Days	2	37.25

<u>Total</u>	<u>102*</u>	
$N^2 = .063$		
Chi square = 6.362		
Df = 4		
P = .174		

\*Nine respondents did not complete the question concerning the amount of time spent using primary source documents. Three respondents did not complete enough of the statements that make up the barrier subscale for Comfort Level in Using Technology.

Ho4<sub>2</sub>: There is no relationship between the level of comfort reported with using technology and the perception of the accessibility of primary sources for instructional purposes.

The mean barrier subscale score for the level of comfort in using technology was calculated along with the mean barrier subscale score for the perceived accessibility of primary sources for instructional sources. In order to determine if any significant relationship existed between the two subscale scores, Spearman's rho rank correlation was used. In this case,  $r_s(110) = .343$  and  $p = .000$ . The correlation using this statistical analysis was significant at a level of .01. A significant relationship was discovered between the two barrier subscales. The positive nature of the correlation indicates that as the respondents' comfort level with technology increased, so did the perceived ability to access primary source material. The null hypothesis was rejected.

Ho5: There is no relationship between the perceived ability level of students and the overall perceived value of the use of primary source documents.

The mean barrier subscale score for the respondents' answers to the statements concerning the Ability Level of Students and the Overall Perceived Value of Using Primary Source Documents were tested for a significant relationship. Spearman's rho rank correlation was used to test for significance between the two subscales. In this case,  $r_s(108) = .504$  and  $p = .000$ . This indicates a significant relationship at a level of .01. A significant relationship was found showing the higher the mean score of the respondent on the Ability Level of Students subscale, the higher the mean score on the Overall Perceived Value of Using Primary Source Documents. In this population, the perceived value of the ability of students to understand and

use primary sources is a powerful predictor of that individual participant's perceived value of the use of primary sources. The null hypothesis was rejected.

Ho6<sub>1</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the gender of the respondent.

The respondents were grouped into two groups, Group 1—Males, and Group—Females. In hypothesis 1<sub>1</sub>, the relationship between gender and the overall perceived value of the use of primary sources was tested using the Mann-Whitney test. The Mann-Whitney test for two independent samples was used to test the significance of the relationship between gender and four of the mean barrier subscales. A significant relationship was discovered. A significant relationship existed between gender and the perceived Lack of Training or Relevant Experience barrier with females reporting a lower mean score than males concerning confidence in the amount of training or experience in this area. A significant relationship also occurred between gender and the perceived Access to Primary Sources barrier with females again reporting a lower mean score. In this population, females indicated they felt less confident in the amount or quality of relevant training in using primary sources as well as in the access to those sources for classroom use. The null hypothesis is rejected. The data are presented in Table 14.

Table 14

*Results of the Mann-Whitney Test for Hypothesis 6<sub>1</sub>: There is No Relationship Between Gender and The Barriers to Implementation Subscales*

<u>Barrier Subscale</u>	<u>Gender</u>	<u>N</u>	<u>Mean Rank</u>	<u>Sum of Ranks</u>
Lack of Training or Experience	Male	47	65.38	3073.00
	Female	65	50.08	3255.00
Comfort Using Technology	Male	46	55.02	2531.00
	Female	64	55.84	3574.00
Access to Primary Sources	Male	46	65.59	3017.00
	Female	66	50.17	3311.00
Ability Level of Students	Male	47	51.59	2424.50
	Female	66	60.86	4016.50
	<u>Training</u>	<u>Technology</u>	<u>Access</u>	<u>Ability Level</u>
Mann-Whitney U	1110.000	1450.000	1100.000	1296.500
Z	-2.466	-.134	-2.490	-1.551
p	.014*	.893	.013*	.121

Note: The totals for gender in each category may not equal 114 due to insufficient answers to statements within each subgroup.

\*Indicates significance at the .05 level.

Ho<sub>62</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the level of students taught by the respondents.

The respondents were grouped into five groups based upon the reported job classification. Group 1, self contained elementary school, Group 2, departmentalized elementary school, Group 3, middle school, Group 4, high school history, and Group 5, high school social studies. The Kruskal-Wallis test for independent samples was used to test for significant relationships between the four mean barrier subscales and the respondents' job classification. No

significant relationships were discovered. The null hypothesis was retained. The data are presented in Table 15.

Table 15

*Results of the Kruskal-Wallis Test for Hypothesis 6<sub>2</sub>: There is No Relationship Between Job Classification and The Barriers to Implementation Subscales*

<u>Barrier Subscale</u>	<u>Job Classification</u>	<u>N</u>	<u>Mean Rank</u>
Lack of Training or Experience	Elementary Self Contained	34	44.49
	Elementary—Social Studies	10	55.50
	Middle School	39	57.46
	High School—History	16	65.41
	High School—Social Studies	13	71.58
Comfort with Technology	Elementary Self Contained	33	55.95
	Elementary—Social Studies	10	58.20
	Middle School	38	55.58
	High School—History	16	50.66
	High School—Social Studies	13	58.00
Access to Materials	Elementary Self Contained	34	46.68
	Elementary—Social Studies	10	54.95
	Middle School	39	57.46
	High School—History	16	68.38
	High School—Social Studies	13	65.88

Table 15 (continued)

Ability Level of Students	Elementary Self Contained	36	55.51
	Elementary—Social Studies	10	52.90
	Middle School	39	57.69
	High School—History	15	71.97
	High School—Social Studies	13	44.92
	<b>Training</b>	<b>Technology</b>	<b>Access</b>
N <sup>2</sup>	.080	.005	.058
Chi square	8.853	.533	6.485
Df	4	4	4
P	.065	.970	.166
			<b>Ability of Students</b>
			5.628

Ho6<sub>3</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the years of experience of the respondents.

The respondents were grouped into four groups, Group 1, those respondents with 0-9 years of teaching experience, Group 2, respondents with 10-19 years of experience, Group 3, respondents with 20-29 years of experience, and Group 4, respondents with 30 or more years of experience. The Kruskal-Wallis test for independent samples was used to test for significant relationships between the four mean barrier subscales and the respondents' years of experience. No significant relationships were discovered. The null hypothesis was retained. The data are presented in Table 16.

Table 16

*Results of Kruskal-Wallis Test for Hypothesis 6<sub>3</sub>: There is No Relationship Between Years of Experience and The Barriers to Implementation Subscales*

<u>Barrier Subscales</u>	<u>Years of Experience</u>	<u>N</u>	<u>Mean Rank</u>	
Lack of Training or Experience	0-9 Years	43	59.45	
	10-19 Years	33	48.24	
	20-29 Years	23	60.63	
	30 or More Years	13	60.38	
Comfort Using Technology	0-9 Years	42	51.86	
	10-19 Years	33	56.30	
	20-29 Years	22	60.00	
	30 or More Years	13	57.62	
Access to Primary Sources	0-9 Years	43	53.57	
	10-19 Years	34	52.81	
	20-29 Years	22	61.73	
	30 or More Years	13	67.00	
Ability Level of Students	0-9 Years	43	54.08	
	10-19 Years	34	61.38	
	20-29 Years	23	60.41	
	30 or More Years	13	49.15	
	<u>Training</u>	<u>Technology</u>	<u>Access</u>	<u>Ability Level</u>
N <sup>2</sup>	.028	.010	.025	.019
Chi square	3.057	1.076	2.757	2.128
df	3	3	3	3
p	.383	.783	.431	.546

Note: Totals in each category may not equal 114 due to insufficient response.

Ho6<sub>4</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the educational level of the respondents.

The respondents were grouped into four groups based upon the education level of the respondents at the time this survey was completed. Survey participants were grouped into Group 1, respondents with a bachelor's degree, Group 2, respondents with a master's degree, Group 3, respondents with a master's plus a number of hours, and Group 4, educational specialist. There were no respondents with doctoral degrees. The Kruskal-Wallis test was used to test for any significant relationships between the four groups and the four mean barrier subscales to the implementation of primary sources in classroom instruction. A significant relationship was discovered. The Mann-Whitney test was used for post hoc analysis to determine which groups had a significant relationship with any of the mean barrier subgroups. The Mann-Whitney test revealed that the significant relationship was between those respondents with bachelor's degrees, those with master's plus a number of hours, and the Comfort Level Using Technology mean subscale barrier. For this population, those respondents with master's plus degrees had a higher than average mean. This indicated that the respondents with master's plus degrees had a greater comfort level with using technology than those respondents with other levels of education. There were no other significant relationships between the other mean barrier subscales and the respondents' level of education. The null hypothesis was rejected. The data are presented in Tables 17 and 18.

Table 17

*Results of Kruskal-Wallis Test for Hypothesis 6<sub>4</sub>: There is No Relationship Between Level of Education and The Barriers to Implementation Subscales*

<u>Barrier Subgroup</u>	<u>Education Level</u>	<u>N</u>	<u>Mean Rank</u>	
Lack of Training or Experience	Bachelor's Degree	45	54.93	
	Master's Degree	42	57.20	
	Master's Plus Degree	12	71.75	
	Educational Specialist	13	45.58	
Comfort Using Technology	Bachelor's Degree	44	52.73	
	Master's Degree	41	53.98	
	Master's Plus	12	79.33	
	Educational Specialist	13	47.69	
Access to Primary Sources	Bachelor's Degree	44	56.73	
	Master's Degree	43	53.83	
	Master's Plus	12	68.50	
	Educational Specialist	13	53.50	
Ability Level of Students	Bachelor's Degree	46	61.15	
	Master's Degree	42	53.71	
	Master's Plus	12	52.04	
	Educational Specialist	13	53.50	
	<u>Training</u>	<u>Technology</u>	<u>Access</u>	<u>Ability</u>
N <sup>2</sup>	.038	.073	.019	.014
Chi square	4.255	7.994	2.073	1.574
df	3	3	3	3
p	.235	.046*	.557	.665

\*Indicates significance at the .05 level.

Table 18

*Results of Mann-Whitney Post Hoc Analysis of Hypothesis 6<sub>4</sub>: There is No Relationship Between Level of Education and The Barriers to Implementation Subscales*

Education Level	N	Mean Rank	U	Z	p	Adj. p
Master's Plus	12	38.33	146.000	-2.366	.018*	.108
Bachelor's Degree	44	25.82				
Master's Plus	12	37.08	125.000	-2.594	.009*	.054
Master's Degree	41	24.05				
Master's Plus	12	16.92	31.000	-2.584	.010*	.06
Educational Specialist <sup>13</sup>		9.38				

\*Indicates significance before using Bonferroni Method for Control of Type I Error for All Pairwise Comparisons.

Ho6<sub>5</sub>: There is no relationship between the identified barriers to implementing the use of primary source documents based upon the type of degree or licensure held by the respondent.

Respondents were grouped into three groups, Group 1, respondents with elementary licensure, Group 2, respondents with secondary licensure, and Group 3, respondents with both elementary and secondary licensure. The Kruskal-Wallis test for independent samples was used to test for any significant relationships between these groups and the four barrier subscales. Significant relationships were found between two of the groups and the subscale for Lack of Training or Relevant Experience and Access to Primary Source Materials. The Mann-Whitney test was used for post hoc analysis. There was no significant relationships found with Group 3, those with both elementary and secondary certification, although perhaps the sample size (n = 6) was too small to indicate any discernible significance. In both barrier subscales, Lack of Training or Relevant Experience and Access to Primary Source Materials, those respondents in Group 2, the respondents with secondary licensure, had a higher average mean score in the

barrier subscale than those respondents in Group 1. The respondents in Group 2 had a more positive perception of both their training and experience in using primary source documents and in locating primary source documents for use in their classroom. The null hypothesis was rejected. The data are presented in Tables 19 and 20.

Table 19

*Results of Kruskal-Wallis Test for Hypothesis 6<sub>5</sub>: There is No Relationship Between Type of Licensure or Certification and The Barriers to Implementation Subscales*

<u>Barrier Subscales</u>	<u>Certification</u>	<u>N</u>	<u>Mean Rank</u>
Lack of Training	Elementary Certification	67	48.33
	Secondary Social Studies	39	70.17
	Both	6	58.92
Comfort with Technology	Elementary Certification	65	57.28
	Secondary Social Studies	39	54.62
	Both	6	42.00
Access to Primary Sources	Elementary Certification	67	48.59
	Secondary Social Studies	39	69.22
	Both	6	62.17
Ability Level of Students	Elementary Certification	69	56.83
	Secondary Social Studies	38	57.75
	Both	6	54.17

(Table 19 continued)

	Training	Technology	Access	Ability
N <sup>2</sup>	.101	.012	.093	.001
Chi square	11.219	1.321	10.285	.073
df	2	2	2	2
p	.004**	.517	.006**	.964

\*\*Indicates a significant relationship at the .01 level.

Table 20

*Results of Mann-Whitney Test Post Hoc Analysis for Hypothesis 6<sub>5</sub>: There is No Relationship Between Type of Certification or Licensure and The Barriers to Implementation Subscales*

Barrier Subscale	Type of License	N	Mean Rank	Sum of Ranks
Lack of Training	Elementary	67	45.84	3071.50
	Secondary	39	66.65	2599.50
	Total	106		
Access to Sources	Elementary	67	46.37	3106.50
	Secondary	39	65.76	2564.50
	Total	106		
	Lack of Training or Relevant Experience		Access to Primary Sources	
Mann-Whitney U	793.500		828.500	
Z	-3.367		-3.154	
p	.001*		.002*	
Adjusted p	.003**		.006**	

\*Indicates significance before adjustment using the Bonferroni Method for Control of Type I Error for All Pairwise Comparisons.

\*\*Indicates significance after adjustment using the Bonferroni Method.

### *Analysis of Open-Ended Question Responses*

The respondents were given the option of responding to four open-ended questions concerning why they felt history was an important subject, what instructional practices were best practices in a history class, what their opinion of the use of primary sources was, and what some

of the primary sources were that they used in their own classes. Approximately half of the respondents chose to respond to some or all of these questions and many of the responses were incredibly interesting.

In response to the question, “In your opinion, why should students be required to study history in school?” four themes became apparent from the nature of the responses. These themes could be classified as culture or heritage, citizenship, learning from past mistakes, and preparation for the future. The theme of culture or heritage was expressed by many participants as the need to teach students about who they were as members of a larger community as well as developing an understanding of how our culture has developed. One respondent commented, “Students should study history to better understand and appreciate their cultural heritage as it relates to other cultures and peoples of the world.” Another stated, “History is a door to your heritage. Students should at least know where they came from. In some cases to understand a group of people you must know their history.” Other respondents commented on the shared heritage of the nation “To learn about our past, the foundations of our country, and to understand our diversity. It is vital in our swiftly changing world that students understand current events in our country and around the globe.” Another respondent replied “To appreciate what the generations that came before us have done to secure our way of life, thus encouraging them to continue to ‘carry the torch’.” Another respondent commented on the need to recognize the contributions of individuals from the past in developing our current culture. She commented, “History is vital to teach students about the valuable steps that were taken so that we as Americans have freedom now.” Another stated, “Students need to know how the United States has evolved into today’s society.” Some respondents commented on the influence of heritage and culture in the daily decisions of students, and the potential impact of these decisions on the

future. One respondent replied, “Mostly I think because looking at history gives them an understanding of major social conditions which will inevitably happen in their life. Like it or not, they will be participants in their society.” Another stated, “Students should have a broad historical background to understand and appreciate our heritage and culture as well as be able to deal with future problems and issues.” For many respondents, the idea of culture or heritage was a very important aspect of why students should study history.

Another theme that emerged from the analysis of the responses was preparation for the future. Many respondents felt that the primary purpose of history instruction was to prepare students for future career and citizenship choices. One respondent commented, “History is valuable because we can learn from the past and potentially change the future.” Another respondent replied, “History informs us of trends and movements that have impacted our past and continue to shape our future.” One respondent commented on the potential for shaping the future. “History is a guide to the future. It allows all to see how we got to where we are today and hopefully how we can shape the future.” A last respondent stated, “To learn valuable lessons on why things happen and what they need to do to make sure bad things such as Depressions and wars don’t happen.” The theme of preparation for the future is closely linked to the theme learning from past mistakes. Many respondents made statements referring to the importance of learning from mistakes made in the past in order to avoid repeating the same mistakes.

One respondent stated, “Historical mistakes should be noted and efforts should be made not to repeat them.” Another commented, “It’s important to know the successes and failures made in the past.” “So we do not make the same mistakes past societies have made,” was another response. Another respondent summarized the many responses from this theme in the

statement, “To learn about the mistakes of the past and to analyze those [decisions] that laid the foundation for the world we live in today.”

A final theme from the responses concerning the need for students to study history is Citizenship. Many respondents commented on the ability of the study of history to develop quality citizens. One respondent noted, “I believe that they [students] should understand how this country or world came to be as it is today. I think it instills pride and shows contributions by great Americans and world leaders.” Another stated, “To learn about our past, the foundations of our country, and to understand our diversity. It is vital in our swiftly changing world that students understand current events in our country and around the globe.” One respondent, a high school teacher, commented on the appearance of apathy among students and noted, “Mostly I think because looking at history gives them an understanding of major social conditions which will inevitably happen in their life. Like it or not, they will be participants within their society.” Finally, a respondent summarized the opinions of many when she summarized the purpose of history education as, “To learn about why we do things the way we do, why we value democracy and the freedoms we enjoy, and to appreciate them. Also, to give them a sense of responsibility to become contributing members of society.”

### *Summary*

Chapter 4 presented the descriptive data for the respondents from the five counties included in this study. The survey instrument and the methods of collecting the survey data were described. A Mann-Whitney test was used to determine if any relationship existed between males and females in both the perceived value of the use of primary sources. A Mann-Whitney test was also used to determine if any relationship existed between males and females and the

identified mean barrier subscales. A significant relationship was discovered between males and females in the mean barrier subscales of Lack of Training or Relevant Experience and Access to Primary Source Materials. In comparing the respondents based upon other groupings such as job classification, type of degree or licensure, education level, and years of experience, the Kruskal-Wallis test for independent samples was used to determine if any significant relationships existed between the groups and the amount of time spent using primary sources and the mean barrier subscales. Significant relationships were found between the respondents' level of education and type of degree or licensure and the mean barrier subscales. A Spearman's rho rank correlation was also used to test for any significant relationship between various groups and the subscales. These results are further explained in Chapter 5 with findings, conclusions, and recommendations.

## CHAPTER 5

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR PRACTICE AND FUTURE RESEARCH

The purpose of this chapter is to summarize and explain the underlying results of the research project and to identify and describe the perceptions of Lakeway area teachers concerning the use of primary source documents to teach history. During the past decades, much literature has been produced touting the benefits of using primary source documents and analysis in history classes of all levels. This study was designed to measure the perceived value of using primary source documents among Lakeway area teachers while also attempting to determine what some of the barriers to the use of these materials were.

An extensive review of the relevant literature revealed a great deal of anecdotal evidence concerning the effectiveness of using primary source documents as well as a number of philosophical issues, but there was little comparative research to quantitatively identify the need for using primary source documents. The research did identify several possible barriers to the widespread acceptance of using primary source documents. The major barriers identified by the review of literature were a lack of training or experience in analyzing primary source documents in teacher education programs or prior history courses, limited access to primary source materials, and the influence of textbooks in forming curricular decisions.

Following the review of the literature, a survey instrument was developed using positive and negative viewpoints about the use of primary sources and the possible barriers to implementing the use of primary sources in the classroom. The surveys were mailed to social studies teachers in grades 5-12 in Hamblen, Jefferson, Cocke, Grainger, and Hawkins Counties.

The survey consisted of 44 statements requiring a five scale response, a demographic section, and four open-ended questions.

The surveys were analyzed using *SPSS Statistical Software for Students v.10* and the results were presented in Chapter 4. The responses to the four open-ended questions are discussed in the *Findings* of this chapter. The responses reinforce the overall positive perception of the value of using primary sources but also reiterate many of the potential barriers discussed earlier.

### *Findings*

In the recent climate of accountability for public schools, many feel that history and the social studies have been largely ignored. As one respondent remarked, “History and Social Studies is not recognized enough as a very important part of education.” The increased focus on language arts and mathematics at all levels of K-12 education leaves many in the social studies concerned and puzzled. Another respondent commented,

I don’t know if this problem exists anywhere else, but Social Studies, History, [and] Geography are all subjects that are not tested yet in high school so the time to teach these subjects has been cut and additional time has been given to math and English. We have noticed that for the past two years...I think we are short changing our students when it comes to history and I hate it.

Another respondent, an elementary teacher in a self-contained classroom, remarked that primary sources were good for making the subject come to life, but, “Unfortunately, when the administration pushes the idea of ‘teaching to the TCAP’, (Tennessee Comprehensive Assessment Program) or ‘No Child Left Behind,’ primary sources are often swept under the carpet to get ready for the test.” Another respondent similarly remarked, “History/Social Studies is not recognized as a very important part of education.” In the foreword to Eula Fresch’s

*Connecting Children with Children: Past and Present*, Barton (2004) describes the role of history and social studies in contributing to the civic consciousness of the general public. In advocating the use of primary source documents to allow students to complete the work of historians, Barton stated, “If the study of history does not help us understand the world of today, then it is just trivia, and there is no reason to study it” (x). Barton has argued extensively that only through allowing students to complete the work of historians through the use of primary source analysis will history again be recognized as an integral academic discipline.

#### *Research Question 1*

A majority of the respondents in this study were female and had an elementary teaching certificate. The most common level of education among respondents was a bachelor’s degree, followed very closely by a master’s degree. There were no social studies or history teachers in the Lakeway Area who responded to this survey with a doctoral degree. There were fewer respondents from high school than both elementary and middle school and the largest number of respondents had less than 10 years of teaching experience.

#### *Research Question 2*

After testing the null hypotheses  $1_1$  through  $1_5$ , no significant relationships were found between any of the independent demographic grouping variables and the overall perception of the value of using primary source documents. The respondents held a positive opinion of the use of primary source documents as expressed from the following quotes from open-ended question three, “What is your opinion of the use of primary sources in your classroom?”

“Certain primary sources provide a way for students to understand history from a personal viewpoint and to show them different cultures throughout history and compare and contrast them to ours.”

“Primary sources help students relate to history by giving them a first hand look at topics being studied.”

“I believe primary sources enrich and enliven the study of history and try to use them as much as possible.”

“It [primary sources] assists in bringing the information to life and allowing the students to expand beyond the limited information in a textbook.”

“I feel that it is vital to teaching history. They provide a direct link between students and history without the influence of any bias.”

“I think they make the learning experience more real. Students tend to remember more when they are used.”

“Primary sources allow students to feel as though they are actually there during that period of history. It allows for a better understanding of the subject being taught. Primary resources get the students out of the routine of the textbook.”

“The use of primary sources would enhance any classroom instruction. Not using primary sources is inexcusable.”

“Primary sources are a good tool for students to analyze, debate, and see different perspectives of a particular event.”

“I compare it to reading the Bible if you are a Christian instead of reading someone’s version of the Bible.”

### *Research Question 3*

Hypotheses 2<sub>1</sub> through 2<sub>3</sub> were tested to determine if any significant relationships were present between the independent subgroups and the reported amount of time spent using primary source documents in the classroom. While there were no significant relationships found between the respondents' level of education or type of certification or licensure, a significant relationship was found between the respondents' job classification and the reported amount of time spent using primary sources. After a post hoc analysis of the results, it was determined that the respondents who classified their jobs as high school history spent a greater amount of time using primary source documents than the respondents from high schools who teach social studies. The null hypothesis Ho2<sub>2</sub>, there is no relationship between job classification and the amount of time reported using primary source documents, was rejected.

### *Research Question 4*

Using statements from the survey instrument, a mean barrier subscale was calculated to represent the respondents' lack of training or relevant experience in using primary source documents. After grouping the respondents according to the amount of time reported spent using primary source documents, a significant relationship was found between the perceived lack of training or relevant experience and the amount of time spent using primary sources. Those respondents who reported using primary source documents for the least amount of time also had a lower mean score on the mean barrier subscale for training and relevant experience. The null hypothesis stated, there is no relationship between time spent using primary source documents and the Lack of Training or Relevant Experience Barrier Subscale. This hypothesis was rejected. In this study, there is a significant relationship

between the amount of training or experience in analyzing primary sources and the amount of time spent analyzing primary sources in the classroom. Approximately 16.67% of the respondents indicated that they had attended workshops or in-service sessions about the use of primary sources in teaching history. Some respondents lamented the lack of available training in the use of primary sources in the quotes that follow:

“No professional development is ever offered for social studies in the county.”

“If you ever hear of a workshop on using primary sources, please pass the information on to me.”

“I would appreciate the opportunity to attend Social Studies workshops or training sessions. I have never had anything offered to me.”

Another respondent commented at length about the lack of available training.

I do wish more information in the form of workshops for teachers was offered that were not so expensive. I attended one recently by T. Lindquist, but I had to pay for all of it. My county did furnish my substitute for the day. We need some state or federal money to pay for teachers to attend. That one day workshop cost me personally approximately \$250.00. I got up at 3:00 A.M. to drive to save money. Teachers do want to learn new ideas for teaching history!

#### *Research Question 5*

The results from statements on the completed surveys were combined to form a mean barrier subscale relating the respondents' level of comfort in using classroom technology.

Other statements were combined to form a mean barrier subscale for the respondents' access to primary source materials for instructional purposes. In Ho4<sub>1</sub>, there is no relationship between the respondents' level of comfort in using technology and the amount of time spent using primary sources in the classroom, no significant relationships were discovered. In Ho4<sub>2</sub>, there is no relationship between the respondents' level of comfort in using technology

and the perceived access to primary source materials, a significant relationship was discovered. Those respondents who reported a lower level of comfort in using technology also reported a lower confidence in the ability to locate primary sources. The review of the literature pointed out the vast array of primary source materials available on the internet or through the use of other technologies and for this study, those respondents who reported a lower comfort level this was a barrier to implementing the use of primary source documents. One respondent, whose scores were not calculated into the mean barrier subscale for Comfort Level in Using Technology due to insufficient data, repeatedly crossed out the technology statements to write on the survey, “My class does not have computers.”

#### *Research Question 6*

Five hypotheses were developed to test for significant relationships with any of the four identified barrier subscales and the demographic information. The Mann-Whitney test discovered that there were significant relationships between the barrier subscales for Access to Materials and Lack of Training based on the respondents’ gender. In both cases, the mean score for females was significantly lower than the mean score for males indicating that the males tended to indicate that they felt more confident or more positive about locating primary source materials to use in classroom instruction and in either training received in, or experience of, analyzing primary sources. No other significant relationships were found with the remaining mean barrier subscales. The null hypothesis, there is no relationship between the identified barriers to implementing the use of primary source documents based upon the gender of the respondent, was rejected.

The mean barrier subscales were then compared to the independent grouping of Job Classification to test for any significant relationships. No significant relationships were found among the respondents' job classification and the mean barrier subscales. The null hypothesis, there is no relationship between the identified barriers to implementing the use of primary source documents based upon the job classification of the respondents, was retained.

The mean barrier subscale scores were compared to the independent grouping of Years of Experience to test for any significant relationships. No significant relationships were found among the respondents' years of experience and the mean barrier subscales. The null hypothesis, there is no relationship between the identified barriers to implementing the use of primary source documents based upon the years of experience of the respondents, was retained.

The mean barrier subscale scores were compared to the independent groupings for Education Level of the respondents to test for any significant relationships. A significant relationship was found between the level of education and the mean barrier subscale Comfort in Using Technology. After completing a post hoc analysis, it was discovered that the respondents with a master's plus degree had a higher mean than the other three subgroups indicating that the respondents with this degree had a greater level of confidence in using classroom technology. However, the sample size was small ( $n = 12$ ) which could account for the significance in this category. The null hypothesis, there is no relationship between the identified barriers to implementing the use of primary source documents based upon the educational level of the respondents, was rejected.

The mean barrier subscale scores were compared to the independent groupings for the type of teaching certification or licensure. No significant relationship was found with the smallest subgroup, those respondents with both elementary and secondary certification ( $n = 6$ ),

but significant relationships were found between those with elementary certification and those with secondary certification in the mean barrier subscales of Lack of Training or Relevant Experience and Access to Primary Source Materials. In both instances, those respondents with elementary certification viewed these barriers as greater obstacles to the implementation of the use of primary sources than their counterparts with secondary certification. Several respondents commented on the difficulty in locating sources for use in the classroom. All of the following statements are from teachers with elementary certification.

“Obtaining the material is often a difficult task.”

“I do wish more sources came with the book.”

“It would be great if the access was there.”

“They can be valuable in the learning process, but in my sixth grade it is very difficulty due to the time period of study.”

“They are great to use, but not always easy to get.”

“I would use more if I had access to them. Using the internet to print various documents takes a lot of time in researching.”

“I would love the opportunity to use primary sources in my classroom. There are no sources available to me.”

The perceived limited accessibility of resources and a lack of training or experience in analyzing primary sources were obstacles for respondents with elementary certification. The null hypothesis, there is no relationship between the identified barriers to implementing the use of primary source documents based upon the type of teaching certification or licensure held by the respondent, was rejected.

## *Conclusions*

Based on the results of this study, the following conclusions are posited:

1. Regardless of demographics, history and social studies teachers in the Lakeway area hold a positive perception of the value of the use of primary source materials in their own classes. The mean score for the subscale pertaining to the Overall Value of the Use of Primary Sources was 3.88.
2. The amount of time spent with primary source materials in class is independent of the level of education and type of degree or licensure. Teachers in high school history courses spend more time analyzing primary sources than do their counterparts in the social studies.
3. Teachers who are more confident in the amount of training or experience they have had with analyzing primary sources use primary sources in their own classrooms more often. A significant relationship was found among nearly all groups as separated according to the amount of time they reported using primary sources in class. Those teachers who reported never using primary source materials in a typical month of instruction felt less confident in the amount of training and/or experience they had in working with primary source materials.
4. The teachers' ratings of their own comfort levels with using technology was significant to their perceptions of the accessibility of primary source materials. The respondents who indicated they felt more positive about their comfort level with using technology also indicated they felt more confident about the accessibility of materials for classroom use. The review of literature pointed out the vast resources available for classroom use, particularly on the internet. However, there is no

- significant relationship between the technology comfort level rating and the amount of time teachers spend using primary source documents in their instruction.
5. There is a significant relationship between the perceived ability level of students and the overall perceived value of using primary sources. Those teachers who responded in a less positive fashion on the statements dealing with their students' abilities to analyze primary sources also had a lower mean score on the subscale for their overall perception of the value of using primary source materials.
  6. The perceived accessibility of primary source materials and the lack of training or relevant experience are obstacles to the use of primary source materials in the classroom. Interestingly, both females and those respondents with elementary licensure had a lower mean score on those two subscales. A closer look at the demographics of the respondents shows that 38 of the 46 respondents with an elementary school job classification were female which could account for the similarities in the two separate examples. Based on an overview of the written responses, time may also be an obstacle that was not tested for significance in this study. Several respondents reported that they would incorporate more primary source study into their lessons if there were more time. One commented, "I just need help locating, integrating, and finding time to fit in more primary resources." Another stated, "To be honest, I simply do not have time to find primary sources. I would probably integrate them more if they were readily available for my use." Another explained, "We would be able to use more primary sources if there wasn't so much material to cover. In order to cover all the objectives, you have to basically skim history instead of learning it."

### *Recommendations for Practice*

This study consisted of a review of literature for the past 40 years and a current survey with 114 responses from teachers in a five-county area of East Tennessee. From the findings of this study, pertinent recommendations for practice and future research were found. It should also be noted that further research is necessary to extend these recommendations beyond the scope of this study.

Local school districts should provide quality training for history and social studies teachers in the methods for using primary source material for historical interpretation. The teachers in the area indicated that they feel that the use of primary source materials is an integral part of a quality history curriculum, yet the lack of training available is providing an obstacle for the implementation of such strategies in local classrooms.

Social studies methods courses at local college and university teacher preparatory programs should emphasize the importance of providing opportunities for students to engage in primary source analysis. Current and future students in these programs should be exposed to the methods of using primary sources as instructional material, analysis of primary sources as part of the class function, and the vast array of resources available that provide a plethora of primary source materials for instructional purposes.

Local school districts or individual schools should provide some funding or professional in-service credit for teachers who are members of their respective discipline's professional association, such as the National Council for Social Studies teachers (NCSS) in order for their faculty to maintain abreast of the current research in their respective fields. In this study, less than two percent of the respondents were past or current members of NCSS. In the case of

elementary programs, the schools or school districts should provide funding for at least some teachers in the school to be members of the professional organizations in the four major academic disciplines, English (language arts), math, science, and social studies.

Due to its importance in the maintenance of our shared culture and our shared past, state and local curriculum governing boards should place as much emphasis on students' history and social studies education as is currently placed in other academic disciplines. It is crucial at this time in our history that our children should not just learn the trivial in history but should focus on the types of inquiry, debate, and higher levels of thought that are encouraged in the quality history course.

A collaborative effort should be made among local school systems, the East Tennessee State University College of Education, and the East Tennessee State University Department of History to develop and provide quality in-service training programs for area teachers in the use of primary source materials in teaching history. A coordinated effort between the two academic departments of the university would provide invaluable assistance for both departments.

Students of the College of Education would greatly benefit from the increased exposure to the methods of the historian and the Department of History would benefit from increased exposure to current pedagogical theories and practices from the perspective of preparing students to teach within a discipline.

An effort should be undertaken to form a statewide organization of interested parties, including elementary and secondary teachers, professors of history and education, administrators, museum and park curators, authors, and others, that could cooperate in providing opportunities for teachers to collaborate in developing a repertoire of best practices in teaching history and the social sciences while requesting input from experts in the discipline. This effort

could be invaluable in providing training in the use of primary source materials. A statewide organization, in conjunction with national organizations such as NCSS, could provide researched data for viable practices in teaching history and the social sciences.

### *Recommendations for Future Research*

Due to the lack of quantitative research into the impact of the use of primary sources in teaching history, a study should be considered to analyze the impact of the use of primary sources on student performance in history classes. A quantitative data set that showed a positive impact of the use of primary source material analysis would not only provide evidence for the current anecdotal research but might also rebuff efforts from the critics of historical interpretation.

This study should also be replicated with a larger population size, randomly selected, in order to provide generalized results for a larger teacher population than the community represented in this study.

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APPENDIX A

Survey Instrument

**Perception of the Use of Primary Source Documents**

*THIS DATA WILL BE USED TO CLASSIFY RESPONSES BY AGGREGATE DEMOGRAPHIC GROUPS.*

1. GENDER: Male \_\_\_\_\_  
Female \_\_\_\_\_

2. JOB CLASSIFICATION:

\*Please indicate your primary job classification from the list below.

Elementary Self-Contained Classroom \_\_\_\_\_  
Elementary (Social Studies Only) \_\_\_\_\_  
Middle School Social Studies \_\_\_\_\_  
High School History \_\_\_\_\_  
High School Social Studies (i.e. geography, government, economics) \_\_\_\_\_  
Other \_\_\_\_\_

3. TOTAL YEARS OF TEACHING EXPERIENCE: \_\_\_\_\_

4. TOTAL YEARS OF EXPERIENCE IN TEACHING HISTORY: \_\_\_\_\_

5. HIGHEST EDUCATIONAL LEVEL ATTAINED:

Bachelor's Degree \_\_\_\_\_  
Master's Degree \_\_\_\_\_  
Master's Plus \_\_\_\_\_  
Specialist's Degree \_\_\_\_\_  
Doctoral Degree \_\_\_\_\_

6. TYPE OF TEACHING LICENSURE:

( i.e. K-8 Elementary, 7-12 U. S. and World History, etc.) \_\_\_\_\_

7. I use primary source documents, (primary sources refers to any documents, artifacts, photographs, and other items from a historical time period being studied), in my classroom instruction.

Yes \_\_\_\_\_ No \_\_\_\_\_

8. In a typical month of instruction, (20 school days), on how many days would you estimate that your students are exposed to analyzing primary source documents? \_\_\_\_\_

9. I am a current or past member of the National Council for the Social Studies, (NCSS).

Yes \_\_\_\_\_ No \_\_\_\_\_

10. I have attended workshops or in-service sessions about the use of primary sources in history.

Yes \_\_\_\_\_ No \_\_\_\_\_

**Please respond to the following statements concerning the teaching of history using primary sources. Throughout the survey, NCSS refers to the National Council for the Social Studies and primary sources refers to any collection of documents, artifacts, photographs, or other items produced from the time period being studied in the history class.**

**KEY: SA = STRONGLY AGREE  
 A = AGREE  
 U = UNSURE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE**

- |  |             |
|--|-------------|
| 1. The main purpose for history instruction is to teach citizenship.   | SA A U D SD |
| 2. It is important for students to interpret primary source documents.   | SA A U D SD |
| 3. Primary sources are easily obtained for instructional use.  | SA A U D SD |
| 4. Students should perform the work of historians in interpretation of evidence.                                 | SA A U D SD |
| 5. Lecture is the most effective means of teaching history.  | SA A U D SD |
| 6. The Tennessee Curriculum Framework for history outlines appropriate standards or benchmarks for students..... | SA A U D SD |
| 7. Students enjoy using primary sources more than textbooks.   | SA A U D SD |
| 8. I am comfortable using primary sources in teaching history.   | SA A U D SD |
| 9. I have attended high-quality social studies workshops.  | SA A U D SD |
| 10. My coursework in college emphasized the use of primary sources.  | SA A U D SD |
| 11. It is difficult to integrate primary source documents with the textbook.                                     | SA A U D SD |
| 12. In my college history courses, I analyzed primary source documents.  | SA A U D SD |
| 13. Analysis of primary sources is too difficult for my students.  | SA A U D SD |
| 14. There is little benefit to using primary sources in the classroom.   | SA A U D SD |
| 15. I frequently use technology for instruction in my history class.   | SA A U D SD |
| 16. The Tennessee Curriculum Frameworks drives my instructional planning.  | SA A U D SD |
| 17. I have too little time for acquiring primary sources for my instruction.                                     | SA A U D SD |
| 18. It is important for me to use primary sources in my instruction.   | SA A U D SD |
| 19. My students use the computer in classroom assignments.   | SA A U D SD |
| 20. I am well-trained in integrating technology into my instruction.   | SA A U D SD |
| 21. My school media center has a number of primary source collections.   | SA A U D SD |
| 22. The technology at my school is frequently unreliable.  | SA A U D SD |

23. I have attended workshops about best practices in history instruction.	SA A U D SD
24. It is difficult to use primary sources and also complete the work from The textbook.....	SA A U D SD
25. I often studied primary sources in my own history classes.	SA A U D SD
26. Students lack the necessary basic knowledge to understand primary sources.	SA A U D SD
27. Part of my job is to teach critical thinking skills for my students.	SA A U D SD
28. I am not comfortable in selecting primary sources for use in my class.	SA A U D SD
29. I have never analyzed primary sources for historical interpretation.	SA A U D SD
30. Students do not learn history from studying primary documents.	SA A U D SD
31. Primary sources are good tools for motivating students to complete the work from the textbook.....	SA A U D SD
32. I would attend workshops about integrating primary sources into my class instruction.....	SA A U D SD
33. The internet is a valuable tool for locating primary sources.	SA A U D SD
34. NCSS advocates the use of primary sources in classroom instruction.	SA A U D SD
35. I would use primary sources more often in instruction if I had a model for instruction that outlined how these sources could be integrated into lessons.....	SA A U D SD
36. Primary sources do not provide students the factual background they need to learn in an effective history class.....	SA A U D SD
37. I frequently use computers for instructional purposes.	SA A U D SD
38. My course textbook provides a sufficient number of primary sources.	SA A U D SD
39. Membership in NCSS is valuable to remain up-to-date with research into the current "best practices" in social studies instruction.....	SA A U D SD
40. The analysis of historical primary sources teaches valuable lifelong skills.	SA A U D SD
41. I teach my classes in much the same method as my own history classes were taught when I was a student.....	SA A U D SD
42. I frequently rely on my textbook for pacing the instruction in my class.	SA A U D SD
43. If I use primary sources often in my class, the students' scores on standardized tests will be lower than they currently are.....	SA A U D SD
44. It is too difficult to plan lessons using primary sources consistently.	SA A U D SD

**THE FOLLOWING QUESTIONS ARE OPEN-ENDED QUESTIONS CONCERNING THE USE OF PRIMARY SOURCES, THE IMPORTANCE OF HISTORY IN SCHOOL, AND YOUR EXPERIENCES WITH PRIMARY SOURCES.**

1. In your opinion, why should students be required to study history in school?

2. In your opinion, what types of instructional practices define a quality history class?

3. What is your opinion of the use of primary sources in your instruction?

4. What are some primary sources that you use in your instruction?

**ADDITIONAL COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for taking the time to complete this survey. Your help is greatly appreciated!**

## APPENDIX B

### Letter to Survey Respondents

#### **Matthew Drinnon**

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Phone: (865) 484-1515

December 9, 2004

Dear Colleague:

I am a doctoral student at East Tennessee State University and an elementary school teacher in Hamblen County. I am conducting a survey of social studies teachers' attitudes concerning the use of primary source documents in teaching history. I intend to survey a large sample of all grade 5-12 social studies teachers in the Lakeway Area.

Since I am a teacher also, I know that you are faced with an enormous daily work load. I will greatly appreciate your assistance and cooperation in completing and returning the survey as well as the enclosed Informed Consent document within the next ten days. It should take less than 15 minutes to complete and can be returned in the preaddressed postage paid envelope provided. If you would like to receive an executive summary of the findings of the study, please enclose your e-mail address or e-mail me at MDrinnon14@aol.com.

This is an opportunity for you to express your concerns with the history curriculum and reform efforts to place emphasis on the analysis of primary source documents. Your responses will remain anonymous.

I am grateful for your cooperation. Thank you so much for taking the time to complete and return this survey.

Sincerely,

Matthew Drinnon

## APPENDIX C

### Informed Consent Document for Respondents

PRINCIPAL INVESTIGATOR: MATTHEW E. DRINNON

TITLE OF PROJECT: The Perception of the Value of the Use of Primary Source Documents Among East Tennessee Lakeway Area History Teachers in Grades 5-12.

This Informed Consent will explain about being a research participant in a study. It is important that you read this material carefully and then decide if you wish to be a volunteer.

#### PURPOSE:

The purposes of this research study are to measure the perceptions teachers in the area have concerning the use of primary source documents in teaching history, the amount of training teachers may have had in the use of primary source documents in teaching history, and the perceived best practices for history instruction among teachers in the area.

#### DURATION:

The completion of this study should take approximately 15 minutes to complete the survey instrument and return it in the envelope provided.

#### PROCEDURES:

The participant will receive an anonymous survey containing approximately 44 statements which ask the participant to indicate whether he/she strongly agrees, agrees, is unsure, disagrees, or strongly disagrees with the statement. There are also five open-ended questions that require a couple of sentences to complete.

#### POSSIBLE RISKS/DISCOMFORTS:

There are no known risks or expected discomforts linked to participating in this study.

#### POSSIBLE BENEFITS OR COMPENSATION:

There is no compensation for voluntary participation in this study. Although there is no direct benefit for the participants, participants may benefit from expressing beliefs about the best practices in teaching history and it is hoped that this study will contribute to the amount of knowledge concerning the teaching of history in grades 5-12.

#### CONTACT FOR QUESTIONS:

If you have any questions or problems you may call Matthew Drinnon at 865-484-1515 or Dr. Nancy Dishner at 423-439-1000. You may call the Chairman of the Institutional Review Board at 423-439-6055 for any questions you may have about your rights as a research subject.

#### CONFIDENTIALITY:

Every attempt will be made to see that my study results are kept confidential. A copy of the records from this study will be stored at the primary investigator's home for at least 10 years after the end of this research. The results of this study may be published and/or presented at

meetings without naming me as a subject. Although my rights and privacy will be maintained, the East Tennessee State University Institutional Review Board and research related personnel from the ETSU Department of Education have access to the study records. My records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

**VOLUNTARY PARTICIPATION:**

The nature, demands, risks, and benefits of the project have been explained to me as well as are known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read, or have had read to me, and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me.

My study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

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Signature of Volunteer

Date

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Signature of Investigator

Date

## APPENDIX D

### Mean of Survey Statements after Reverse Coding

Statement	Mean
1. The main purpose for history instruction is to teach citizenship.	3.3894
2. It is important for students to interpret primary source documents.	4.2368
3. Primary sources are easily obtained for instructional use.	3.0442
4. Students should perform the work of historians in interpretation of evidence.	3.4248
5. Lecture is the most effective means of teaching history.	3.6250
6. The Tennessee Curriculum Framework for history outlines appropriate standards or benchmarks for students.....	3.3661
7. Students enjoy using primary sources more than textbooks.	4.0088
8. I am comfortable using primary sources in teaching history.	3.9730
9. I have attended high-quality social studies workshops.	2.5398
10. My coursework in college emphasized the use of primary sources.	2.6228
11. It is difficult to integrate primary source documents with the textbook.	3.7345
12. In my college history courses, I analyzed primary source documents.	2.8772
13. Analysis of primary sources is too difficult for my students.	3.6637
14. There is little benefit to using primary sources in the classroom.	4.1667
15. I frequently use technology for instruction in my history class.	3.6126
16. The Tennessee Curriculum Frameworks drives my instructional planning.	3.7257
17. I have too little time for acquiring primary sources for my instruction.	3.0000
18. It is important for me to use primary sources in my instruction.	3.9561
19. My students use the computer in classroom assignments.	3.1947
20. I am well-trained in integrating technology into my instruction.	3.3274
21. My school media center has a number of primary source collections.	2.6637
22. The technology at my school is frequently unreliable.	2.8246
23. I have attended workshops about best practices in history instruction.	2.4035
24. It is difficult to use primary sources and also complete the work from The textbook.....	3.1228

25. I often studied primary sources in my own history classes.	2.8761
26. Students lack the necessary basic knowledge to understand primary sources.	3.3860
27. Part of my job is to teach critical thinking skills for my students.	4.4035
28. I am not comfortable in selecting primary sources for use in my class.	3.6754
29. I have never analyzed primary sources for historical interpretation.	3.7719
30. Students do not learn history from studying primary documents.	4.2389
31. Primary sources are good tools for motivating students to complete the work from the textbook.....	3.6903
32. I would attend workshops about integrating primary sources into my class instruction.....	4.1579
33. The internet is a valuable tool for locating primary sources.	4.0965
34. NCSS advocates the use of primary sources in classroom instruction.	3.4554
35. I would use primary sources more often in instruction if I had a model for instruction that outlined how these sources could be integrated into lessons.....	3.8772
36. Primary sources do not provide students the factual background they need to learn in an effective history class.....	3.8509
37. I frequently use computers for instructional purposes.	3.3274
38. My course textbook provides a sufficient number of primary sources.	2.7895
39. Membership in NCSS is valuable to remain up-to-date with research into the current "best practices" in social studies instruction.....	2.9823
40. The analysis of historical primary sources teaches valuable lifelong skills.	3.7982
41. I teach my classes in much the same method as my own history classes were taught when I was a student.....	2.5310
42. I frequently rely on my textbook for pacing the instruction in my class.	3.2544
43. If I use primary sources often in my class, the students' scores on standardized tests will be lower than they currently are.....	3.5526
44. It is too difficult to plan lessons using primary sources consistently.	3.5351

## APPENDIX E

### Reverse Coded Statements

The following statements were reverse coded for data analysis.

Statement 5

Statement 11

Statement 13

Statement 14

Statement 17

Statement 22

Statement 24

Statement 26

Statement 28

Statement 29

Statement 30

Statement 36

Statement 43

Statement 44

## APPENDIX F

Informed Consent for Directors of Schools

**Informed Consent--Director of Schools**

**PURPOSE:**

The purposes of this research study are to measure the perceptions that teachers in the area have concerning the use of primary source documents in teaching history, the amount of training teachers may have had in the use of primary source documents in teaching history, and the perceived best practices for history instruction.

**DURATION:**

The completion of this study should take approximately fifteen minutes to complete the survey instrument and return it in the envelope provided.

**PROCEDURES:**

The participant will receive an anonymous survey containing approximately 44 statements which ask the participant to indicate whether he/she strongly agrees, agrees, is unsure, disagrees, or strongly disagrees with the statement. Five additional open-ended questions require a couple of sentences each to complete.

**POSSIBLE BENEFITS OR COMPENSATION:**

There is no compensation for voluntary participation in this study. Although there is no direct benefit for the participants, participants may benefit from expressing beliefs about the best practices in teaching history, and it is hoped that this study will contribute to the amount of knowledge concerning the teaching of history in grades 5-12.

**CONFIDENTIALITY:**

The confidentiality of these results will be ensured through the use of an anonymous survey with limited identifying variables including the absence of any identification of the school system of the participants. The data results for all participating school systems will be analyzed and published in the doctoral dissertation.

This research survey may be mailed to the history teachers in grades 5-12 within my school system.

\_\_\_\_\_  
Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Matthew E. Drinnon

\_\_\_\_\_  
Date

VITA

