Educators' Perceptions about the Uses of Primary Sources in Social Studies Classroom

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ABSTRACT

The purpose of this study was to determine what conceptions educators have regarding primary resources. The researcher attempted to answer the following questions:

1. How do educators define primary sources?
2. How do educators think primary sources should be used in the classroom?
3. How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?

An online survey was distributed to the members of National Social Studies Supervisors Association (NSSSA). Members of NSSSA were selected because they are leaders in the field of social studies education and provided a national sample for this survey.

The researcher found that NSSSA members shared a similar definition for primary sources. The findings also indicated that social studies educators and leaders need to develop the necessary resources to help teachers use primary sources. Social studies educators and leaders also indicated a need for students to construct a historical argument by using evidence to support their conclusions. This would allow students to gain a deeper level of understanding with history through becoming "student historians." Another conclusion was that activities examined in the existing literature do not engage students in higher order thinking.

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CHAPTER I

Introduction

The National Council for the Social Studies (NCSS) is the leading organization in shaping the discussion about pedagogical strategies and approaches in social science education. As evidenced by the regular appearance of articles in *Social Education* and the Teaching with Documents section on their website, NCSS is very interested in teaching social studies with primary sources. Primary sources may be defined as the remnants left by a previous society and serve as the raw material that historians use to analyze the past (Kobrin, 1996; Welborn, 2000). This definition allows for a broad spectrum of relics and artifacts. However, print materials, photographs, and art are perhaps the most useful for social science educators.

Authors of primary sources often express their beliefs related to the events through which they are living. Modern readers of these historic sources can then see a historical figure's biases and values related to historical events. A letter by Thomas Jefferson may express his opinion related to the Constitution while a letter by James Madison may express quite a different opinion. For Thomas Jefferson, the Constitution needed a Bill of Rights to protect individuals' rights and liberties from the federal government. James Madison indicated a Bill of Rights as unnecessary because the division of power between the federal and state governments would keep anyone from gaining too much power and thus insure the rights and liberties of individuals. When students discuss these sources, they can examine contrasting contemporary points of view (Vest, 2005). This allows historical events and figures to be humanized for the students (Wilson & Herman, 2000). Teachers can engage students in the task of probing deeper into the content material, which will help student understanding of the topic (Veccia, 2004).

Through using primary sources, students gain other important academic skills. Students' research skills improve by using primary sources searching for evidence and then using evidence to build a historical argument (VanSledright, 2002). Primary sources also allow students to construct historical arguments by examining multiple sources (Wilson & Herman, 2000). By studying fragments of the past, students will be able to better interpret the various forms of sources encountered in contemporary society such as various forms of media (Library of Congress, 2011).

Statement of Problem

There are different activities for using primary sources represented in the various NCSS' journals and books. These activities fall into three broad categories: document analysis questions, group projects, and inquiry-based activities. The first category of document analysis questions includes asking who the author of a primary source is and examining the primary source to determine the author's purpose. This process assists students' initial learning encounters with primary sources by helping students understand the content of a source. By answering these kinds of questions, students are better prepared to work with primary sources. While this is a necessary step to help students initially work with primary sources, there needs to be follow up activities in which students apply their understanding and accomplish synthesis. In most of the materials that have been developed, this has not been accomplished. Potter and others (Lloyd, Schamel, & Potter, 2001; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Schamel, Potter, & Snodgrass, 2000) present activities focusing on document analysis. However, there is limited research evidence to support their conclusions.

The second type of activity involves group research projects. Project activities have potential because students can work collaboratively to explore the content of primary sources

and then construct a presentation about a topic. As is the case with document analysis question activities, there is limited data to support the claims about the benefits of students doing group research projects from primary sources. The claims made by Potter and others (Lloyd, Schamel, & Potter, 2001; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Schamel, Potter, & Snodgrass, 2000) concerning document analysis questions and group research projects are the authors' opinions since these teaching strategies lack data to support their claims. Unfortunately, the authors that espouse group projects fail to provide the necessary steps to replicate their activities in the classroom.

Inquiry-based methods using role-playing as historical detectives comprise the third main type of activity with primary sources found in the researcher's review of the literature. VanSledright described several ways that students benefits from this activity. First, the teacher posed open-ended questions about a historical topic and provides students with primary sources to examine to answer the open-ended questions. Then, students analyzed divergent types of primary sources about a central topic. Finally, students synthesized the information from various sources to answer a specific question posed by the teacher (VanSledright, 2002). Throughout the process, teachers and other students were facilitators mainly clarifying students' misconceptions and having students articulate their rationale for their answers to the open-ended questions. Students assumed a more prominent role in shaping their learning by working, analyzing, and discussing primary sources to answer the open-ended questions posed by the teacher. The steps that students took as historical detectives to answer a teacher's open-ended questions benefited the students by making them decision makers and problem solvers. Students were simultaneously actively engaged in the content material by exploring and applying primary sources to evaluate a historical event (VanSledright, 2002). Despite student engagement with this

role-playing approach, there are a couple of weaknesses within VanSledright's approach. While VanSledright had students involved in class activities that engaged them in higher order thinking skills, he did not use a form of assessment that reflected this level of engagement. For VanSledright, higher order thinking skills referred to the ability of students to analyze and synthesize the content of primary sources. He had students simply record their thoughts after exploring of the primary sources. The students do not apply this information in a meaningful way or construct a representation of their knowledge in any sort of innovative activity. VanSledright's method of data collection was slightly flawed. VanSledright taught a unit to a class of fifth graders but does not thoroughly describe his data collection procedures. Both VanSledright and the fifth grade classroom teacher made sweeping claims about the benefits to students from the unit with primary sources but VanSledright does not describe how he collected data in his work. The conclusions of this inquiry-based activity are based on the opinions of VanSledright and fifth grade teacher. There is little evidence to support the benefits claimed by advocates of the three categories. This is in part because of the limited number of studies conducted (Bickford, 2010; Bickford, 2011; Fehn & Koeppen, 1998).

Fehn's and Koeppen's study provides data for pre-service teacher's perceptions of using document analysis activities. In Fehn's and Koeppen's study (1998), Fehn used document analysis questions about primary sources with pre-service teachers. Fehn designed class activities to have the pre-service teachers analyze primary sources including song lyrics, advertisements, and diary entries. The first couple of class meetings were designed to expose pre-service teachers to the process and analysis steps of working with primary sources. After several class meetings, the instructor posed a question for the students to answer from primary sources. The students first analyzed the primary sources by the methods used in the first couple of classes and then

used information obtained from the primary sources to construct a response to questions. The researcher integrated document base analysis questions into secondary social studies methods course to examine how this would impact the pre-service teachers' pedagogical values in their classrooms.

To support the ideas espoused by participants in the interviews, sample lesson plans were collected to corroborate the pre-service teachers' statements. Finally, the pre-service teachers wrote reflections on their classroom experiences. The findings of the researchers demonstrated that all 11 participants used primary sources in their classroom to enliven instruction, as a supplement to the textbook, and as a tool for students to use interpreting historical documents (Fehn & Koeppen, 1998). The pre-service teachers' attitudes were very positive toward the use of document analysis questions in the classroom from experiences provided by the secondary social science methods course. The researchers concluded that a social studies method course with a focus on document analysis questions with primary sources can positively impact pre-service teachers' pedagogical beliefs when entering the social studies classroom (Fehn & Koeppen, 1998).

While Fehn's and Koeppen's study (1998) focused on using primary sources with document analysis questions, Bickford's study (2010) took the use of primary sources in a different direction. With Bickford's study students read and analyzed primary sources during a unit focusing on Japanese-American internment camps during World War II. Students analyzed the primary sources individually and in small groups and then had class discussions about the content of the primary sources. The students then proceeded to display their understanding of the primary sources by creating facsimile political cartoons using Microsoft PowerPoint, Microsoft Paint, and images from the Internet (Bickford, 2010). Then, the class discussed and analyzed the

content in students' political cartoons. The student that created the facsimile political cartoon served as a co-instructor when describing his or her artifact. The researcher noted two main findings from this study. First, students were engaged in the learning process by describing their peers' facsimile political cartoons. Second, the construction of facsimile political cartoons allowed students to demonstrate their understanding of the content material from primary sources discussed in the classroom. Interpreting primary sources should lead to better understanding of them. It is worth noting that Bickford reported that there was an "intellectual stagnation" when it came to activities in the existing literature to use with primary sources specifically political cartoons. The idea of "intellectual stagnation" suggested by Bickford with the use of political cartoons is an idea that the researcher suggest extends into the usage of all primary sources since all of the activities fall into three broad categories. The researcher believes that students should read and analyze primary sources then construct an artifact, which contains the relevant content material similar to the methods advocated in Bickford's articles (2010, 2011). The artifacts can be evaluated in several ways including relevancy and accuracy of the content material and analyzing diverse points of view.

Bickford (2011) did follow-up work on his study by categorizing students' facsimile political cartoons and by doing a meta-analysis of the literature on how educators use political cartoons. Bickford's meta-analysis of literature related to using political cartoons resulted in several conclusions. First, educators primarily use political cartoons mainly for interpretation of the material. The activities utilizing political cartoons are done almost exclusively with gifted or college age students because teachers believe that younger students will be unable to work with political cartoons.

Bickford (2011) analyzed the seventh grade students' facsimile political cartoons and interviewed the students about their facsimile political cartoons. From these two sources of data, Bickford created several categories to describe the students' work. The students' facsimile political cartoons utilized various symbolism and imagery to demonstrate their understanding of the content material. After the completion of students' facsimile political cartoons, Bickford had a group of 25 pre-service teachers in a social studies methods course analyze students' facsimile political cartoons. From the interviews with students about their political cartoons and discussion with pre-service teachers, Bickford concluded that the construction of facsimile political cartoons is one tool to elicit discussion and challenge students to apply their understanding of the content material to produce an artifact. The processes required to construct a facsimile primary source engage students in higher order thinking skills (Bickford, 2011).

The three categories of activities previously described in this chapter represent viable methods for using primary sources in the classroom. However, they have limitations. All of these categories fail to either engage the students in higher order thinking or assessments that allow students to apply content knowledge from working with primary sources. Higher order thinking in this context refers to students' ability to apply higher cognitive processes that include analyzing and synthesizing information into a coherent argument (Bloom, 1956). Teachers and researchers are also unable to analyze the viability of using primary sources as a pedagogical tool in the social studies classroom. All three activities also lack the data analysis to support the claims made by the authors. It is worth noting that document analysis questions and group research projects are primarily found in NCSS' *Social Education* with the work of Potter and others (Lloyd, Schamel, & Potter, 2001; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Schamel, Potter, & Snodgrass, 2000).

Statement of Purpose

The purpose of this study was to determine what conceptions educators have regarding primary resources. The researcher attempted to answer the following questions:

1. How do educators define primary sources?
2. How do educators use primary sources in the classroom?
3. How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?

Theoretical Base for the Study

This study looks at the reasons and to the extent that teachers do use primary sources. Primary sources get students figuratively into the minds of historical figures, and by looking at how historical figures thought, students start to think about their own thinking which relates to constructivism. While social constructivism and constructionism are complex ideas about which volumes are written, for the current study, the central aspects of these constructs are defined in the following paragraph.

Social constructivism is the theoretical paradigm of this study. Social constructivism has a prominent role in social studies. As seen in the discussion of the social constructivist paradigm in NCSS' National Standards (2002), social constructivism can be a useful tool in the classroom (NCSS, 2002). The elements of social constructivism are discussed in NCSS' National Standards. These elements include social aspects of learning and influences of environment. The NCSS' National Standards also points out that students use background knowledge to create new knowledge (NCSS, 2002). The articles in NCSS' journals reflect the issues and values in NCSS' National Standards including social constructivism (Barnes, Johnson, & Neff, 2010; Chick, 2010). Social constructivist principles can be interpreted throughout these journals as an

appropriate teaching method in the classroom. A similar adherence to these principles also can be seen in numerous NCSS position statements including A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy and Powerful and Purposeful Teaching and Learning in Elementary School Social Studies. Many researchers' (e.g. Edinger, 2000; Kobrin; 1996; Potter, 2003; Torrez & Bush, 2009; VanSledright, 2002; Veccia, 2004) works that have dealt with primary sources in the past have been clearly influenced by the social constructivist paradigm.

Social constructivism and constructivism are similar in that both research paradigms stress that knowledge is formed when students integrate new experiences into previous experiences to form knowledge. This makes the learning process unique for each student (NCSS, 2002). In education, social constructivism is generally related through the work by Lev Vygotsky (Lee & Smagorinsky, 2000; Van der Veer, & Valsiner, 1994; Wertsch, 1985). Vygotsky's views on constructivism are distinguished by an emphasis on children being influenced and shaped by elements in society including parents, community, schools, and religious worship sites. During students' formative years, they learn from observing the people within their local and national communities with the norms and values to model in various social situations (Powell & Kalina, 2009). The various locations where students are influenced and learn their values are referred to as the zone of proximal development (Tryphon & Voneche, 1996). In the classroom, Vygotsky stressed that students should learn the content material from experts such as the classroom teacher. To help students, the teacher should scaffold the learning process for them (Tryphon & Voneche, 1996). Scaffolding refers to the process where a teacher provides support for learning but slowly removes it as students become more proficient in the material.

Constructivism is associated with Jean Piaget's work. Piaget focused on children's intellectual growth as they matured. Piaget developed the idea that people go through four stages of cognitive development (Singer & Revenson, 1978). Children's development will therefore be different based on a child's stage of development (Furth, 1981). For Piaget, children construct knowledge by using previous experiences and adding new experiences into their schemas (Liben, 1983).

A major reason for choosing social constructivism as the major theoretical basis for this study is because any author's point of view in a primary source is strongly influenced and shaped by his or her societal norms. Therefore, primary sources are a social construction of values and norms of people during a time period. In terms of classroom practice, a teacher will have to scaffold the process of working with primary sources for students because the teacher cannot assume that the students have been exposed to working with primary sources previously, and after this initial process, students will be engaged in social interaction with their peers to discuss and analyze primary sources. Social constructivism addresses the process by which students can work with and discuss primary sources in the classroom.

While social constructivism may account for how students learn from primary sources and interact with each other in the learning process, constructionism is a relevant learning theory to how students synthesize, apply, and show their comprehension of primary sources. Seymour Papert is the author most closely associated with constructionism (Papert & Harel, 1991). Constructionism holds that students learn the content material by constructing a representation of their content knowledge. Constructionism is more focused on the artifacts produced from social interactions while social constructivism is more interested in the individual learning of students.

Constructionism is related to the methods advocated by the researcher for increasing and improving student comprehension of the material. Several of the activities in the second component of the survey are based on constructionist principles.

Relationship of Theoretical Paradigm and Methodology

Social constructivism falls within the interpretative educational research paradigm. The interpretative educational research paradigm focuses on understanding individuals' life experiences and views (Cohen & Manion, 1994). The interpretative research paradigm helps this study by getting at educators' perceptions about using primary sources based on participants' educational training and experiences through a survey. The interpretative research paradigm also utilizes a mixed methods approach by using qualitative and quantitative data to support and strengthen the researcher's findings (Mackenzie & Knipe, 2006). Finally, the interpretative research paradigm helps answer a researcher's questions by getting at how a reader reflects and feels about experiences with primary sources.

Since the major focus of this study is to get at educators' perceptions of primary sources, a survey is the most appropriate method to use in this study. It follows that surveys can be used to collect people's attitudes and feelings toward a topic and allow the researcher insight into participants' beliefs (Fink, 2003). Because the amount of research on using primary sources is not extensive, a survey to attain teachers' perceptions about primary sources will be the best method to answer the researcher's questions of this study.

Methodology

In order to answer the major research questions for this study, the researcher developed a survey about educators' perceptions about primary sources. The survey questions were refined and edited resulting in a questionnaire consisting of 30 Likert scale type questions and 4 open-

ended questions. The questions on the survey were organized into sub-categories with the 30 Likert scale type questions of teachers' pedagogical beliefs about primary sources, academic and student benefits with primary sources, preliminary steps of using primary sources, and activities in the literature review and researcher constructed activities with primary sources. This allowed the researcher to break the survey into sub-components that address important aspects of using primary sources. The researcher determined that a survey was the best way to gain a better grasp of where educators are in terms of their beliefs about using primary sources in the classroom. Surveys allow a researcher to reach a larger audience. A survey allowed the researcher to get educators' beliefs on multiple topics about primary sources.

The researcher attempted to give the survey construct and content validity by connecting the survey questions into the existing literature and then doing a pilot study on the survey. The survey questions were tied to several aspects of the literature on using primary sources. The survey was distributed to four practitioners in the field of social science education for feedback. The researcher edited the survey based on the practitioners' feedback. Construct validity is concerned with accurately measuring the construct of an item and the sub-components of a specific topic (Ary, Jacobs, Razavieh, & Sorensen, 2006). Questions on the survey address specific aspects of using primary sources in the classroom found in the researcher's review of the literature including teachers' pedagogical beliefs about primary sources, student benefits from working with primary sources, preliminary steps of using primary sources, and activities to use with primary sources found in the literature review. Another goal of the survey was to evaluate the possible effectiveness of researcher-constructed activities with primary sources. Then, the researcher distributed the survey to four experts in the field of social science education for feedback about the survey. The researcher edited the survey based on the feedback from the

constructed form that was given to the four experts in the field. To ensure reliability of these questions, the researcher used internal-consistency procedures on the questionnaire. The researcher used several questions to measure the same general content from central concepts found in the researcher's literature review on primary sources. A number of questions in each Likert scale category address a specific central theme. Below is a table that outlines the categories of the survey.

Table 1

Categories of Survey Questions

Category 1	What are teachers' pedagogical beliefs about primary sources?	Questions 1-7
Category 2	What are the academic & student benefits with primary sources?	Questions 8-13
Category 3	What are the preliminary steps with using primary sources?	Questions 14-18
Category 4	What are the activities in the literature review & researcher constructed activities with primary sources?	Questions 19-30
Category 5	four open-ended questions	Questions 1-4

The first category labeled teachers' pedagogical beliefs about primary sources, addresses questions one through seven of the Likert scale questions. These questions assess ideas found in the researcher's review of the literature on the pedagogical value of using primary sources (Edinger, 2000; Kobrin, 1996; Veccia, 2004; Welborn, 2000). In the researcher's review of the literature, educators positively respond to the need for implementing primary sources in the curriculum. The researcher designed questions 1-7 to probe educators' comfort level and pedagogical assumptions about using primary sources. In the review of the literature, educators emphasized students' ability to learn the content material from working with primary sources (Edinger, 2000; Kobrin, 1996; Veccia, 2004; Welborn, 2000). Teachers' pedagogical values

about primary sources will greatly shape how educators use these sources making it important to assess educators' perceptions about primary sources on the survey. With the category of teachers' pedagogical beliefs about primary sources, the researcher created multiple questions that address teachers' pedagogical beliefs about primary sources, which illustrates internal consistency procedures giving this group of questions reliability.

Many educators have discussed student and academic benefits for using primary sources. Likert scale questions 8, 9, and 11, focus on student benefits. Likert scale questions 10, 12, and 13 address possible academic benefits for students working with primary sources. This category of questions about academic and student benefits with primary sources addresses general benefits of working with primary sources, and then breaks questions within this category into two groups of questions. Questions 9-11 attempt to evaluate participants' beliefs about the benefits of working with primary sources for students. Questions 12-15 target specific academic benefits for students through the process of exploring content material with primary sources. These questions illustrate the method of reliability of internal consistency as well by focusing several questions on a specific themes of academic and student benefits of working with primary sources.

The third category of Likert scale questions, preliminary steps to using primary sources, addresses complications of integrating primary sources in the curriculum. This issue is not addressed a great detail within the researcher's review of the literature. Therefore, the researcher drew on common difficulties that struggling readers have with constructing meaning from texts found in the works of reading researchers Tovani (2000) and Vacca and Vacca (2005). Questions 14-18 relate to reasons why teachers may not use primary sources. It is important to address teachers' trepidations concerning working with primary sources to design instruction and

professional development for educators working with primary sources. From educators' responses, the researcher can create the necessary learning tools to address teachers' trepidations of working with primary sources in future studies.

The fourth category of Likert scale questions, activities in the literature review and researcher constructed activities with primary sources address teaching strategies and activities to use with primary sources. Within this set of questions, there are two components, activities found in the researcher's review of the literature and researcher constructed activities. Questions 19-22 probe with suggested activities found in the researcher's review of the literature (Lloyd, Schamel, & Potter, 2001; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Schamel, Potter, & Snodgrass, 2000; VanSledright, 2002) while questions 23-30 are researcher-constructed activities. The researcher has included questions related to activities that may actively engage the students in the material and assess the students' comprehension of the material. These largely, involve students constructing artifacts, which ties into beliefs of constructionist paradigm. These can in turn be evaluated. From this, teachers can more accurately capture students' understanding of the material. An exploration is needed to discover other activities with primary sources that are viable options to use in the classroom. The researcher evaluated participants' thoughts about suggested activities to see if these activities and assessments may be viable options for future research and application in the classroom setting.

The third category on the survey, four open-ended questions, also has construct validity and provides answers to research questions of this study from the questions by tying in diverse aspects of using primary sources from the researcher's review of the literature. The four open-ended questions allow the researcher to further understand educators' perceptions about primary sources by allowing educators to expand upon their views in ways that the 30 Likert scale

questions prohibit. Question one of the four open-ended questions directly addresses the first research question of this study by asking participants to define primary sources. Similarly, question three of the four open-ended questions addresses research question two of having the participants describe how primary sources should be used in the classroom. The second and fourth open-ended questions attempt to address the third research question for this study. The Likert scale and open-ended questions attempt to address different aspects of using primary sources in the social studies classroom.

Content validity refers to how the items in the survey accurately represent the various elements of the topic (Ary et al., 2006). Content validity for the researcher's study is strengthened by the fact that all of the categories and questions within each category correlate to central concepts and discussions within the literature of using primary sources.

Each of the categories with the Likert scale questions has content validity due to the fact that questions are derived from the literature on primary sources. The first category of Likert scale questions on the survey labeled teachers' pedagogical beliefs about primary sources addresses the first research question of this study. The second category of Likert scale questions, academic and student benefits with primary sources, and the third category of Likert scale questions, preliminary steps of using primary sources, addresses the second research question of this study. The fourth category of Likert scale questions, activities in the literature review and researcher-constructed activities with primary sources, addresses the third research question of this study by probing specific teaching activities that educators feel is more appropriate to use with primary sources. All of these categories in the Likert scale questions represent key components in the literature about primary sources and tie to the literature, which strengthen content validity of the survey. By accurately capturing the central content about the topic of

primary sources in both the Likert scale questions and the four open-ended questions, the researcher triangulates the data by using different types of data to support the argument about the uses of primary sources (Ary et. all, 2006). The use of two different types of data will strengthen the researcher's claims from the study.

Finally, the main research questions of this study relate directly to the 30 Likert scale questions and four open-ended questions, which mean the central research questions also tie directly into the central content about primary sources.

Participants

National Social Studies Supervisors Association (NSSSA) was selected as the population for this study. NSSSA is an affiliated group with NCSS. One of the main goals of NSSSA is to promote the supervisory practice of social studies education through scholarship and professional development. NSSSA membership is for educators that have supervisory and/or positions of leadership in the social studies curriculum in public schools, university level, or other affiliated groups.

For this study, the researcher sent the survey by e-mail to the over 500 members of NSSSA. The researcher included the purpose of the study with a consent form in the electronic survey. NSSSA members were selected for this study because they have a great deal of experience working with social studies curriculums as a teacher and in higher education as supervisors of prospective students. By selecting NSSSA members as participants for this study, the researcher generalized the findings of the study since NSSSA members are spread throughout the United States producing a national sample. In the survey, the researcher will ask demographic questions including information about gender, race, highest degree obtained, and years of experience.

NSSSA is comprised of educators working in the social studies in public schools, private schools, and collegiate level. A large portion of NSSSA member is made up of university professors. These social studies educators work in both public and private institutions across the United States.

With members of NSSSA working in K-12 education, they are represented in all three levels of K-12 education at the elementary, middle, and high school throughout the country. Within the group of NSSSA members connected to public schools, there is a portion of this population that works in the school system in other job functions than as teachers in the classroom. These members work in both public and private schools.

Analysis of the Data

The researcher aimed for a 15% response rate from participants to this survey. This goal was based on recommendations of appropriate expectations of the statistical consultant at the researcher's university. If desired response rate is not obtained, the researcher will resend the survey through e-mail to all NSSSA members. The researcher specified for people that previously responded to not fill out the survey again.

With the three components of the survey, the researcher used different forms of measurement. Component one of the survey consists of five demographic questions. For component two of the survey, participants will respond using a Likert scale of 1-5 to the questions. The researcher then calculated the mean scores and compared the mean scores of individual questions to each other.

An ANOVA test was used in this study. An ANOVA test is a statistical method for making simultaneous comparisons between two or more means (Ary et al., 2006). Through using an ANOVA test, the researcher can compare the amount of error between different groups of

questions in the case of this study (Ary et al., 2006). This allowed the researcher to address the main issues of variance between and within groups (Ary et al., 2006). An ANOVA test allowed the researcher to see if there are any Likert scale questions statistically significant among the sub-groups of each demographic question.

Item analysis was used to compare participants' responses to each of the 30 Likert scale questions. Item analysis was used to get the mean score and standard deviation with each component of the survey (Ary et al., 2006). The researcher will be able to measure the reliability from participants' responses to each category of the Likert scale questions.

The responses by participants in the study to the four open-ended questions were coded for themes using methods suggested in Bogdan's and Biklen's work (2007). The researcher first read through the data noting phrases were repetitive and stood out to the researcher. Then, these words or phrases were coded into categories, which enabled the researcher to sort the data into categories. The categories were labeled according to the type of code present in the data. Some codes could include perspectives held by subjects, subjects' ways of thinking about people and objects, process codes, activity codes, and event codes (Bogdan and Biklen, 2007). The codes utilized by the researcher were dependent on the ways that participants conceptualized and articulated their responses to the four open-ended questions. The first open-ended question directly addresses the researcher's first central research question. The second and fourth open-ended questions were used to answer the third central research question of this study. Participants' responses to the third open-ended question were analyzed to answer the second research question of this study.

Assumptions

This study was based on the following assumptions.

1. An anonymous online survey of NSSSA members will produce a sufficient representative sample of its membership.
2. NSSSA members taking the survey represent the leadership among university faculty and classroom teachers of social studies in schools and are qualified to answer.
3. NSSSA members are educators generally with a great deal of teaching experience.
4. NSSSA members have sufficient technological savvy to complete the survey online.

Limitations & Delimitations

1. This study was delimited because it was only sent to NSSSA members.
2. The online survey was delimited because it was only sent through e-mail, which hinders NSSSA members that are not technology savvy.
3. Likert scale items are limited because they only allow specific responses to the questions.
4. The answers to the Likert scale questions are limited because educators responding to the survey had different values of meaning for Likert scale questions.

Definition of Terms

Primary Sources. Primary sources are manuscripts, first-person diaries, oral histories, letters, interviews, photographs, maps, films, sound recordings, music, song sheets-fragments of history, incomplete in themselves, but when assembled, analyzed, and researched, they can provide personal insights, human drama, and deep historical understandings (Veccia, 2004, p.3).

Inquiry-based learning. The process of asking meaningful questions, finding information, drawing conclusions, and reflecting on possible solutions (Levstik & Barton, 2005, p.19)

DBQ. A document-based question is a writing task in which a student analyzes significant evidence- documents and other data- to reach an informed position, then presents that information in a persuasive, logical, and accurate essay (Noonan, 1999, p. iv).

Document Analysis Questions. These are questions designed to ask basic questions about a source such as what type of document is this, when was it created, who created it, and what was the purpose of the document (Potter, 2004, p. 434).

Social Constructivism. Social Constructivism is a learning theory in education associated with the work of Lev Vygotsky. Social constructivism refers to the social interaction that shapes learning that occurs between students with their peers, teachers, parents, and other community members that influences the ways and types of knowledge that is built through social interaction (Phillips, 2000, p.11).

Constructionism. Constructionism focuses on students creating a representation of their understanding of the content material (Papert & Harel, 1991).

Higher Order Thinking Skills. Higher order thinking skills is a term often associated with Bloom's Taxonomy. Higher order thinking is distinguished from other forms of thinking because students are engaged in higher forms of cognitive thought that includes taking information and analyzing and synthesizing information into a coherent argument (Bloom, 1956). For social scientists, this might included examining cause and effect of an event or analyzing contrasting points of view of historical figures.

> Decision Making. We should emphasize decision making at two levels: at the level of deciding what a group of descriptive data means, how these data may be summarized or generalized, what principles they suggest; and also decision making at the level of policy determination, which requires a synthesis of facts, principles, and values usually not all found on one side of any question (Engle, 1960, p. 301).

Conclusion

The present chapter has been given to provide the introductory information, problem, purpose of the study, theoretical base, relationship of theoretical paradigm and methodology, methodology, participants, analysis of data, assumptions, delimitations, limitations, and definition of terms. Chapter II presents a review of related literature on using primary sources. Chapter III gives greater details of the development of the survey and the methodology used in the study. Chapter IV gives an analysis of the results and implications from the survey. Chapter V presents conclusions and future recommendations in the area of using primary sources in the classroom.

Chapter II

Review of the Literature

The purpose of this study was to determine what conceptions educators have regarding primary resources. The researcher analyzed survey results to see how teachers define and articulate their pedagogical beliefs about primary sources. The researcher hoped to extrapolate the types of activities that social studies educators use with primary sources. From the results of the survey, the researcher hoped to suggest some additions to the literature on using primary sources.

The review of the literature for this study begins by defining primary sources. In section two of the literature review, the researcher examined how historians have traditionally used primary sources along with existing studies using primary sources. The third section of the literature review focuses on the role of constructivism as it relates to primary sources. In section four of the literature review, the researcher discusses websites that educators utilize to access primary sources along with the types of primary sources educators tend to use. An analysis is then provided in section five of the literature review on the advantages and preliminary steps of integrating primary sources in the classroom. In section six of the literature review, the researcher discusses recommendations in the literature for utilizing primary sources along with educators' impressions about the overall usefulness of primary sources as an educational tool. The researcher concludes the chapter in section seven by articulating the benefits and rationale of using a survey for this study.

Defining Primary Sources

Primary sources are artifacts produced in a time period which inform educators about that era. There are several types of primary sources including journals, diaries, letters, newspapers, advertisements, and photos (Welborn, 2000). The remnants of a previous era are the clues

historians use to reconstruct the important events and people of the past (Vest, 2005). Primary sources are evidence of the past that allow historians to better understand opinions, values, and beliefs of people during a time period and in this way act as a way to bridge the gulf between the past and present (Welborn, 2000). The authors of many primary sources have biases that shape their views on issues. The values in primary sources force historians to cross-reference and compare numerous sources to reach a conclusion about the historical significance of an event. One distinction that needs to be made is the difference between primary documents and primary sources.

Primary documents are text sources from the past such as letters, diaries, journals, and newspapers (Kying & Marty, 2000). The difference between primary documents as compared to primary sources lies in the scope of the two. Primary documents represent specific text sources of the past while primary sources include text sources as well as sources including photographs, political cartoons, and artifacts of a time period. These sources can be analyzed from a multi-sensory standpoint. Audio recordings including commercials and speeches are other examples of primary sources. In terms of scope, primary sources cover a larger range of items from the past than primary documents.

Historiography of Using Primary Sources

One of the roles of the historian is to use the relics of a previous era to construct a narrative about the past (Hilton, 1999). However, historians bring the values and beliefs of their time periods into this analysis. Historians have a long tradition of implementing primary sources toward an understanding of the past. This section of the literature review will break down how historiography has been used by educators.

Historians rely heavily on primary sources to understand the past. This approach to history has roots in the nineteenth century. As a discipline, historians wanted to mirror some of the processes used in science, and to accomplish this, historians relied on primary sources (Carr, 1961). Primary sources are not adequate to paint historians an accurate interpretation of the past alone. The evidence of primary sources is limited and incomplete (Gaddis, 2002). Many of the sources in a time period contain the author's biases and points of view (Carr, 1961). From these factors, historians will never be able to accurately reconstruct an event or moment in time (Marius & Page, 2005). Despite these limitations, historians must rely on the fragmented evidence at their disposal to understand and attempt to reconstruct the past.

History is created when historians interact with primary sources and select specific sources to form an argument (Carr, 1961). To interpret the past, historians must probe the content of primary sources to understand the biases of the document. Historians must use logic and creativity to fill in the gaps where evidence is missing to construct a historical narrative (Gaddis, 2002).

The approaches used by historians have been influenced in the nineteenth and twentieth century by social and political movements. Social history gained momentum starting in the nineteenth century from groups that emphasized the contribution of common people in society including Marxists and Populists in American society. This trend carried over into the twentieth century in the U.S. especially through the Progressive Movement (Breisach, 1994). Historiography took a dramatic turn with the formation of the New Left in U.S. society at the end of the 1960's. The New Left challenged the existing order of U.S. society by looking at the events of past from the perspectives of those oppressed and absent in the historical record (Breisach, 1994). Historiography is greatly influenced by the social, cultural, and political tides

of a time period. There have been several studies and groups that have examined applying the principles that historians use with primary sources in the social studies classroom.

The National Archives and the National Council for the Social Studies (NCSS) have worked collaboratively for over twenty years on analyzing the ways to implement primary sources in the social studies classroom primarily through NCSS' flagship journal, *Social Education*. Perhaps, the most prolific author in the area of primary sources is Lee Ann Potter who has written many articles discussing how to integrate primary sources into the classroom. Potter (2008) illustrated the general pattern and suggestions in her article. Potter first presented background knowledge about the concept of looking toward the future through primary sources, which in this case are letters from three U.S. presidents, George Washington, Franklin D. Roosevelt, and John F. Kennedy (Potter, 2008). After discussing the three letters about "embracing the future", Potter described the overall significance of the article to the larger field of history and concluded with teaching activities for the teacher to use in the classroom. The activities described in the article focus on document analysis by asking questions about the documents and doing further research on the letters. The students then would work in collaborative groups to discuss the content of the three letters and constructed a presentation about the topic. The layout of this article was indicative of the teacher practices recommended from Potter's other articles.

An important study on how to use primary sources is VanSledright's work (2002) with fifth grade students. The class was made up of 23 students. VanSledright's study was conducted in an urban mid-Atlantic state. The fifth grade class had a total of 23 students with diverse ethnical and racial backgrounds. The author wanted to explore teaching strategies with primary sources in early American history. VanSledright sought to engage students in historical thinking

activities that made them interpret primary sources. The study was designed by VanSledright to move students past seeing historical texts strictly as truth and to examine and compare historical accounts. After comparing different historical accounts of an event, students constructed a narrative for a historical event based on evidence from primary sources. One example VanSledright used was the disappearance of the Jamestown colony. The author gave students several primary sources that provided an explanation for what happened to the Jamestown colony. As the students discussed the content of the primary sources, VanSledright gave the students a question sheet to answer for each of the primary sources examined. Then, the students used historical evidence to construct an explanation for what happened to the Jamestown colony. The process utilized by VanSledright in getting students to examine the Jamestown colony is indicative of teaching practices used by the author with primary sources to examine other historical topics.

With this study, students were specifically engaged with primary sources. They attempted to create possible solutions to a problem or mystery such as the "Starving Time" in Jamestown. VanSledright discussed an initial source with the students and then gave students primary and secondary sources to analyze in small groups. After reading and analyzing the primary and secondary sources, the students formed a hypothesis about the topic from the evidence. With each of the sources, VanSledright gave the students a document analysis sheet to analyze the primary sources as students assumed the roles of historical detectives (VanSledright, 2002). VanSledright found that these students could engage in the roles of historical detectives, and through this role-playing activity, students gained research skills and an interest in studying history (VanSledright, 2002).

Fehn and Koeppen (1998) implemented document analysis questions with primary sources in a social studies seminar course. The researchers had the pre-service teachers examine primary sources to answer historical questions. Primary sources that were used include diaries, newspapers, and advertisements (Fehn & Koeppen, 1998). The initial class meetings were designed to expose the pre-service teachers to activities involving primary sources. After several class meetings, the researchers posed questions to the pre-service teachers to answer questions based on their utilization of specific primary sources. The researchers did this activity with a secondary social studies methods class for pre-service teachers to see the impact on their pedagogical principles.

This study was conducted in a Midwestern university with 11 pre-service teachers. Seven of the participants were Caucasian males and four were Caucasian females. In addition to class activities with primary sources, Fehn and Koeppen interviewed the 11 pre-service teachers about how and if they implemented primary sources in their classrooms (Fehn & Koeppen, 1998). As support for participants' comments in the interviews, the authors collected lesson plans and reflections from the 11 pre-service teachers. The findings of the study were that all 11 participants used primary sources to spark students' interest in the content material and as a supplement to the textbook (Fehn & Koeppen, 1998). The pre-service teachers involved in the study were very positive about integrating primary sources into their classroom through document analysis activities. The authors also concluded that instructors of social science methods courses should include and model document analysis activities in their curriculums. The process of modeling document analysis activities was a positive influence on shaping pre-service teachers' pedagogical values (Fehn & Koeppen, 1998).

Children's literature often incorporates quotes from primary sources. There are many examples. The books of Demi, Jean Fritz, and Peter Spier all include fragments of primary documents. Peter Spier's *The Star- Spangled Banner* took the poem by Francis Scott Key and illustrated it line by line. The author utilized imagery to depict the words of the poem (Spier, 1992). The author illustrated the events that the poem is based on but also used the words of the poem to connect the words of the poem to contemporary society. For example, Spier uses the phrase, "Then conquer we must, when our cause is just" to describe the United States landing on the Moon, harvesting large fields for agriculture, and dealing with urban renewal (Spier, 1992). Spier also used phrases of the poem with imagery to talk directly to historical events, which can be seen when he uses the phrase, "and preserv'd our nation" with an image of Abraham Lincoln. The phrase with Lincoln's image acknowledges his role in the U.S. Civil War (Spier, 1992). With his book, the author not only tells the story of Key's famous poem but uses the lines of the poem to discuss challenges that the U.S. has faced over time.

Demi has written and illustrated many children's books. Among them is a biographical entries of Genghis Khan, the conqueror (Demi, 2009). The book follows a pattern seen in other works by Demi that focus on famous historical figures including Gandhi, Muhammad, and Marco Polo (Demi, 2001; Demi, 2003; Demi, 2008). In *Genghis Khan*, Demi derived her details from primary sources (Demi, 2009). The details Demi provided makes Genghis come alive and be more interesting to readers. For example, Demi recounts how Genghis killed his half-brother, Bekter, for stealing food that was needed for Genghis' tribe to survive (Demi, 2009). Demi used a combination of imagery and facts to create a children's book that describes major events in Genghis Khan's life. Primary sources are used by Demi to humanize historical figures and for a reader to better understand the logic of Genghis Khan's choices.

Jean Fritz is a popular writer of children's biographies and history. Among them is *Shh! We're Writing the Constitution*, which focuses on the decisions that the Founding Fathers made during the Constitutional Convention. The author began by providing background information for why politicians felt that the inadequacies of the Articles of Confederation warranted the creation for new laws (Fritz, 1987). Fritz's books often contain quotes that give historical figures distinct personalities. For example, Fritz brings Benjamin Franklin to life by details such as Franklin being carried in a Chinese sedan chair and as having to be watched at parties about spilling the secrets of the meetings about the U.S. Constitution. The author also ties the impact of historical events on individuals. For example, Fritz describes how Patrick Henry reacted negatively to the U.S. Constitution because according to Henry it endangered the gains made from the American Revolution. Fritz's work strived to illustrate historical figures' points of view about the U.S. Constitution. Both Jean Fritz and Demi used primary sources in their works to humanize historical figures and allow the reader to understand historical figures' points of view.

Another source that utilizes primary source is Jackdaw kits. Jackdaw kits have been designed to focus students' attention on primary sources. Each kit contains an array of primary sources including pictures, maps, and replicas of documents. Jackdaw kits also include a short handout for teachers on how to use the documents.

Since the different Jackdaw kits are so similar, the Mayflower and the Pilgrim Fathers kit (James, 1965) will be used to discuss how they are designed and meant to work. For each of the documents in the kit, the publishers of the kit provided document analysis questions for the teacher to check for student comprehension of the source. The recommended activities to use with the primary sources are broke into different categories based on the students' ability level. For students at risk of school failure, the author suggests having students focus on

comprehension of the primary sources mainly through having students answers questions about the primary sources (James, 1965). The activities recommended for more advanced students have a greater variety of activities. One activity has students explore a historical problem about the pilgrims landing in Virginia similar to methods employed in VanSledright's study (2002). A majority of the recommendations for more advanced students has students analyze portions of the primary sources and then conduct a research project into the topic similar to recommendations found in Potter's articles (James, 1965; Potter, 2004; Potter, 2005). With the activities recommended by the publishers of the kit, there is a lack of depth with information on how to implement and use the activities described in the Jackdaw kit in the classroom.

Potter's and Fehn's and Koeppen's work approached the use of primary sources in a similar fashion. The three authors wanted to have students and pre-service teachers to examine primary sources through document analysis questions. Through working with document analysis questions, students and pre-service teachers can learn the process of working with primary sources and gain a deeper understanding of the content material. The three children's literature authors, Demi, Peter Spier, and Jean Fritz, used primary sources to humanize their subjects and allow the reader to understand historical figures' point of view. Finally, VanSledright's work allows students to engage in activities similar to the work historians do by examining the historical evidence and forming a hypothesis about historical events. In different ways, the authors' works tried to achieve the same objectives as historians in the nineteenth century. The methods in historiography utilized in the nineteenth century to make the examination of history more scientific can be seen in the literature.

Constructivism and its role with Primary Sources

Constructivism has a prominent place in the disciplines of social science education. This can be seen by the emphasis that NCSS placed on describing constructivism as a model for how to teach social studies (NCSS, 2002). Teachers should provide activities that emphasize constructivist principles including student involvement and exploration of sources to construct knowledge. The constructivist paradigm has prevailed for the last generation as the primary source for how students learn, which can be ascertained from the use of constructivists' principles in NCSS' journals including *Social Studies and the Young Learner* and *Middle Level Learning* (Barnes, Johnson, & Neff, 2010; Chick, 2010). Several of the seminal works in social science education in the twentieth century are influenced by researchers' assumptions about the benefits of the constructivist paradigm (Engle, 1960; Oliver & Neumann, 1967). The impact of constructivism is visible in many aspects of social science education especially in using primary sources in the social studies classroom (Baicker, 2002; Baicker, 2002; Bickford, 2010; Edinger, 2000; Ireland, 2010; Kobrin, 1996; VanSledright, 2002). Therefore, a closer examination of constructivism is needed related to using primary sources.

Constructivism differs from other theoretical frameworks in its explanation of how knowledge is formed. For constructivists, students form new knowledge by integrating new experiences into pre-existing knowledge. This enables them to better understand new experiences and ideas (NCSS, 2002). For constructivists, learning is unique for each student (Scheurman, 1998). Constructivists differ from educational theorists because they believe that knowledge does not exist in a separate plane of existence. Constructivists believe knowledge is formed by people incorporating previous and new experiences together (Fosnot, 1996). While

these ideas form the core principles of the constructivist paradigm, there are several different types of constructivism.

Jean Piaget is credited with creating the constructivist paradigm. Piaget studied children's intellectual growth and development as they aged and set forth the idea that all people go through four stages of cognitive development (Singer & Revenson, 1978). Knowledge therefore will be different based on a child's stage of development (Furth, 1981). Regardless of the stage of development that a child is in, he or she constructs knowledge by using previous experiences and absorbing new experiences into his or her schema (Liben, 1983). Piaget described this process as, "a real invention arises as a function of a sort of rhythm conditioned by the ensemble of the preceding behavior patterns." (Piaget, 1952) Piaget's contributions to constructivism were profound (Singer & Revenson, 1978).

However, Piaget was not the only individual who had a lasting impact on constructivism. Lev Vygotsky contributed to constructivism in a different way than Piaget. Perhaps, the difference between these two men can best be described by Vygotsky in his explanation about the formation of knowledge. "All the higher functions originate as actual relationships between human individuals." (Vygotsky, 1978) For Vygotsky, society transmits cultural and social values to children, which enables adolescents to form knowledge and concepts (Ratner, 1991). Schools and society help students form knowledge by modeling and scaffolding information for children (Daniels, 1996). The locations where students move from learning with guidance from adults to complete independence of a skill whether it is in school, home, or city are called a child's zone of proximal development (Daniels, 1996). Vygotsky's theories are set apart by his emphasis on the role society plays in shaping and transmitting knowledge to children.

There are several types of constructivism including radical, critical, and cultural constructivism, but for the purpose of this study, the main focus will be centered on social constructivism and constructionism. These forms of constructivism played a role in how the researcher shaped the survey about using primary sources. These two types of constructivism are not only consistently found within the body of literature with using primary sources (Baicker, 2002; Baicker, 2002; Bickford, 2010; Edinger, 2000; Ireland, 2010; Kobrin, 1996; VanSledright, 2002) but also agree with the researcher's epistemological values. Each of these types of constructivism plays a vital role in how to implement and assess students' comprehension of the content material from using primary sources.

Social constructivism is linked to Vygotsky's theories and beliefs about the role society plays in educating its youth, which are described earlier in this chapter. The main focus of social constructivism is that students learn the social norms and values in the institutions within a community including a child's home, school, church, and other locations within a community. Children are influenced by their parents, relatives, teachers, and other students (Powell & Kalina, 2009). The social constructivism paradigm is linked to the researcher's study of primary sources in several ways.

First, primary sources capture the thoughts of a person at a moment in time in a specific society. A historical figure's thoughts are influenced and molded by his or her society. The examination of a historical figure is prevalent to unlock the meaning and significance of a primary source and also a historical figure's society. The construction of any primary source therefore is linked to a historical figure's zone of proximal development. Social constructivism also captures the concept of scaffolding that a teacher will have to use when introducing and training students how to analyze various sources. After this initial process of using primary

sources is modeled in the classroom, students will be engaged in discussion of analyzing and constructing meaning of primary sources. This ties into the social aspect with peers that social constructivism acknowledges innate within all students. Social constructivism ties to the literature about primary sources by introducing students to ways to analyze sources and shapes how students will be engaged in discussing these sources with their peers. After this process is completed, constructionism is the research paradigm for how students will illustrate their content knowledge.

Constructionism is the process that students learn the content material by constructing a representation of their content knowledge through an artifact (Papert & Harel, 1991). A prominent author in the field of constructionism is Seymour Papert with his seminal work on LOGO programming language (Papert & Solomon, 1972; Papert, 1973; Papert, 1975). The three main methods of using primary sources that the researcher found in the existing body of literature are connected to the principles of constructionism. Students first engage in a process of having a dialogue about the primary source with classmates and the author of the primary source through dissecting the purpose, bias, and intended audience found in the document. Then, students construct an artifact to demonstrate their comprehension of the material. Like other educators that describe how to assess students using primary sources, the researcher believes this process is beneficial for students to effectively measure their comprehension of the material. The research paradigm of constructionism addresses how the literature primarily deals with classroom assessment of students' content knowledge of a primary source (Baicker, 2002; Baicker, 2002; Bickford, 2010; Edinger, 2000; Ireland, 2010; Kobrin, 1996; VanSledright, 2002).

For this study, the researcher will look to social constructivism to explain how students discuss and analyze various primary sources. Social constructivism is useful for this study since authors of primary sources are influenced by the culture of their time period, which will be manifested in their writings. In the classroom, social constructivism also matches how the researcher believes students should interact with each other. Social constructivism also defines the role of the teacher while students are working with primary sources. The teacher should scaffold for students the process of working with primary sources initially and then remove the scaffolding as students become more experienced working with primary sources.

The researcher believes constructionism as the assessment component for students working with primary sources. The researcher believes constructionism best embodies the way for students to demonstrate their understanding of the material in primary sources. By creating facsimile primary sources, students are able to explore different points of view about historical figures and events. The activities with primary sources that the researcher used on his survey encapsulate the main principle of constructionism with students creating a representation of their understanding through a facsimile primary source or in-role performance.

Print and/or Internet Sources

The proliferation of the Internet and the ability to digitize archival records has greatly enhanced accessibility to primary sources. Primary sources are no longer restricted to those who have access to a library's archival records. There are numerous types of primary sources available for teachers to integrate in the classroom.

History has largely focused on major historical figures and their actions and writings. These writings form a major source used by teachers. Some collections of this type include Kaegi and White (1986), Lewis (1998), and Heffner (2002). U.S. Presidents are another major

group that has their writings, diaries, letters, and papers studied. A competing narrative for examining history is social history. Primary sources are often used to focus on eyewitness accounts of historical events (Hilton, 1999). Many of the individual accounts used to examine historical events come from average citizens in society, which ties into social history. Some works of social history include Terkel (1970), Schlesinger (1945), and Cohen (2002). These examples are useful sources to examine the forgotten historical figures' thoughts and feelings of historical events and figures.

One type of primary source collection presents several points of view on a historical figure or event. The reader then has to ultimately draw conclusions about historical events or figures. Some works of primary sources of this type include Cruver (2000), Dudley (1996) and Dudley (1996).

There are many websites that focus on one specific genre of history through primary sources such as http://www.livingroomcandidate.org/ and http://www.americanrevolution.org/warsongs.html. Another useful location for primary sources can be found in the databases of many collegiate libraries. For example, as a student at the University of Tennessee, a person can access 19th Century U.S. Newspapers, *Chicago Tribune*, Proquest Historical Newspapers, and *New York Times*, Proquest Historical Newspapers. However, the most frequently mentioned and discussed websites for primary sources are the websites that have primary sources that cover a wide range of topics such as History Matters (http://historymatters.gmu.edu/), National Archives (http://www.archives.gov/), Library of Congress (http://www.loc.gov/index.html), New Deal Network (http://newdeal.feri.org/), and American Memory (http://memory.loc.gov/ammem/index.html). The depth of information collected in these sites may contribute to them being the most referenced sources for obtaining

primary sources. Teachers can obtain primary sources from these websites to fit many different purposes for classroom discussions and activities. From the sources discussed, teachers have a wide variety of primary sources that can be purchased in collected volumes and more easily accessed often for free from the Internet.

What Kinds of Primary Sources do Teachers Use?

The researcher next examined articles and books related to the types of primary sources that teachers use. Several types of primary sources include photographs, (Carty, 2008; Deitch, 1998; Edinger, 2000; Hilton, 1999; Kobrin, 1996; Lovorn, 2009; National Archives, 1989; Noonan, 1999; Potter, 2004; Schmachtenberg, 2006; Stevens & Fogel, 2009; VanSledright, 2002; Veccia, 2004; Wilson & Herman, 2000) letters, (Anson, 2009; Deitch, 1998; Edinger, 2000; Kobrin, 1996; National Archives, 1989; Percoco, 2003; Pinkert & Potter, 2004; Potter, 2005; Schmachtenberg, 2006; Veccia, 2004; Vest, 2005; Wilson & Herman, 2000) maps, (Deitch, 1998; Lawlor Jr., 2003; Hilton, 1999; Noonan, 1999; Potter, 2003; Vest, 2005; Wilson & Herman, 2000) artifacts (e.g. sculptures, clothing, and weaponry), (Anson, 2009; Edinger, 2000; Noonan, 1999; Potter, 2004; Vest, 2005; Woyshner, 2006) political cartoons, (Deitch, 1998; Hilton, 1999; National Archives, 1989; Risinger, 2004; Vest, 2005) posters (e.g. advertisements, propaganda posters, and political campaign posters), (Carty, 2008; Deitch, 1998; Hilton, 1999; National Archives, 1989) diaries/journals, (Edinger, 2000; Vest, 2005; Wilson & Herman, 2000; Wyman Jr., 1998) music (Deitch, 1998; Edinger, 2000; Lovorn, 2009; Veccia, 2004) speeches, (Edinger, 2000; Risinger, 2004; Wilson & Herman, 2000) and public records (e.g. government forms, death certificates, and court minutes) (Deitch, 1998; National Archives, 1989; Noonan, 1999; Vest, 2005; Veccia, 2004; Wilson & Herman, 2000). Authors use these kinds of primary sources to describe activities and teaching strategies to use in the classroom.

With the sources described above, Risinger (2004) was the only author to describe his rationale for selecting primary sources. Risinger (2004) elaborated that he selected sites based on the relevance of the topics being covered. The websites needed to be beneficial for students and teachers, provide ideas for how to use the primary sources in a lesson plan, and be set up as a student handout (Risinger, 2004). This comment may be a partial answer for why document-based questions (DBQs) are a popular activity with primary sources. DBQs set up a question for students to explore the answer to and articulate an explanation for using evidence.

Most authors cite where they located the primary sources they use (Ireland, 2010; Kobrin, 1996; Potter, 2008). The most prominent websites used were The Library of Congress and National Archives. These sites were probably used because of the large amount of material that a person can access from one website whereas other websites selected were geared toward specific content area around a theme or a specific historical time period.

Utilizing Primary Sources

Primary sources have many applications for the social studies. They are more easily accessed because of the more current developments in technology allowing teachers and students to find and instantly read them (Martin, Wineburg, Rosenzweig, & Leon, 2008). Primary sources have the potential to change students' perceptions of learning about history and enhance students' research skills.

Primary sources can change the focus of the social studies classroom to be more centered on the people that were impacted and influenced by historical events and figures (Vest, 2005). When primary sources are integrated into the classroom, students can feel the content material is more relevant to their lives (Deitch, 1998). When the content material is more pertinent to their lives by showing struggles and choices of historical figures thus humanizing them, students feel

more connected to the world around them and have more interest in exploring a topic (Veccia, 2004). Through the process, primary sources help students gain a deeper level of understanding about the content material and complexity of issues (Veccia, 2004).

Students gain research skills through working with primary sources. Primary sources allow students the opportunity to analyze different points of view on an issue and to study an author's bias (Wilson & Herman, 2000). Students will also be able to better interpret primary sources of contemporary time period and by doing so better understand current issues in society in various media forms (Library of Congress, 2011). Students' reading skills can improve by analyzing the contents of primary sources (VanSledright, 2002). Students are more likely to obtain deeper comprehension and able to learn vocabulary and context of a time period.

Problems and Issues with Using Primary Sources in the Classroom

Using primary sources creates numerous difficulties for teachers. First, the sheer number of primary sources available through the Internet is astounding and leaves the teacher with the task of finding appropriate primary sources (Costa & Doyle, 2004). There is a need for further investigation of how we can best give teachers tools and guidance on selecting primary sources. Even after selecting the appropriate primary sources, teachers must take into account that primary sources only offer students a "snapshot of an event in history" instead of a complete description of an event (Chick, 2007). Students will need the teacher to provide the context and background knowledge of events for them to understand the significance of a source (Veccia, 2004). The teacher must also decide the relevance of the document into the larger area of study (Rulli, 2003).

The deterioration of documents also creates a different type of problem. The legibility of primary sources impacts the meaning of the source (Rulli, 2003). The grammatical conventions

of a distant time period may also be different from contemporary society in terms of punctuation, spelling, and capitalization making a source more difficult for students to read (Wineburg & Martin, 2009). This suggests that students will have trouble reading centuries-old documents. Students will need the guidance of the teacher to make the connection with the language and terminology used in a different time period (Costa & Doyle, 2004). Teachers must also take into account the appropriate length of a primary source for their students (Rulli, 2003).

By using primary sources in the classroom, the teacher is often asking the students to assume the role of the historian and interpret the significance of primary sources. The problem with this role-playing activity is that it does not come naturally for students (Riley, 1999). This idea is also supported by Barton's study (1997). For students to use primary sources with role-playing activities, there are several skills and abilities that students must be taught to carry this out.

Primary sources will not provide immediate rewards for a social studies teacher as Koeller discusses. "Primary sources do not speak for themselves, they have to be interpreted." (Koeller, 2005) Students must possess several skills such as making inferences and discovering the main idea about primary sources (Veccia, 2004). The teacher must provide students with the opportunity to analyze and discuss the content of primary sources (Trenkle, 2009). By the teacher modeling the processes of analyzing and interpreting primary sources, students will be better able to have an active dialogue with the values and cultural norms of an author in a distant time period.

Primary sources pose a difficulty for teachers to implement when the students are struggling and reluctant readers. These students will more than likely lack background knowledge and a strong vocabulary. By having background information on a topic, students have

a better chance of making comprehension by connecting with the material and the author's main ideas (Tovani, 2000). Tovani is a reading specialist who has published several books on this topic. For students to gain comprehension of the material, they must activate vocabulary knowledge of a text to aid comprehension (Vacca and Vacca, 2005). Vacca and Vacca are reading specialists that have published several books on this topic. Students will be confronted with unfamiliar vocabulary when reading primary sources that is crucial to create meaning of the source. The problems with vocabulary that struggling readers face can easily prevent them from benefiting with using primary sources. However, even if students get past this first hurdle, they must be able to construct meaning from texts, which many struggling and reluctant readers are unable to do.

To summarize this section about challenges teachers face using primary sources, there are three issues that teachers can encounter with primary sources. First, students must be able to construct and articulate an argument for the significance of a text by utilizing various reading strategies. These are reading skills that many struggling and reluctant readers will not have in their repertoire (Tovani, 2000). Second, the clarity of the document may not be clear due its age, which may influence the meaning of the primary source (Rulli, 2003; Wineburg & Martin, 2009). Third, the teacher will also need to teach students terminology and language used in a specific time period to work with documents from the past (Costa & Doyle, 2004).

Once the teacher addresses nuances of a time period to students through primary sources, the teacher must still help students with comprehension of the sources. Many struggling readers will have difficulty with vocabulary and lack comprehension skills to work with primary sources. Teachers typically address lack of comprehension skills and limited vocabulary by teaching students how to utilize reading strategies before, during, and after reading a text (Tovani, 2000).

Finally, the processes of using historical thinking that are inherent in analyzing primary sources are skills that do not come natural for students (Wineburg & Martin, 2009). A teacher must help and give students opportunities to analyze primary sources (Trenkle, 2010).

Purposes and Pedagogy for Using Primary Sources

Educators and researchers have elaborated on multiple ways to apply primary sources. These approaches reveal their pedagogical assumptions and beliefs. Most of the activities in the literature with primary sources are document analysis questions and DBQs, student research projects, and inquiry-based activities that have students assume the role of a historical figure or historical detective.

Document based analysis activities begin with the students being assigned a set of questions to answer about a primary source (Carty, 2008; Lloyd, Schamel, & Potter, 2001; Needles & Potter, 2002; Pak, 2001; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Potter, 2001; Potter, 2003; Potter, 2004; Potter, 2006; Schamel, Potter, & Snodgrass, 2000; Schmactenberg, 2006; Stevens & Fogel, 2007; Wasta & Lott, 2002). DBQs are one form of assessment that are starting to be used on some state standardized tests. Typically, primary sources with DBQs are used as writing prompts. Lee Ann Potter from the National Archives has contributed several articles to *Social Education* on primary sources as previously mentioned on page four. The sheer quantity of articles devoted to using primary sources in the classroom in NCSS journals speaks to educators' perceptions about the importance of primary sources. Document analysis questions come in two forms in the majority of the articles. First, there are guiding questions that are designed to get students thinking about the contents of the document (Wasta & Lott, 2002). These are typically lower order questions designed to get students noticing specific details including identifying the author and purpose of a primary source (Schamel,

Potter, & Snodgrass, 2000). Since the authors are using lower order questions to introduce primary sources to students, it can be implied that the authors feel that students need the process of examining primary sources scaffolded by the teacher. After this process is modeled numerous times, students may be ready to work independently answering basic questions about primary sources. The second type of questions that students can answer are higher order questions including analyzing the language used in a document and interpreting the meaning of a source (Patterson, Schamel, & Potter, 2000). These two kinds of questions are geared toward students having exposure to working with primary sources by answering basic questions about sources through guided and independent practice. Then, students move to drawing conclusions about the points of view and values of historical figures. These types of activities prepare students for writing DBQs, document based questions.

Most of the books that focus on DBQs follow the pattern described in Noonan's and Hilton's works (Hilton, 1999; Noonan, 1999). With DBQs, students analyze several primary sources and then write a position paper about the sources that answer a broad question (Noonan, 1999). The primary sources used in DBQs are typically letters, photographs, music lyrics, journals, and excerpts from longer sources (Hilton, 1999). This activity lets the students weigh historical evidence and be decision-makers based on the evidence in the sources (Hilton, 1999). There are numerous reasons for using DBQs. Students need to evaluate the content discussed in primary sources (Noonan, 1999). DBQs aid students with the organizational steps of writing, which help them to become better writers (Hilton, 1999).

Students conducting research projects in small groups is one of the major activities discussed with using primary sources as previously mentioned on page 26 (Anson, 2009; Chism & Potter, 2004; Divjak & Potter, 2002; Lloyd, Schamel, & Potter, 2001; McNatt, 2009; McNatt,

2009; Needles & Potter, 2002; Patterson, Schamel, & Potter, 2000; Schamel, Potter, & Snodgrass, 2000; Potter & Schamel, 2001; Potter, 2001; Potter, 2002; Potter, 2003; Potter, 2004; Schmactenberg, 2009; Torrez & Bush, 2009; Wasta & Lott, 2002). The group work assignments are designed to have students explore a historical issue, event, or figure in-depth to answer a specific question or for a presentation (Torrez & Bush, 2009). The topics that students are investigating are primarily issues or events that have relevance to students' daily lives. After researching a topic in-depth, the students normally do some form of presentation about their topic (Potter, 2001). With these types of activities, students are able to probe deeper by using the Internet to explore more resources about a topic. While the majority of group projects are in constructing a presentation, there are some examples where small group projects are geared toward students assuming a historical role in order to complete assignments about primary sources (McNatt, 2009; Potter, 2001). The articles that discuss group projects with primary sources do not describe the steps to effectively carry out the process in the classroom (Lloyd, Schamel, & Potter, 2001; Needles & Potter, 2002; Patterson, Schamel, & Potter, 2000; Potter & Schamel, 2001; Potter, 2001; Potter, 2003; Potter, 2004; Schamel, Potter, & Snodgrass, 2000; Wasta & Lott, 2002).

Inquiry-based activities are the final major way that educators and researchers promote to use primary sources (Divjak & Potter, 2001; Potter, 2003; Schmactenberg, 2006; Wyman Jr., 1998). Inquiry is an appropriate instructional model in the social studies classroom. Inquiry allows children's inquisitive nature about making sense of the world around them to be used in the classroom (Levstik & Barton, 2005). Inquiry-based activities get students to think about the material and ask questions, which engage the students (Beal, Bolick, & Martorella, 2009). For example, students can take on the role of a historical figure and construct a short writing

assignment to demonstrate their understanding and comprehension of material discussed in primary sources (Divjak & Potter, 2001; Potter, 2003; Wyman Jr., 1998). As students explore these roles, the historical figures and events come alive for the students (Percoco, 2003). The most prominent discussion of role-playing is of VanSledright's work (2002), which made students assume the roles of historical detectives, which was discussed on page 26 and 27.

VanSledright's study was conducted in a fifth grade classroom and examined students' ability to work with primary sources and construct historical arguments. VanSledright found that students as early as fifth grade could work and articulate historical arguments from primary sources (VanSledright, 2002). VanSledright's study had students become historical detectives. As historical detectives, students were given specific primary sources and had to formulate an argument from the primary sources to solve a problem. As historical detectives, they assumed authority for their learning by forming an argument from the historical evidence. Students were faced with situations that historians face when examining primary sources, and through the process of scrutinizing historical evidence, students' research skills improved (VanSledright, 2002). The pedagogical recommendations from this study stressed that students should be engaged in the material trying to solve a historical mystery through examining primary sources and discussion with peers.

History Scene Investigators (which can be viewed at http://web.wm.edu/hsi/index.html) takes a similar approach. Historical Scene Investigators poses a question about a primary source for the students to answer about a historical event by using different kinds of primary sources including letters, journals, and photographs. There are currently 13 cases available on the website for the students to solve. Each of the cases gives the students evidence to examine to solve the case as well as some document analysis questions to help them think about each primary source.

After the students solve the case, the typical assessment activity has students to write their solution to the case that relies on evidence from the primary sources. This site provides similar benefits to VanSledright's study (2002) of making the students responsible for their learning by making them decision makers in the classroom.

A small body of the literature related to primary sources has taken the research in a different direction. In Bickford's article, he had students construct facsimile political cartoons (Bickford, 2010). Bickford's study had students read primary sources about Japanese internment camps and then the class discussed these sources. The students then constructed their own political cartoons about the Japanese internment camps by using Microsoft Paint and/or Power Point (Bickford, 2010). The students then examined and discussed each others' political cartoons, which allowed students to become the experts and co-instructors in the classroom. Bickford believed that the activity not only engaged students in the content material but allowed students to demonstrate their understanding of the content material (Bickford, 2010).

Bickford did a follow up study to his original action research study of having students construct facsimile political cartoons. In his second study with political cartoons, Bickford did a meta-analysis of the literature on how educators use political cartoons (Bickford, 2011). From his meta-analysis, Bickford drew two conclusions. First, educators primarily use political cartoons mainly for interpretation of the material (Bickford, 2011). By only using political cartoons for interpretations, students are not engaged in higher order thinking skills. Second, the activities utilizing political cartoons are done almost exclusively with gifted or college age students. This step is taken because teachers believe that younger students will be unable to work with political cartoons (Bickford, 2011).

Bickford also analyzed the seventh grade students' facsimile political cartoons and interviewed the students about their facsimile political cartoons. From the interviews and students' work, Bickford created several categories to describe their facsimile political cartoons. The students' facsimile political cartoons utilized various symbolism and imagery to demonstrate their understanding of the content material (Bickford, 2011). Bickford also had a group of 25 pre-service teachers in a social studies methods course at a Midwestern university analyze students' facsimile political cartoons. From the interviews with students about their political cartoons and discussion with pre-service teachers, Bickford concluded that the construction of facsimile political cartoons is one tool to elicit discussion and challenge students to apply their understanding of the content material to produce an artifact. Higher order thinking skills were utilized by students to construct their facsimile political cartoon (Bickford, 2011). The idea that students examine and create their own facsimile primary sources is an idea that has merit and is briefly mentioned in Ireland's work (2010).

Ireland (2010) briefly described the idea of having students construct facsimile primary sources. Ireland's activities primarily focused on students doing document analysis activities and constructing presentations about primary sources. However, the author did provide extension activities where she mentioned students creating facsimile primary sources including posters, letters, and newspaper articles (Ireland, 2010). Ireland did not thoroughly describe how to implement the activities in the classroom but did provide several rubrics for assessing these activities. Given the recent publication date of both Ireland's and Bickford's works, having students create facsimile primary sources is a relatively new idea that needs to be explored more in-depth. The process of constructing facsimile primary sources engages students in authentic research.

From Bickford's studies described earlier on page 25-26, students learned the content material about Japanese internment camps through working with primary sources (Bickford, 2010). Primary sources are one tool that teachers can utilize to teach the required content (Edinger, 2000). In VanSledright's study previously described on pages four and five, the students utilized historical evidence to form an argument about a historical question posed by the teacher (VanSledright, 2002). While VanSledright had students form a historical argument from primary sources, students can also learn the content material about a topic from primary sources by doing document analysis questions. By answering questions posed by Potter (2004), students learn content material about a topic by examining an author's point of view. Regardless of the type of assessment utilized by educators or researchers, there seems to be consistency that students can learn the required content material from primary sources.

Educators' Opinions of Using Primary Sources in the Classroom

With many of the articles, books, and studies, there is a consensus that primary sources help student engagement in the classroom (Anson, 2009; Carty, 2008; Edinger, 2000; Potter, 2003; Singleton & Pereira, 2005). The research however says nothing about what social studies supervisors think about using primary sources. Primary sources can empower historical voices from the past by adding their perspective of historical events to class discussion, which draws the students into the material (Wineburg & Martin, 2009; Wyman Jr., 1998). "Social studies content is more meaningful to students when they can empathize with the people they study." (Lovorn, 2009) Primary sources can help students create meaningful stories of historical events, and through the process, students are able to learn how historical stories and events have impacted and shaped their lives (Resta, Flowers, & Tothero, 2007).

Primary sources often contain or speak to the content knowledge that the teacher wants the students to learn (Edinger, 2000). The learning process can involve the students more through inquiry-based learning to solve problem scenarios (Kobrin, 1996). Students can also learn research skills through these investigations (VanSledright, 2002). Primary sources would seem a viable text alternative to traditional textbooks because they not only teach content material but have numerous academic benefits for the students.

There appear to be several benefits from the body of literature on using primary sources in the social studies classroom. Using primary sources is one way to engage students in the content material (Anson, 2009; Carty, 2008). Students' engagement may be attributed to the inquiry process of exploring the content material to answer a historical question or to create a facsimile primary source (Bickford, 2010; Bickford, 2011; VanSledright, 2002). Through the exploration of the content material, students are better able to understand historical figures' points of view and see how events impacted the lives of historical figures (Wyman Jr., 1998).

Examining different points of view of historical figures also humanizes individuals of the past (Lovorn, 2009). By understanding the ways that historical figures perceived the world around them, students can better grasp the reasons why people made their choices and through the process gain a deeper understanding of the content material (Davis, Yeager, & Foster, 2001). The exploration of history in this manner can make the content material more relevant to the students and perhaps more importantly humanize historical figures (Resta, Flowers, & Tothero, 2007).

Summary

The review of the literature supports using primary sources in the social studies classroom (Bickford, 2010; Edinger, 2000; James, 1965; Ireland, 2010; Kobrin, 1996; Potter,

2005; VanSledright, 2002). The review of the literature supports several parts of the survey. The researcher defined the term primary sources and related historiographical research about using primary sources. The literature describes some pedagogical principles about integrating primary sources in the classroom, which the researcher will measure with a series of questions on his survey. The types of primary sources and websites found in the existing literature to use in the classroom were also discussed. The literature also suggests that there are certain benefits and preliminary steps to using primary sources: engaging students in historical thinking, examining divergent points of view, possessing academic vocabulary and context to understand a primary source. The researcher designed a series of questions to assess educators' beliefs about the benefits and preliminary steps of having students work with primary sources suggested in the review of the literature. The data from the survey may provide support for claims made by educators with primary sources.

Relating to types of teaching activities in the literature, one of the main areas concerns best practices with primary sources. The method of working with primary sources suggested in Potter's works (2001, 2003, 2004, 2005, 2006, 2008) with document analysis activities is reflective of best practices suggested in the majority of the literature. Since most of the activities in literature with primary sources focus on document analysis, this suggests newer activities need to be examined.

Bickford's studies (2010, 2011) suggest a new direction with regard to activities utilizing primary sources. His focus is on students creating facsimile political cartoons. The researcher designed a series of questions with teaching activities that focus primarily on students creating facsimile primary sources similar to the activity used in Bickford's studies (2010, 2011). This

section of the survey will allow the researcher to evaluate educators' opinions about the merits of using activities focusing on student creating facsimile primary sources.

Since the researcher found only one study in the review of literature that focused on educators articulating their beliefs about using primary sources in the classroom (Fehn & Koeppen, 1998), the researcher constructed four open-ended questions at the end of the survey to allow educators to express their beliefs about primary sources. The four open-ended questions provide an outlet to not only allow educators to articulate their beliefs about primary sources but to make recommendations for future research into the area of using primary sources in the social studies classroom. Open-ended questions also allow participants an opportunity to more fully express their opinions, which they cannot do with Likert scale questions.

In Chapter III, the methods and procedures used in this study are described. Chapter IV explains the findings of this study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine what conceptions educators have regarding primary resources. Basically, the study attempted to answer the following questions: (1) How do educators define primary sources?; (2) How do educators think that primary sources should be used in the classroom?; (3) How, if at all, do teachers currently use primary sources in the classroom and what are their reasons for their use or lack of use?

The methods and procedures used to answer these questions involved the following steps discussed in Chapter III: (1) development of the survey instrument about educators' perceptions on primary sources; (2) design of the survey on how it was constructed and distributed; (3) explanation of how and why members of the National Social Science Supervisory Association (NSSSA) were selected; (4) methods used to collect the survey data; (5) the statistical measures ran for the survey on primary sources. Each of these steps is discussed in the remainder of the chapter.

Development of the Instrument

In pursuing a deeper understanding of educators' views of primary sources, it was important to identify the most effective methodologies. Interview observations and surveys seemed to be possible alternatives. Both interviews and observations seemed to offer to limited scope. A survey is the appropriate tool for this study because it allows the researcher to get at educators' perceptions and pedagogical beliefs about using primary sources (Fink, 2003). From taking the results of all survey participants together, the researcher gained a more holistic view of a certain groups' beliefs about primary sources (Salant & Dillman, 1994). A survey is a way to

allow a participant to articulate his or her pedagogical principles while also allowing participants' data to be examined for general tendencies between all participants.

The researcher reviewed the literature in order to determine educator's perceptions about primary sources. The review of the literature was unable to identify examples of surveys related to the professional use of primary sources. A survey instrument was therefore designed from several key elements that the researcher found in the review of the literature. These elements included: (1) educators' pedagogical beliefs about primary sources; (2) academic and student benefits with primary sources; (3) limitations with using primary sources in the social studies classroom; (4) activities in the literature review and researcher-constructed activities with primary sources that might promote better use of primary sources; (5) four open-ended questions about primary sources that has participants define primary sources, describe two activities that participants use with primary sources, articulate the qualities of an effective activity with primary sources, and elaborate on their pedagogical principles with primary sources (See Appendix A). The first component of the survey contains five demographic questions. These demographic questions enabled the researcher to obtain background information about participants in the study including gender, information about racial background, years of teaching and supervisory experience, highest degree obtained, and current work affiliation.

Component two of the survey consists of 30 Likert scale questions. The Likert scale goes from one to five with a score of one meaning to strongly agree and a score of five strongly disagree. The 30 Likert scale questions were broken into several categories: teachers' pedagogical beliefs about primary sources, academic and student benefits with primary sources, preliminary steps with using primary sources, and activities in the literature review and researcher-constructed activities with primary sources (See Appendix A).The researcher

designed questions in each Likert scale category based primarily on elements derived from the review of the literature. Likert scale questions 1-7, focused on educators' pedagogical beliefs about primary sources. This set of questions looked at educators' comfort level with using primary sources and beliefs about implementing these sources in the social studies curriculum. These questions came primarily from educators' pedagogical views with primary sources discussed in chapter two of the literature review.

Both benefits and preliminary steps in using primary sources in the social studies classroom were discussed in chapter two (Costa & Doyle, 2004; Deitch, 1998; Rulli, 2003; Veccia, 2004; Vest, 2005; Wilson & Herman, 2000; Wineburg & Martin, 2009). The second category of Likert scale questions 8-13 focused on educators' evaluations of benefits of using primary sources; while the third category of Likert scale questions 14-18 examined some possible preliminary steps of using primary sources. The researcher found little in the review of the literature about authors describing limitations of using primary sources. To compensate for this lack of historical precedent in the literature, the researcher reviewed several reading education textbooks about issues that struggling readers faced with reading comprehension which seemed applicable to students working with primary sources (Tovani, 2000; Vacca and Vacca, 2005).

The fourth category of Likert scale questions 19-30 addressed activities to use with primary sources. The researcher included questions for each of the three main activities with primary sources described in the literature: document analysis, group project reports, and inquiry based activities with questions 19-22 (Potter, 2008; VanSledright, 2002). The rest of the questions 23-30, focused on researcher-constructed activities with primary sources. The researcher felt that the activities discussed in the literature were limited and an exploration of

new activities was needed. The researcher created the activities described in questions 23-30 basing them upon the activity found in Bickford's studies (2010, 2011), where students created facsimile primary sources.

The third component of the survey contains four open-ended qualitative questions to have teachers elaborate on their pedagogical beliefs about using primary sources in the social studies classroom. These four questions were designed to allow educators to more openly discuss their beliefs about primary sources in a way that is not possible with the 30 Likert scale questions. The open-ended questions provided more complete answers for the research questions.

The researcher had the survey reviewed by four experts in the field of social science education. The reviewers were comprised of social science educators at universities as well as an educator affiliated with The Library of Congress. The researcher had the reviewers examine the survey for clarity, inaccuracies, superfluous content, and any missing items that they felt were necessary to the survey. From reviewers' feedback, the researcher made edits to all components of the survey. Several of the demographic questions were reworded. Several Likert scale questions were deleted that the reviewers felt were superfluous. Additionally, one open-ended question was removed and another was modified.

Design of the Study

The researcher first had four experts in the field of social science education review the survey (See Appendix B). The researcher reviewed the experts' responses to determine if the questions on the survey were soliciting responses as the researcher intended. The researcher asked the following questions:

1. Are there any areas in which you believe questions should be asked are missing? If so, what?

2. Are there any inaccuracies in any of the questions? Please identify any inaccuracies.

3. Are all of the questions clearly stated? If not, please clarify questions that you would modify.

4. Are more examples needed in any of the questions? Please identify questions that need more examples.

5. Are there any superfluous questions and if so why do believe certain questions are unnecessary? Please identify these questions.

6. Does the survey address the purpose of the study?

The survey was revised based on the reviewers' responses to the survey and the questions listed above. Demographic questions were edited and several Likert scale questions were reworded. Two Likert scale questions were deleted. With the open-ended questions, one was deleted and another was modified. The final version of the survey was then distributed to members of National Social Studies Supervisors Association (NSSSA). The cover letter within the electronic survey explained the purpose of the study, gave instructions, and encouraged participants to promptly respond to the survey.

Population and Sample Procedures

For this survey study, the survey was sent to all current members of NSSSA as of September 12, 2011. The researcher selected NSSSA members for this study for several reasons. The job description of NSSSA members match the topic and focus of this research study making them an ideal audience. NSSSA members have extensive experience with the social studies curriculum whether in the capacity as classroom teachers or university mentors and instructors. The NSSSA board of directors granted permission to use the organization membership list for this study. The researcher found out from NSSSA president, Judy Brodigan, that NSSSA members are

comprised of approximately two equal groups: classroom teachers and university faculty. The almost equal split between public school personnel involved teaching social studies and university and college faculty/supervisors was one of the reasons that the researcher selected NSSSA members for this study. The almost equal division of NSSSA members between classroom teachers and university faculty seemed ideally suited for the purpose of this study.

There were 18 classroom teachers that filled out the survey. This constituted 22% of the population sample of the survey. There were 16 University faculty members that completed the survey, which constituted 19.5% of the population sample of the survey. A total of 16 school supervisors completed the survey, which represents 19.5% of the population sample of the survey. There were 32 participants that took the survey that classified themselves in the other category, which made up 39% of the survey. People that marked other for affiliation were mainly consultants for school districts, curriculum specialists, and retired school staff. NSSSA classroom teachers and university faculty were located geographically throughout the country. Identical surveys were sent to classroom teachers and university faculty.

Collection of the Data

The electronic survey containing a cover letter and the survey was sent to NSSSA members' e-mail addresses on September 13, 2011. Initially, 44 members in the sample responded to the e-mailed survey. A second e-mail to all NSSSA members was sent out on September 23, 2011 and a follow up e-mail on September 28 to nonrespondents, which yielded 38 additional respondents. From the three e-mails sent out, 82 NSSSA members responded. From this total, there were 18 classroom teachers and 16 university faculty that replied. It was important to the researcher for the study to capture both teachers' and university faculties' beliefs about using primary sources in the classroom. 500 surveys were distributed. A total of 82 surveys were returned (16.4%).

This return rate exceeded the expected returns predicted by the researcher's statistical consultant. According to the research consultant, this was sufficiently representative sample.

Treatment of the Data

After the researcher received survey results from NSSSA members, the data were analyzed in several ways using Statistical Package for the Social Sciences (SPSS) software. First, the mean scores were calculated for each of the Likert scale questions (See Appendix C). The mean scores of the Likert scale questions on the survey were then compared against each other. This process allowed the researcher to examine areas of importance to educators along with pedagogical benefits and limitations with using primary sources.

An ANOVA test was used to compare multiple mean scores together (See Appendix D). An ANOVA test allowed the researcher to examine the error and variance between sets of questions (Ary, Jacobs, Razavieh, & Sorensen, 2006). The researcher used the ANOVA test to compare within and across categories values that educators agreed with most about their pedagogical beliefs related to primary sources. This statistical treatment allowed the researcher to examine participants' responses to questions in a Likert scale category compared against each sub-group of the five demographic questions.

The researcher did an item analysis on the Likert scale questions to obtain the standard deviation of the mean score for each series of questions (See Appendix E). Standard deviation allows the researcher to see if the participants agreed about questions on the survey. The researcher examined the Cronbach's alpha score for a category of questions to see the level of agreement among participants to a category of questions. If there was small standard deviation about items on the survey, it would indicate that there are certain ideas and values about primary sources that NSSSA participants share. A small standard deviation was labeled as anything less

than one point on the Likert scale questions. However, if there is larger standard deviation on questions, this would mean that there is a lack of agreement about pedagogical beliefs with primary sources.

The four open-ended questions were coded according to methods suggested by Bogden and Biklen (2007). Bogden's and Biklen's work (2007) contain complex methods of analyzing qualitative data. The researcher analyzed participants' responses while looking for common responses between participants. Recurring phrases and ideas were coded and then organized into categories about key ideas from participants' responses (See Appendix F). This process allowed participants to express their ideas and beliefs about using primary sources in a way that is prohibited in Likert scale questions. There is also limited data about asking educators to articulate and discuss their pedagogical beliefs about using primary sources.

CHAPTER IV

Findings

The purpose of this study was to determine what conceptions educators have regarding primary resources. Basically, the study attempted to answer the following questions: (1) How do educators define primary sources? (2) How do educators think that primary sources should be used in the classroom? (3) How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?

In order to accomplish the purposes of this study, the researcher did a review of the literature related to using primary sources in the social studies classroom. An electronic survey was then sent out to National Social Studies Supervisors Association (NSSSA) members. Questions on the survey were derived from topics consistently found throughout the literature on using primary sources. The survey was divided into three components. Component one of the survey contained five demographic questions about survey participants. Component two of the survey contained 30 Likert scale questions. With the Likert scale questions, there were four categories: educators' pedagogical beliefs about primary sources, academic and student benefits with primary sources, preliminary steps to teaching with primary sources, and activities in the literature review and researcher-constructed activities with primary sources. The third component of the survey consisted of four open-ended questions. The four open-ended questions allowed respondents to more fully articulate their pedagogical beliefs about primary sources.

This chapter attempts to describe the findings from that survey. Based on these findings, this chapter attempts to answers the three research questions for this study. The suggestions for the statistical treatment of the survey were made by the research consultant at the researcher's university. Statistical treatment of the data with the 30 Likert scale questions involved three steps. These were as follows: (1) the analysis and comparison of individual mean scores of the

30 Likert scale questions were used to evaluate respondents' level of agreement with statements; (2) Item analysis of the standard deviation of mean scores to measure level of agreement and disagreement among respondents; (3) An ANOVA test to compare multiple mean scores together. Item analysis was conducted for a measure of reliability among participants' responses to questions in each category of the Likert scale questions. An ANOVA test was conducted to see if there were any statistically significant differences among the different demographic groups with the 30 Likert scale questions. The researcher determined to use a score of .05 significance in comparing the sub-groups. For a more in-depth discussion about the item analysis and ANOVA test, see Chapter III (page 58). The four open-ended questions were analyzed in a different way. They were coded for themes among respondents (See Appendix F).

Chapter IV also includes the analysis of the data. The analysis was conducted to answer the following research questions: (1) How do educators define primary sources? (2) How do educators think that primary sources should be used in the classroom? (3) How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use? There was a return rate of 16% (n=82) with the population of NSSSA members.

There are several reasons that may account for the 16% level of return to this survey. The survey was sent out in early September, which is when many college supervisors and public school teachers are starting the fall semester. Many of these same educators may be tied up with other surveys or reluctant to respond to any survey. Another possibility is that the researcher's e-mail was received as e-mail spam.

The five demographic questions asked on the survey were designed to give the researcher a better understanding of survey participants. The researcher asked survey participants

demographic questions about gender, race, years of teaching and supervisory experience, and current work affiliation (See Appendix A).

Respondents were primarily Caucasian (91.5%) and have six or more years of teaching and supervisory experience. Seventy participants (85.4%) indicated that they had 12 or more years of teaching and supervisory experience. There were 11 participants (13.4%) identified that they had between 6-12 years of teaching and supervisory experience. Only one participant (1.2%) identified with having between 0-5 years of teaching and supervisory experience. There were participants from different racial backgrounds. The population included two African Americans (2.4%), one Hispanic (1.2%), and two Native Americans (2.4%). There were two participants that identified as biracial/multiracial (2.4%). There was nearly twice as many women as men that responded to the survey. There were 54 women (65.9%) and 28 men (34.1%) that completed this survey.

The greatest diversity among the demographic responses related to current work affiliations of participants. There were 16 college/ university faculty (19.5%), 16 school supervisors (19.5%), and 18 classroom teachers (22%) that completed this survey. The remaining 32 participants marked the other category (39%). This large other category may be related to the fact that members of this group have different roles in social studies education. The other category consisted of curriculum coordinators, specialists, or consultants. The demographic question about current work affiliation illustrated the diversity of respondents.

Quantitative Findings for the First Research Question

The first research question asked, “How do educators define primary sources?” The researcher analyzed Likert scale questions 1-7 that related to this research question. The questions in this category focused on teachers’ pedagogical beliefs about primary sources. The

mean scores for all questions in this category fell between one and two indicating strong agreement to agreement with these questions.

The two questions with the highest level of agreement in this section were question one with a mean score of 1.34 and question seven with a mean score of 1.39. Question one asks whether participants have a clear understanding of different ways to use primary sources; while question seven examines participants' comfort level with explaining to students how to work with primary sources. The responses from these two questions seemed to suggest that participants believe they have a conceptual understanding about primary sources. The participants also expressed confidence in being able to implement diverse activities with primary sources in the classroom.

Respondents' answers showed agreement to question four, mean score of 1.40. This question looks at whether in-services about primary sources are useful. The responses to questions four became more significant when examining the outcome of question five. Question five asks whether students can read primary sources understanding. Generally, educators agreed, a mean score of 1.90. The lower level of confidence by participants to question five indicated that there may be a need for in-services for social studies teachers with primary sources. It can be inferred in-service sessions could be used to provide strategies and activities for using primary sources.

An item analysis was conducted for each of the categories with the Likert scale questions. The statistical tool of Cronbach's alpha was used for a measure of reliability with questions in a category. For the category dealing with teachers' pedagogical beliefs about primary sources, the Cronbach's alpha score reflected a 71.9% reliability. A Cronbach score of 70% or more is considered a fairly strong level of agreement. This level of reliability illustrates a fairly strong

agreement among participants' responses and consistency of how respondents think about a set of questions. This result also allowed the researcher to make general statements about how the survey participants think about a category of questions.

An ANOVA test was conducted for each category of questions against each demographic question using a 95% confidence interval. This process was done to see if there were any major differences between demographic groups. .05 level of significance or below would be statistically significant indicating that there are differences among the sub-groups to a demographic question. With categories one, two, and four on the Likert scale questions, there was only one item that was statistically significant. In category two, the responses of men and women were statistically significant. The mean score for women was 1.50 and for men was 1.746. These mean scores suggested that female participants had a stronger level of agreement in their responses to this set of questions than men. This seemed to indicate that men and women think differently about academic benefits of primary sources. For all of the other questions, there were no items statistically significant. This suggests that survey participants were in general agreement.

Qualitative Findings for the First Research Question

The first open-ended question on this survey asked participants to define the term a primary source. The researcher constructed four codes for participant responses: definition of primary sources, primary sources allow historian to construct a historical narrative, pedagogical benefits of primary sources, and the creation of primary sources.

The majority of the respondents agreed with the definition of a primary source. The general consensus from participants' responses was primary sources are documents or artifacts created by people living during a time period being analyzed. Respondents' answers contained

the term “document” 34 times and “artifact” 22 times while participants mentioned the idea that primary sources are contemporary to a historical time period 72 times. The participants also frequently listed examples of primary sources including photos, newspapers, and letters. Since the authors of primary sources live during a time period, respondents described historical figures’ accounts as people with “first-hand knowledge or an eyewitness account” of a historical event. Several participants also described historical figures’ accounts as “unfiltered versions of history” filled with points view and biases of historical figures. According to educators’ responses, the points of view and biases in primary sources are “not mediated by others” because primary sources “… have not been filtered through some kind of analysis, re-write, or narrative.” The ideas of respondents about defining a primary source reflected the definitions found in the existing literature (Welborn, 2000; Vest, 2005).

Three respondents answered the question in a way that clearly illustrated that primary sources are connected to every part of society. In this participant’s view, “We are creating and using what will be primary sources every day.” From this participant’s response, primary sources are connected to every aspect of society through the various forms of records that a society leaves behind. These resources are what historians use to create a historical record. Two participants described primary sources as the “building blocks of historical thinking”, which allow “for writing/reading/studying historical narratives.” Both of these responses indicated that primary sources are one of the main tools that historians use to understand the accounts of historical figures and to create meaning of historical events.

Participants not only defined primary sources in their responses but also described some pedagogical benefits of using these sources with students. According to several participants, primary sources allow the students to hear “the voice” of each individual historical figure by

presenting biases and points of view. The idea of a historical figure's voice relates to capturing his or her thoughts, feelings, points of view, and biases. Through the examination of these historical accounts, educators espoused that students can "enhance their understanding of the time period in which the primary source was created." Primary sources according to several respondents help to bring "social studies alive" and arouse "both curiosity and the spirit of inquiry." The respondents seemed to be implying that primary sources can have a transformative impact on social studies instruction.

Summary of Findings related to the First Research Questions

The participants' responses to the first open-ended question reflected four shared themes. The researcher constructed the following definition for primary sources. Primary sources are documents or artifacts created by people living during a time period being analyzed that offer an unfiltered version of history filled with the author's biases, cultural norms, values, and points of view. The participants' responses to the first category of questions had a fairly strong Cronbach's score reflecting agreement in their responses with questions in category one. From the results of the ANOVA test with questions in category one, respondents did not have any statistical significant differences across the various demographic groups. Based on this fact, there was consistency in responses to questions across the various groups that completed the survey. Taken together, these facts pointed to the conclusion that survey respondents generally agreed with their definition of primary sources listed in the open-ended question and had reliability with responses to the Likert scale questions.

The Second Research Question

The second research question asked, "How do educators think that primary sources should be used in the classroom?" The researcher used open-ended question three and category

two and three from Likert scale questions to answer the second research question. The responses to these questions presented possible ways that primary sources should be used and preliminary steps that a teacher must take to use primary sources in the social studies classroom.

Quantitative Findings for the Second Research Question

Category two, academic and student benefits with primary sources, of the Likert scale questions attempted to measure participants' responses about possible approaches of integrating primary sources into the social studies classroom. There was a strong level of agreement between respondents with most of the responses to the questions in this category. Educators agreed most strongly that students learned about diverse points of view about historical figures and events from primary sources. Likert scale questions 8, 11, and 12, focus on primary sources helping students to understand and articulate historical figures' points of view. For questions 8, 11, and 12, the mean scores for these questions were 1.20, 1.21, and 1.22 respectively. These mean scores demonstrated a strong level of agreement about students learning different points of view from examining primary sources.

Participants also agreed that working with primary sources engage students in higher order thinking skills. Likert scale question 13 addresses this issue directly. Participants responded with a 1.29 mean score of agreement to question 13. The participants' responses seemed to indicate that students are able to think at higher cognitive level with historical content when working with primary sources.

The researcher conducted an item analysis with the Likert scale questions using Cronbach's alpha for a measure of reliability with items in category two. The Cronbach's alpha score for category two was 76.6%, which indicated a moderately strong level of reliability with questions in this category. The moderately strong level of agreement indicated that educators

generally agreed about the set of questions on possible academic benefits of using primary sources. Specifically, respondents agreed that primary sources allow students to see historical figures' points of view while also providing students the opportunity to form a historical argument and engage in higher order thinking. From this score, there was consistency with respondents' answers with Likert scale questions 8-13.

Category three of the Likert scale questions, questions 14-18, represented preliminary steps to working with primary sources. The mean scores in this category of questions indicated more divergence in thinking than in the other sets of questions. The item that participants had the most agreement on in this category was question 16. Question 16 focused on whether organizational tools like a Venn diagrams help students to better learn the content material. The mean score for question 16 was 1.71. Organizational tools may help students overcome certain obstacles of working with primary sources. Participants agreed with a mean score of 2.33 to question 14 that students will have trouble working with primary sources that contain language from a different time period. The responses to question 14 seemed to suggest that the use of organization tools would make the process of working with primary sources easier for students.

The Cronbach's alpha score for questions in category three of the Likert scale questions was 9.1%. This indicates a low level of agreement among the participants. Such a low level of reliability in this category is not unusual. This category of questions deals with limitations when working with primary sources. Participants may be inclined to view one question as a limitation to working with primary sources but not necessarily other questions in this category. This trend was supported by the diverse responses of individuals to questions in this category. The result from these responses is that participants hold varying perspectives on what is a limitation of using primary sources in the social studies classroom. Since there was weak level of reliability

between questions in category three, the researcher ran an ANOVA test for questions 14-18. There were no questions that were statistically significant based on the results of the ANOVA test, which means there were no major disagreements among items in this category.

Qualitative Findings for the Second Research Question

The third open-ended question dealing with the qualities of an effective activity for using primary sources related to the second research question. The responses of participants for this open-ended question fell into two categories: type of classroom strategies implemented in the classroom and improvement of student content knowledge through working with primary sources.

Participant responses to open-ended question three articulated how primary sources could be used to make connections across the content material in several ways. According to half of the respondents, primary sources allow a student to analyze a source and then "connect the interpretation to student prior knowledge." Educators emphasized that students not only benefit by applying background information to understand a topic, but gain a better understanding of how the past intrudes on the present. Respondents emphasized that primary sources allow students "to understand how the events of history relate to their lives today." In this sense, several educators stressed the content material from a primary source "relates to personal life or area where person lives" making the material personal, relevant, and meaningful for the student. Students can therefore make connections to the significance of a historical event during a time period as well understand the lasting impact of an event on contemporary society by examining primary sources.

Students engage in higher-order thinking by doing different processes related to primary sources in the classroom. Respondents mentioned in their responses several ways that students

can be involved in higher-order thinking when working with primary sources. Several participants indicated that forms of engagement in higher-order thinking included examining "point of view" and "bias." Through these processes, educators stated that students are able to "delve deeper" into the content material by using "historical thinking skills while using primary sources." According to respondents, students learn the "steps of analysis and synthesis" from working with primary sources and then can apply this knowledge "to answer a larger historical question." Based on educators' statements, a "large historical question" allows students to respond to 'so what' or 'now what' question about a primary source. These types of questions delve into the lasting impact of a historical event. Respondents emphasized these kinds of questions are "somewhat open-ended" allowing students to explore historical situations without limitations and to express themselves without judgment. Respondents emphasized that students gain a deeper level of content knowledge by engaging in the different activities of analysis with primary sources.

By exploring the content material in ways that elicit higher-order thinking from students, the classroom environment and nature of instruction also change. Participants' comments consistently mentioned that primary sources "engage the students" in the content material by creating and invoking a "moment of surprise/discovery" and "curiosity/questions." From these responses, it could be surmised that primary sources create an interest from students to further explore and attempt to find answers to historical questions. This process alters classroom instruction from being teacher centered to being student centered. The teacher's role becomes more of a facilitator for student discussion. Students are developing questions to be explored and discussing the content material with each other. Based on respondents' comments, learning occurs from "student discussion to build meaning", and as students construct meaning, they need

"time for summarization based on content knowledge learned." Participants as a whole indicated that primary sources are a powerful tool that can reshape the nature of classroom discussion and engage students in a higher level of thinking. This leads to a deeper level of understanding about the content material.

Some of the participants' responses represented preliminary steps of using primary sources in the social studies classroom. There was one main category with preliminary steps of using primary sources: teachers having to scaffold the process for students.

Participants stressed in their responses that the teacher would need to model for students how to work with primary sources. According to respondents' comments, this modeling starts by teachers selecting "developmentally appropriate" sources and by giving "clear directions for students" on how to work with the primary source. Participants listed several possible ways for teachers to guide students in this process. Respondents mentioned these methods included "focus questions", "modeling of the thinking skills by the teacher", and "pre-teach difficult vocabulary." The participants also noted that the primary sources selected by the teacher must contain "accessible language" for the students to be able to work with the documents. As the students investigate a primary source, the teacher must be ready to provide more support as needed by the student. Multiple respondents emphasized that a teacher must carefully select and model the process of working with primary sources for students. The teacher needs to also provide support as students analyze primary sources.

Summary of Findings Related to the Second Research Question

Research question two asked, "How do educators think that primary sources should be used in the classroom?" Responses included possible preliminary steps of working with primary sources to address student lack of vocabulary and different language used during a specific time

period. The respondents may have picked up cues from the Likert scale questions. Participants also mentioned that the preliminary steps of working with primary sources can be resolved by the teacher scaffolding the process for students. The extra steps that a teacher may have to take to help students work with primary sources are worthwhile investment considering the possible applications of primary sources. According to participants, students are able to see the connections of the content material in relation to prior knowledge and how the content material relates to their lives. From working with primary sources, students are also able to probe with more depth into the content material by examining historical figures' points of view and biases. Through these learning processes, students are engaged in higher-order thinking. The classroom structure undergoes a transformation by becoming more student-centered. Students are actively engaged in the process of seeking answers to their questions and discussing the content material with peers. From stimulating discussion in the classroom, teachers help guide students to ultimately synthesize answers to their questions. The process of engagement in analyzing primary sources discussed in participants' responses creates a learning atmosphere that values and embodies the principles of inquiry-based learning in the social studies classroom.

Quantitative Findings for the Third Research Question

The third research question asked, "How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?" The researcher used category four of the Likert scale questions, activities in the literature review and researcher constructed activities with primary sources, to answer the third research question. In addition, the researcher drew upon responses to open-ended question two and four to answer the third research question.

All of the mean scores for this group of Likert scale questions fell into the category of strongly agreed or agreed. Of the five questions with the highest level of agreement, four of the five questions are activities found in the literature with primary sources: document-based question (question 19), group projects (question 20), historical detectives (question 21), and document analysis activity (question 22). The researcher included questions about document-based questions (mean score of 1.46), group projects (mean score of 1.45), historical detectives (mean score of 1.43), and document analysis activities (mean score of 1.61). These questions were an attempt to determine participants' thoughts on activities in the existing literature with primary sources. The mean scores on these items demonstrated that respondents liked the activities that currently exist in the literature more than primary source activities which the researcher constructed. This may indicate respondents were more familiar with activities in the existing literature than activities that have students create facsimile primary sources.

With the Likert scale questions in the fourth category, there were a set of questions that focused on role-playing activities with primary sources. Questions 26, 28, and 29 focus on activities that have students assume the role of a historical figure. After assuming the role of a historical figure, students then create an artifact or perform a short in-role performance from the point of view of a historical figure. Given the articulated pedagogical benefits in the literature and participants' exposure to activities involving role-playing (Morris, 2001; Morris, 2009; Shaftel & Shaftel, 1967; Shaftel & Shaftel, 1982; Wilhelm, 2002), educators agreed more to using role-playing activities than students creating facsimile primary sources. This result was also more likely because of the limited literature about having students created facsimile primary sources. Respondents stated frequently in open-ended question three that role-playing activities allowed students to understand historical figures' biases and points of view.

The set of questions in this category with the lowest level of agreement are researcher-constructed activities with primary sources that focus on students creating facsimile primary sources (question 23) and web-based projects (questions 24 and 25). These three questions had a lower level of agreement with means scores of 2.02, 1.93, and 1.93 respectively and had three of the highest levels of standard deviation in participants' responses. These results may be due to the limited amount of the literature on using primary sources in these areas. With a limited amount of literature, educators may have limited exposure to these approaches.

The Cronbach's alpha score for questions in category four of the Likert scale questions was 92%, which indicates a strong level of reliability among items in this category. The Cronbach's alpha score for questions in category four had the highest level of reliability of the four categories of Likert scale questions. This indicates a strong level of consistency among participants in their responses to this set of questions. In this case, respondents mainly agreed with potential benefits of using activities with primary sources described in category four.

Qualitative Findings for the Third Research Question

The third research question asked, "How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?" The second and fourth open-ended questions were used to answer the third research question for this study. The second open-ended question asked educators to describe two strategies that they use with primary sources. This open-ended question was created to determine how educators currently use primary sources. The fourth open-ended question asked educators to choose from four statements that best match their beliefs about primary sources, which helped the researcher understand respondents' reasons for using or not using primary sources.

As discussed with the second research question, respondents stressed that teachers would need to model the process of working with primary sources. When examining primary sources from a different time period, students are working with different language, cultural norms, and vocabulary that may not be used in contemporary society. The teacher therefore needs to intervene to make the sources more accessible. There were four themes from participants' responses to open-ended question two: answering questions from working with primary sources, using teacher guided instruction, deconstructing primary sources to understand point of view, and creating a representation of content material from projects and artifacts.

Respondents mentioned that a teacher must "… provide them (students) with contextual information about it (a primary source)" so that students will "…have background to understand the document." According to several participants, the teacher will need to guide instruction and have a discussion with students so that "any misinterpretations can be corrected" about a primary source. One useful tool that educators mentioned in their responses to use was different forms of graphic organizers. Respondents mentioned using "pre-reading strategies", "Venn diagrams", and "QAR" as possible methods to working with primary sources. Another method educators discussed was having students work collaboratively when examining primary sources.

One respondent's answer captured an idea present in other responses that students should work with primary sources by "deconstructing a primary document…." Participants stated this could be done by "dividing photos into quadrants so kids look for details" and "by finding 'clue' in the primary sources." According to a respondent, the process of analyzing a primary source allows students to "compare/contrast, summarize, and make inferences" about a document. One educator stated this process could be used to answer a "focus question" to understand the "function or use of various artifacts from the past."

A common response to the second open-ended question was that a teacher would need to utilize "scaffolded questions to guide students to analyze the primary source" to be able to go "from lower order thinking to higher order thinking…." After completing this process of working with a primary source, students would answer "open-ended evaluative questions" with the intent "to ascertain if the students understand the materials." Respondents stated that document-based questions allow students to answer "who, what, where, when, why, and how questions" about a primary source. According to educators, students can also answer questions such as "what does it connect to?" when examining the relationship between a primary source to a larger historical event or figure. The various ways that educators mentioned to analyze a primary source allow students to grasp not only the content material from a document but to connect the material to the larger historical context.

Several participants mentioned that students could create different types of artifacts after working with primary sources. These kinds of artifacts included "documentary", "political cartoon", "Google Earth activity", "hands-on projects", and "a calendar of events for a year in history." None of these activities were explained in the responses. These various activities make students apply content knowledge from a primary source to create an artifact to represent their understanding.

Respondents mentioned several ways to "used primary sources as a basis for historical role-playing" in the classroom. With these type of role-playing activities, participants described that students were "stepping into the shoes of a person of the time/place" to better understand historical figures' points of views and biases. Students can use primary sources according to educators to create "movies" while narrating the film. According to a respondent, these films are "short dramatization while dressed in character- using the words of the document, and secondary

sources combined, as the script." Some participants mentioned that role-playing strategies allowed students to better understand historical figures' perspectives. Again, the specifics of role-playing activities were not described in the responses.

The fourth open-ended question gave participants four statements and asked them to select the statement that they agreed with the most. The choices for open-ended question four included: 1) Primary sources are essential tools of the social studies; 2) Primary sources can be useful supplemental resources; 3) Primary sources, though they are important are usually too difficult for students to comprehend; 4) Primary sources make social studies too abstract. The researcher will discuss respondents' comments to each of the statements. Some of the participants responded to more than one of the four statements.

There were 18 participants that answered open-ended question four with primary sources makes social studies too abstract. There was ambiguity in respondents' answers depending on how a teacher used primary sources. Educators felt strongly that the teacher's role would prevent primary sources from being too abstract. Respondents emphasized that primary sources could be too abstract based on the documents selected and how they are used. Many of these same respondents mentioned that a teacher can intercede to help the students by selecting developmentally appropriate primary sources and model the process of working with a document.

A common response to this question focused on the idea that primary sources make the content material come alive. According to one participant, a primary source "can help to show the actualities of events" by putting the content material in "real time context." The process of working with primary sources can complicate students' historical thinking by examining sources that according to one participant lack an 'exact answer' to a historical event.

Several participants did not agree that primary sources are too difficult to comprehend. There were 11 participants that disagreed with the statement primary sources being too difficult for students to comprehend. One response seemed to best capture the reason for this disagreement. “It is the responsibility of the teacher to select appropriate materials for his or her students. If the appropriate material is selected and the teacher provides the necessary background and guidance, primary sources can enhance learning and understanding.” As students work with primary sources according to respondents, teachers need to properly use “scaffolding strategies to make primary sources more accessible.” These “scaffolding strategies” according to participants include “organizers and guidance from the teacher” to work with primary sources.

There was a small group of respondents that agreed primary sources may be too difficult for students to comprehend. Of those that did agree with the statement, one of the educator’s responses best captured the common sentiment. “Regrettably, in the average class the reading level of students is often so low that it is difficult for them to understand many of the primary resources.” The process of the teacher making modifications can be according to one respondent “time consuming on the planning side” for teachers with a limited amount of planning time in schools.

Open-ended question four dealt with the pedagogical benefits of using primary sources. There were a variety of responses to this statement. According to one participant, “I have found that students get intrigued and involved more in the learning process when there are things from the era studied to use.” This participant went on to say about primary sources that “students appreciate them and can make better connections to what they are studying.” The process of working with primary sources is important to one educator because “students need to know how

to do technical reading" within a discipline. Another respondent argued that primary sources can have a profound impact on the classroom environment. "The discovery process is exciting, the interpretation is challenging…." According to most respondents, primary sources "can enhance learning and understanding" and help students to "think at a very high level." Based on the participants' answers to this question, there seemed to be more pros than cons for using primary sources in the social studies classroom.

There were 16 respondents that mentioned primary sources are a useful supplementary tool because a teacher according to one participant "can't possibly teach with only primary sources." Primary sources for one educator should be "part of a comprehensive toolkit of resources" that a teacher uses to convey content material. According a couple of respondents, this is a necessary step because "textbooks are limited." One educator further elaborated that "not every topic needs to be addressed through primary sources."

There was a common thread related to primary sources being a useful supplemental resource. Respondents stated that primary sources "bring history to life; personalize issues…" for students and others echoed the same sentiment in different words. In this context of using primary sources, one participant stated, "They can help paint a picture" for life during a historical time period. According to another respondent, primary sources help students understand the process of doing history. "They help students understand how historians construct the history written in their textbooks." Students, according to one educator, "can make connections" between the content material from different time periods. One educator described that primary sources have the ability to "enrich and improve our instruction." This comment seemed to suggest that primary sources not only benefit students but can improve a teacher's instruction in the classroom.

Respondents paid more attention to the fourth statement with the fourth open-ended question that primary sources are essential tools of the social studies. There were four themes from participants' responses: historical thinking, strengthens content knowledge, and need for primary source resources and training.

Participants listed several pedagogical strengths of using primary sources in the social studies classroom. These benefits included "critical thinking skills", "student engagement", and "analysis skills." Many of the participants' responses focused on historical thinking and strengthening students' content knowledge. Primary source according to several respondents help foster "historical thinking and reasoning" while giving students a feel for "what life was like in the period studied." One obviously passionate educator argued that teachers must "let them (students) see with the eyes of people who were there…." This should allow students to connect with the content material. Through this process according to one educator, students become "student historians" assuming the role of "a historian, a geographer, an economist, or a citizen." Students can see according to one educator there is "more than one 'truth'" from examining "first hand accounts" of a historical event. Participants mentioned frequently that primary sources were "foundational to the study of history." Primary sources according to one educator help because a "student can learn and understand an era by seeing actual documents of the time period" and can "'stick with a student long after a lecture or textbook reading." According to one participant, students get "a better look at the person or time period" by providing "students with direct access to the people and events of the past…." According to several respondents, students can understand a historical event by examining "the various perspectives of those who lived through it" and then draw "their own conclusion about what took place and why." The

importance of student decision making in the social studies curriculum is linked most notably to the work of Shirley Engle (1960).

A small percentage of respondents reflected the need for in-service training with primary sources. A common statement was “I just have never had training”, “teachers are not trained on how to incorporate them in instruction.” Another claim was that “activities using primary sources take more time” all of which demonstrate a need for in-services about activities with primary sources. The need for using primary sources is critical according to several respondents because “textbooks show the bias of the writers and/or the publishers” about historical events. Another participant went even further with the statement, “For too long, we have relied on texts and anthologies that have been condensed to show events as the chosen few want history to be taught rather than how history was experienced.” To reap the pedagogical benefits discussed by the participants in this study, teachers need meaningful experiences and strategies for ways to implement primary sources in their classrooms.

Summary of Findings Related to the Third Research Question

The third research question asked, “How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?” Respondents mainly focused on having the teacher scaffold the process of working with primary sources for the students. As an extension to scaffolding instruction, educators described how they would use graphic organizers to aide students working with primary sources. The participants also mentioned that students should deconstruct a primary source to examine bias and point of view of historical figures. Assessment with primary sources should focus on students answering historical questions that could take the form of document-based questions. One of the most creative responses suggested that students construct artifacts as a representation of their

understanding of the content material. This might include newspapers, journals, wanted posters, and advertisements. With category four of the Likert scale questions, there was a high level of agreement with a Cronbach's alpha score of 92% reliability. The questions in this category with the highest level of agreement were the predominant activities in the literature on using primary sources.

The respondents listed more reasons for using primary sources than not to use them in the classroom. The reasons for not using primary sources centered on the limited amount of planning time of teachers to construct meaningful lessons with primary sources. The construction of lesson plans with primary sources is made more difficult by the lower reading level of many students. There were also several respondents that discussed a lack of training on using primary sources and the desire to have in-services on how to use primary sources in the social studies classroom.

There were several reasons that respondents provided for using primary sources. Educators discussed that primary sources make the content more relevant, meaningful, and engaging for the students. Students have to analyze a primary source and construct a historical argument, which helps students gain a deeper level of content knowledge about the material. Through this process, students are becoming "student historians" by assuming the role of the historian and carry out the various steps of analysis that a historian does with primary sources. The benefits of working with primary sources according to several participants not only benefit the students but can improve teachers' pedagogical practices.

Summary

In this chapter the researcher presented the data collected from 82 participants who completed the researcher's survey. The analysis of the data was organized and described

according to the three research questions for this study. Statistical treatment of the data involved the researcher analyzing the mean scores, item analysis, and an ANOVA test for each category of Likert scale questions. The mean scores were examined to see general patterns of agreement within each category of the Likert scale questions. An item analysis was conducted to measure the level of reliability with questions in each of the Likert scale categories. An ANOVA test was carried out to measure if there were any differences between sub-groups on each of the demographic questions. The researcher also coded four open-ended questions on the survey for themes from participants' responses.

The first research question asked, "How do educators define primary sources?" Based on participants' similar responses to the first open-ended question, the researcher constructed a definition for primary sources. Primary sources are documents or artifacts created by people living during a time period being analyzed that offer an unfiltered version of history filled with the author's biases, cultural norms, values, and points of view. The Cronbach's score for questions in the first Likert scale category reflects a fairly strong level of agreement among participants. From the data of the first open-ended question and Cronbach's score, the researcher concluded that participants generally share a similar conceptual understanding and definition for primary sources.

The second research question asked, "How do educators think that primary sources should be used in the classroom?" Responses included possible preliminary steps of working with primary sources to address students' limitations when working with vocabulary and language of a different time period. Scaffolding by the teacher can ease these difficulties for students. Several participants mentioned that students are able to see the connections of the content material to prior knowledge and make connections for how the content material relates to

their lives. Students can also better grasp historical figures' points of view and biases. These learning processes allow students to be engaged in higher-order thinking. The classroom structure transforms by becoming more student centered as students search for answers to their questions. Teachers' roles change to guiding students to synthesize answers to their questions.

The third research question asked, "How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?" Respondents focused on having the teacher scaffold the process of working with primary sources through using graphic organizers. The participants also mentioned that students should deconstruct a primary source to examine bias and point of view of historical figures and then answer historical questions in the form of document-based questions. A creative response to assessment with primary sources focused on students constructing artifacts as a representation of their understanding of the content material. The main reasons listed for not using primary sources focused on limited amount of planning and lack of training on how to use primary sources. The respondents listed more reasons for using primary sources than to exclude to them in the classroom. Educators discussed that primary sources make the content more relevant, meaningful, and engaging for the students.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to determine what conceptions educators have regarding primary resources. Basically, the study attempted to answer the following questions:

1. How do educators define primary sources?
2. How do educators think that primary sources should be used in the classroom?
3. How, if at all, do educators currently use primary sources in the classroom and what are their reasons for their use or lack of use?

To accomplish the purpose of this study, the researcher attempted to analyze the conceptions that members of National Social Studies Supervisors Association (NSSSA) have in regards to primary sources through their responses to this survey. The researcher also considered how the recommendations of respondents can be used to guide future work with using primary sources.

In Chapter I, the researcher presented background information, the problem, purpose, theoretical base, relationship of theoretical paradigm and methodology. Methodology was briefly described. This in turn included an explanation of how participants were selected and how data were analyzed. Assumptions, limitations, and delimitations of the study, and definition of terms were also included in this chapter.

The review of related literature on using primary sources in the social studies classroom was presented in Chapter II. These areas included: examination of how historians have traditionally used primary sources, existing studies using primary sources, the role of constructivism as it relates to primary sources, websites that educators utilize to access primary sources, an analysis on the advantages and preliminary steps of integrating primary sources in

the classroom, recommendations in the literature for utilizing primary sources, and educators' impressions about the overall usefulness of primary sources as an educational tool. The researcher also briefly reviewed literature related to the research paradigm for this study with social constructivism and constructionism.

The development of this survey, which contained 30 Likert scale questions, five demographic questions, and four open-ended questions was discussed in Chapter III. This survey was designed with the purpose of measuring educators' perceptions about using primary sources. The survey was distributed electronically to NSSSA members and 82 members responded. There were three components to the survey. The researcher used the Likert scale questions and the four open-ended questions to answer the three research questions for this study.

The four categories of Likert scale questions were analyzed in several ways. First, the researcher compared the mean scores of questions in each of the four categories against each other to make comparisons. Second, the researcher ran an item analysis to measure the level of reliability among educators' responses to questions in a category. Finally, the researcher ran an ANOVA test to examine if there were any questions in a category statistically significant among the sub-groups in each demographic question.

The researcher coded participants' responses to the four open-ended questions according to the methods advocated in Bogdan's and Biklen's text (2007). The responses of educators to the four open-ended questions were coded for recurring themes among participants' responses.

Chapter IV provided an analysis and findings from this survey in relation to the three research questions for this study. The first research question asked, "How do teachers define primary sources?" From participants' responses to the first open-ended question, the researcher defined primary sources as documents or artifacts created by people living during a time period

being analyzed that offer an admintantly bias and personal view of history filled with the author's biases, cultural norms, values, and points of view. Category one of the Likert scale questions dealt with teachers' pedagogical beliefs about primary sources. The Cronbach's score for reliability was fairly strong for this category. This indicated that survey participants' responses generally agreed on their pedagogical beliefs about using primary sources.

The second research question asked, "How do teachers think that primary sources should be used in the classroom?" The researcher used open-ended question three and Likert scale questions in categories two and three to help answer the second research question. Participants mentioned that teachers would need to utilize pre-reading strategies to help students work with primary sources. These pre-reading strategies included teaching vocabulary and providing the context for language of a different time period. This finding was also supported by the higher level of agreement with Likert scale questions 14 and 16, which deal with the issue of vocabulary and graphic organizers in category three of the Likert scale questions. Respondents emphasized that the teacher would need to scaffold the process of working with primary sources and use a variety of graphic organizers while students are reading primary sources. According to respondents, students are able to gain a deeper understanding of the content material through working with primary sources by examining historical figures' points of view. This belief is also supported by the strong level of agreement to Likert scale questions 8, 9, and 11. Questions 8, 9, and 11 address whether students will be able to understand historical points of view from working with primary sources.

The third research question asked, "How, if at all, do teachers currently use primary sources in the classroom and what are their reasons for their use or lack of use?" The second open-ended question was used to answer how teachers currently use primary sources in the classroom. Since

primary sources contained different vocabulary and language that students may be unfamiliar with, respondents emphasized that the teacher would need to scaffold the process of working with primary sources. The ways that educators discussed using primary sources are mainly the activities discussed in the existing literature. These activities include document analysis, document-based questions, assuming the role of a historical detective, and group projects. Respondents also had a higher level of agreement with questions in category four of the Likert scale survey that focused on activities in the existing literature with primary sources, questions 19-22. This may be in part to educators' familiarity with these activities.

The fourth open-ended question was used to determine whether educators use or do not incorporate primary sources in their classroom as well as the reasons for their choices. This question tries to get respondents to articulate their pedagogical beliefs about primary sources. The reasons for not using primary sources focused on the limited amount of planning time for the teacher to construct lesson plans utilizing primary sources. Respondents also mentioned that many students do not possess an adequate vocabulary to work with many primary sources. These issues require the teacher to have training with primary sources to overcome these obstacles, which was one item that several educators mentioned that they did not have.

Despite these limitations, respondents mentioned more reasons to use primary sources than to not use them. Some of the participants' responses focused on the idea that primary sources make the content more meaningful and engaging for the students. Another common theme from participants' responses was students are able to construct historical arguments as "student historians" by analyzing the points of view and biases of historical figures, which engages students in higher level thinking. These processes not only aide the students but according to several respondents also improve a teacher's pedagogical practices.

In the remainder of this chapter, the researcher presents conclusions and recommendations for future research and conceptual development on using primary sources in the social studies classroom.

Conclusions

Conclusion 1: Most social studies educators and leaders share a common definition for primary sources.

The first research question asked, "How do educators define primary sources?" There was some general consensus from participants about the quantitative and qualitative questions in regards to the first research question. There was a fairly strong level of agreement with questions in category one of the Likert scale survey dealing with educators' pedagogical beliefs about using primary sources. For the first open-ended question, respondents frequently used the same terms to describe primary sources including "artifacts", "documents", and "contemporary to a time period."

Conclusion 2: Social studies educators and leaders need to develop the necessary resources to help teachers use primary sources in the classroom.

The second research question asked, "How do teachers think that primary sources should be used in the classroom?" Respondents agreed for the most part that even though teachers would have to model working with primary sources and scaffold various pre-reading strategies that students should nevertheless work with primary sources. One tool that educators mentioned may be beneficial to helping students work with primary sources are graphic organizers. Graphic organizers mentioned were "QAR" and "Venn diagrams." Several respondents mentioned a lack of specific training in implementing strategies to help students work with primary sources.

Conclusion 3: Social studies educators and leaders want students to synthesize a historical argument using evidence to support their findings and draw conclusions.

Related to the second research question of this study, respondents mainly focused on using primary sources to engage students in higher order thinking process. These processes included examining points of view and biases of historical figures from primary sources. A strong emphasis on examining historical figures' points of view can be seen in the strong level of agreement to Likert scale questions in category two that focus on students examining points of view from primary sources. These thought processes to some extent involve students performing role-playing activities, which might partially explain the reason that respondents had a higher level of agreement with questions in Likert scale category four dealing with role-playing activities. These thought processes have students become "student historians" and examine the evidence as a historian would.

Conclusion 4: Students at risk of school failure will be more engaged and have a deeper level of engagement with history through becoming "student historians", which means teachers need tools and strategies at their disposal to help students at risk of school failure.

The third research question asked, "How, if at all, do teachers currently use primary sources in the classroom and what are their reasons for their use or lack of use?" Respondents again reiterated that teachers would need to use multiple pre-teaching activities to use primary sources including teaching vocabulary and scaffolding how to work with primary sources through various graphic organizers. One respondent mentioned that higher achieving students should work with primary sources. These comments seemed to suggest that students at risk of school failure may struggle with primary sources. It can be inferred that educators need to broaden their approaches with primary sources.

Conclusion 5: The activities in the existing literature do not engage students in the learning processes in the ways that respondents desire.

This conclusion relates to the third research question of this study. Participants mentioned that they mainly use activities found in the existing literature with primary sources. These activities include document analysis activities and questions and group projects. There is an inconsistency between the ways that participants responded to activities with primary sources and ways that they should be used. The activities participants listed to use engage students on a limited basis in role-playing activities around analyzing a historical figure's point of view and biases. Document analysis questions are business as usual for what social studies teachers do in the classroom with giving students a reading assignment and expecting them to answer questions. Students are not engaged in the higher order thinking processes that respondents mentioned in their open-ended responses. The inconsistencies between how primary sources should be used and ways respondents mentioned that they used them may demonstrate a limited vision from leaders in social studies education on activities to use with primary sources.

Conclusion 6: There is a need for a construction of innovative teaching activities to use with primary sources.

This conclusion relates to the third research question of this study. One possibility to address this is for students to create facsimile primary sources, which was found in several participants' responses to the second open-ended question. This process would allow students to work with primary sources and then create an artifact to demonstrate their understanding. These kinds of artifacts included "documentary", "political cartoon", "Google Earth activity", "hands-on projects", and "a calendar of events for a year in history." Quite predictably, none of these activities were explained in the responses. There was a lower level of agreement from

participants with questions 23-25 in category four of the Likert scale survey that dealt with students creating facsimile primary sources and other creative activities. The lower response to these questions as compared to activities in the existing literature with primary sources may be tied to the amount of existing literature on these topics. There are stronger bodies of literature for using document analysis activities and questions and group projects with primary sources than with students creating facsimile primary sources.

Recommendations

If primary sources are indeed the "building blocks of historical thinking" as one participant in this study indicated, researchers must create more diverse activities with primary sources. One possibility is activities that focus on students creating facsimile primary sources. This is an area that is underdeveloped and needs more research. Educators must explore possible avenues to address students' problems with vocabulary and language with a primary source from a different time period. The classroom activities and tools for working with primary sources must not remain isolated within journals and research studies but must be diffused to classroom teachers. For students to become "student historians" and examine historical figures' points of view and biases, teachers must have tools and activities to use in their classroom to make the examination of history engaging, meaningful, and relevant for students. By engaging students in the historical thinking activities of examining historical figures' points of view and biases, the classroom atmosphere transforms from being teacher-centered to becoming more student-centered.

Several recommendations for further study and continuation of using primary sources are made:

1. Further research will need to be conducted to see which types of graphic organizers work best with specific kinds of primary sources. For example, survey participants mentioned

the possibility of using “Venn diagrams” and “QAR”. The graphic organizers will then need to be used with students to measure if students are able comprehend difficult vocabulary and work more efficiently with primary sources.

2. One idea that could be inferred from participants’ open-ended responses is that students at risk of school failure will not profit when working with primary sources. Further research is needed in examining how to scaffold and differentiate instruction so less academically successful students can work more effectively with primary sources. This will mean the need for the creation of different scaffolds and/or the adaptation of existing scaffolds to differentiate techniques for students with different ability levels.
3. Social studies leaders need to learn how to construct facsimile primary sources as models. Supervisors and teacher educators need to select appropriate primary sources to use. Then, the constructed activities will need to be field tested with students to measure if the activities help student understanding, enjoyment, and engagement with the social studies content material.
4. Social studies leaders need to equip classroom teachers with activities, differentiating techniques for teaching vocabulary and language structure, and graphic organizer for implementation in their classrooms. To accomplish this task, in-services need to be provided for teachers to gain more classroom activities to use with primary sources. Teachers need to also be provided with scaffolding techniques and graphic organizers to help students work with primary sources. Researchers must also model ways for teachers to implement these activities and learning tools in their social studies classrooms.

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Appendix A

Survey

A Survey of Teachers' Perceptions about Primary Sources

Are you Male or Female?

___ Male

___ Female

Which of the following best describes your racial background?

___ Caucasian

___ African American

___ Hispanic

___ Asian-Pacific Islander

___ Native American

___ Biracial/Multiracial

Years of Teaching and Supervisory Experience: 0-5 6-12 12+

What is the highest degree or level of education you have completed? If currently enrolled, mark the previous grade or highest degree received.

____Bachelor's degree (for example: BA or BS)

____Master's degree (for example: MA or MS)

____Professional degree (for example: National Board Certification or Ed.S)

____Doctorate degree (for example: PhD, EdD)

What is your current work affiliation?

_____ College/University Faculty

_____ Supervisor

_____ Classroom Teacher

_____ Other _____

For each question, select the answer that best describes your feelings relating to your efforts to use primary sources in the social studies classroom.

Category 1 Strongly Agree 1 2 3 4 5 Strongly Disagree

1. I have a clear understanding of different ways to use primary sources.	1 2 3 4 5
2. I have a hard time identifying and selecting appropriate primary sources for use in my lessons.	1 2 3 4 5
3. Implementing primary sources into the social studies curriculum is not a difficult task.	1 2 3 4 5
4. I think in-services about primary sources are useful.	1 2 3 4 5
5. Students can read primary sources for understanding.	1 2 3 4 5
6. I often use primary sources in my units.	1 2 3 4 5
7. I feel capable of explaining to students how to use primary sources.	1 2 3 4 5
Category 2 **Terms you will need for the next series of questions** • Higher order thinking is the thought process where students analyze and organize relationships between two items and synthesize an explanation for the relationship between two or more items.	
8. Primary sources help students understand the points of view of historical figures during a time period.	1 2 3 4 5
9. Primary sources allow students to better identify with the views of historical figures.	1 2 3 4 5
10. Primary sources help diverse learners to succeed.	1 2 3 4 5
11. Primary sources are good tools for students to see different points of view	1 2 3 4 5

about an issue or event.	
12. Students can learn valuable academic skills such as forming an argument from historical evidence through using primary sources.	1 2 3 4 5
13. Students engage in higher order thinking skills when working with primary sources.	1 2 3 4 5
Category 3	
14. Students will be unable to work with primary sources that contain language used in a different time period.	1 2 3 4 5
15. Students can understand bias by examining primary sources.	1 2 3 4 5
16. It is helpful to use organizational tools like a Venn diagram to help students understand the content of a primary source.	1 2 3 4 5
17. Students have a difficult time interpreting the content of primary sources.	1 2 3 4 5
18. The teacher will have to model the process of using primary sources several times for students to understand how to use them.	1 2 3 4 5

Category 4 1= Definitely 2= Likely 3= Maybe 4= Not Likely 5= No

Terms you will need for the next series of questions

- Wikis are a web based program that allows students to work collaboratively and construct and edit a finished web page.
- Historical detective is an activity where students assume a role to investigate and explore a possible explanation to a historical question posed by the teacher.
- Windows Photo Story 3 is a free program that allows student to take imagery, music, sound effects to create a story with up to five minutes of narration.
- Primary Access is a free online program that allows students and teachers the ability to use primary sources to create multimedia projects including digital movies and storyboards.
- Facsimile primary source is a student created facsimile of a type of primary source to illustrate students' understanding of specific content material.

19. Teacher-constructed questions with primary sources are a useful teaching approach in the classroom.	1 2 3 4 5
20. Teacher guided group research involving primary sources is an effective activity in the classroom.	1 2 3 4 5
21. A Student assuming the role of a historical detective is an effective activity to examine historical evidence about an event.	1 2 3 4 5
22. Activities involving students following teacher made guidelines to analyze primary documents are effective.	1 2 3 4 5
23. A teacher can measure students' content knowledge by having students make facsimile primary sources to respond to the content of a primary source.	1 2 3 4 5
24. Using computer programs such as Window's Photo Story 3 and Primary Access to construct personal stories about historical figures from a primary source is an effective strategy.	1 2 3 4 5
25. Students creating facsimile primary source through a wiki to demonstrate their understanding of content material is an effective strategy (e.g. a newspaper or advertisement).	1 2 3 4 5

26. Student created facsimile primary sources that are a response to a historical figure's account is an effective strategy in the classroom.	1 2 3 4 5
27. Creating visual representations of student content knowledge through posters and storyboards is an effective classroom strategy.	1 2 3 4 5
28. Students creating facsimile primary source to respond to the original document to compare and contrast viewpoints on a topic is an effective classroom activity.	1 2 3 4 5
29. Student performance of a short in- role performance as a historical figure is an effective classroom activity.	1 2 3 4 5
30. Student examination about the various beliefs of historical figures about a specific event through a roundtable discussion is an effective classroom activity.	1 2 3 4 5

The Four Open-Ended Questions

1. How would you define a primary source?

2. Describe two strategies you find the most effective for using primary sources in your classroom.

3. What are the qualities of an effective activity for using primary sources?

4. Which of the following best expresses your belief about using primary sources in the classroom and why?

   Primary documents are essential tools of the social studies.

   Primary documents can be useful supplemental resources.

   Primary documents, though they are important, are usually too difficult for students to comprehend.

   Primary documents make social studies too abstract.

Appendix B

Survey Reviewers

Survey Reviewers

Dr. Jim Akenson- Professor in Curriculum and Instruction at Tennessee Tech University

Dr. Stacey Graham- Research Professor, Center for Historic Preservation

Middle Tennessee State University

Dr. Michael Lovorn- Assistant Professor, Social Science in the Department of Curriculum and Instruction at The University of Alabama

Dr. Daniel Qualls- Assistant Professor of Education at The University of Maine at Machias

Appendix C

Mean Scores for Likert Scale Questions

	Mean	Std. Deviation
1. I have a clear understanding of different ways to use primary sources.	1.34	.773
2. I have a hard time identifying and selecting appropriate primary sources for use in my lessons.	1.96	1.181
3. Implementing primary sources into the social studies curriculum is not a difficult task.	1.95	1.076
4. I think in-services about primary sources are useful.	1.40	.783
5. Students can read primary sources for understanding.	1.90	1.038
6. I often use primary sources in my units.	1.71	.909
7. I feel capable of explaining to students how to use primary sources.	1.39	.733
8. Primary sources help students understand the points of view of historical figures during a time period.	1.20	.429
9. Primary sources allow students to better identify with the views of historical figures.	1.35	.575
10. Primary sources help diverse learners to succeed.	1.80	.823

11. Primary sources are good tools for students to see different points of view about an issue or event.	1.21	.464
12. Students can learn valuable academic skills such as forming an argument from historical evidence through using primary sources.	1.22	.445
13. Students engage in higher order thinking skills when working with primary sources.	1.29	.598
14. Students will be unable to work with primary sources that contain language used in a different time period.	2.33	1.078
15. Students can understand bias by examining primary sources.	1.77	.865
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source.	1.71	.694
17. Students have a difficult time interpreting the content of primary sources. :	3.15	.918
18. The teacher will have to model the process of using primary sources several times for students to understand how to use them.	4.41	.816

19. Teacher-constructed questions with primary sources are a useful teaching approach in the classroom.	1.46	.613
20. Teacher-guided group research involving primary sources is an effective activity in the classroom.	1.45	.669
21. A student assuming the role of a historical detective is an effective activity in the classroom.	1.43	.629
22. Activities involving students following teacher-made guidelines to analyze primary documents are effective.	1.61	.681
23. A teacher can measure students' content knowledge by having students make facsimile primary sources to respond to the content of a primary source.	2.02	.942

24. Using computer programs such as Window's Photo Story 3 and Primary Access to construct personal stories about historical figures from a primary source is an effective strategy.	1.93	.843
25. Students creating a facsimile primary source through a wiki to demonstrate their understanding of content material is an effective strategy (e.g. a newspaper or advertisement). :	1.93	.900
26. Student-created facsimile primary sources that are a response to a historical figure's account is an effective strategy in the classroom.	1.82	.818
27. Creating visual representations of student content knowledge through posters and storyboards is an effective classroom strategy. : Definition of Terms	1.71	.745

28. Students creating a facsimile primary source to respond to the original document to compare and contrast viewpoints on a topic is an effective classroom activity.	1.77	.821
29. Student performance of a short in-role performance as a historical figure is an effective classroom activity.	1.77	.865
30. Student examination about the various beliefs of historical figures about a specific event through a roundtable discussion is an effective classroom activity. : Definition of Terms	1.54	.670

Appendix D

ANOVA Test Findings

Demographic Question 1 Gender

Dependent Variable	(I) Are you Male or Female?	(J) Are you Male or Female?	Sig.[a]
category1 (Likert scale questions 1-7)	Male	Female	.258
	Female	Male	.258
category2 (Likert scale questions 8-13)	Male	Female	.012
	Female	Male	.012
category4 (Likert scale questions 19-30)	Male	Female	.379
	Female	Male	.379
14. Students will be unable to work with primary sources that contain language used in a different time period.	Male	Female	.823
	Female	Male	.823
15. Students can understand bias by examining primary sources.	Male	Female	.277
	Female	Male	.277
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source.	Male	Female	.188
	Female	Male	.188
17. Students have a difficult time interpreting the content of primary sources.	Male	Female	.864
	Female	Male	.864
18. The teacher will have to model the process of using primary sources several times for students to understand how to use them.	Male	Female	.587
	Female	Male	.587

Demographic Question 2 Racial Background

Dependent Variable	Sig
category1 (Likert scale questions 1-7)	.935
category2 (Likert scale questions 8-13)	.456
category4 (Likert scale questions 19-30)	.324
14. Students will be unable to work with primary sources that contain language used in a different time period. :	.753
15. Students can understand bias by examining primary sources. :	.799
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source. :	.234
17. Students have a difficult time interpreting the content of primary sources. :	.560
18. The teacher will have to model the process of using primary sources several times for students to understand how to use them. :	.529

Demographic Question 3 Years of Teaching and Supervisory Experience

Dependent Variable	(I) Years of Teaching and Supervisory Experience:	(J) Years of Teaching and Supervisory Experience:	Sig.[a]
category1 (Likert scale questions 1-7)	0-5	6-12	.540
		12+	.230
	6-12	0-5	.540
		12+	.816
	12+	0-5	.230
		6-12	.816
category2 (Likert scale questions 8-13)	0-5	6-12	1.000
		12+	.790
	6-12	0-5	1.000
		12+	.117
	12+	0-5	.790
		6-12	.117
category4 (Likert scale questions 19-30)	0-5	6-12	1.000
		12+	1.000
	6-12	0-5	1.000
		12+	1.000
	12+	0-5	1.000
		6-12	1.000
14. Students will be unable to work with primary sources that	0-5	6-12	.587
		12+	.351

contain language used in a different time period. :	6-12	0-5	.587
		12+	1.000
	12+	0-5	.351
		6-12	1.000
15. Students can understand bias by examining primary sources. :	0-5	6-12	1.000
		12+	1.000
	6-12	0-5	1.000
		12+	.294
	12+	0-5	1.000
		6-12	.294
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source. :	0-5	6-12	1.000
		12+	1.000
	6-12	0-5	1.000
		12+	1.000
	12+	0-5	1.000
		6-12	1.000
17. Students have a difficult time interpreting the content of primary sources. :	0-5	6-12	1.000
		12+	1.000
	6-12	0-5	1.000
		12+	1.000
	12+	0-5	1.000
		6-12	1.000
18. The teacher will	0-5	6-12	1.000

have to model the process of using primary sources several times for students to understand how to use them. :		12+	1.000
	6-12	0-5	1.000
		12+	1.000
	12+	0-5	1.000
		6-12	1.000

Demographic Question 4 Highest Degree Attained

Dependent Variable	Sig.
category1 (Likert scale questions 1-7)	.177
category2 (Likert scale questions 8-13)	.510
category4 (Likert scale questions 1-7)	.405
14. Students will be unable to work with primary sources that contain language used in a different time period.	.309
15. Students can understand bias by examining primary sources.	.409
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source.	.904
17. Students have a difficult time interpreting the content of primary sources. :	.153
18. The teacher will have to model the process of using primary sources several times for students to understand how to use them. :	.670

Demographic Question 5 Current Work Affiliation

Dependent Variable	Sig.
category1 (Likert scale questions 1-7)	.658
category2 (Likert scale questions 8-13)	.598
category4 (Likert scale questions 19-30)	.592
14. Students will be unable to work with primary sources that contain language used in a different time period. :	.732
15. Students can understand bias by examining primary sources. :	.612
16. It is helpful to use organizational tools like Venn diagrams to help students understand the content of a primary source. :	.886
17. Students have a difficult time interpreting the content of primary sources. :	.919
18. The teacher will have to	.420

model the process of using primary sources several times for students to understand how to use them. :

Appendix E

Item Analysis Findings

Item Analysis Data for the Four Categories of Likert Scale Questions

Likert scale questions	Cronbach's score
1-7 (category 1)	71.9%
8-13 (category 2)	76.6%
14-18 (category 3)	9.1%
19-30 (category 4)	92%

Appendix F

Code Tables

Open-Ended Question 1

Main Code	Frequency	Sub-Code
Examples of primary sources	76	Examples of primary sources
People contemporary to a time period	65	People Contemporary to a time period
Other ideas about the definition of primary sources	2	Primary Sources are the building blocks of historical thinking
Other ideas about the definition of primary sources	5	Primary sources are unfiltered

Open-Ended Question 2

Main Code	Frequency	Sub-Code
Using/answering questions with primary sources	12	Questioning techniques
Using/answering questions with primary sources	11	DBQs
Teacher scaffolding the learning process including the use of group projects	8	Graphic organizers
Teacher scaffolding the learning process including the use of group projects	11	Teacher guided instruction
Teacher scaffolding the learning process including the use of group projects	6	Group projects
Deconstruct primary sources to understand point of view	18	Deconstruct primary source
Deconstruct primary sources to understand point of view	13	Point of view activities with primary sources
Role-playing activities with primary sources	9	Drama/Role-playing activities
Create projects/artifacts to represent content material	8	Projects/Student-created facsimile primary sources

Open-Ended Question 3

Main Code	Frequency	Sub-Code
Students are engaged in student-centered learning	33	Student engagement
Students are engaged in student-centered learning	18	Student-centered instruction
By answering questions with primary sources, students are engaged in higher order thinking	12	Higher order thinking
By answering questions with primary sources, students are engaged in higher order thinking	14	Students use primary sources to answer questions
Teacher intervention and design of lesson plans that use primary sources	17	Teachers need to scaffold using primary sources
Teacher intervention and design of lesson plans that use primary sources	7	Primary sources are developmentally appropriate students
Use background knowledge to see connections between the past and present	9	Real life connections
Use background knowledge to see connections between the past and present	3	Background knowledge
Primary sources need to be aligned to standards so students can understand historical events.	6	Primary sources activities need to be linked to the curriculum and standards
Primary sources need to be aligned to standards so students can understand historical events.	13	Primary sources help students understand the context of a time period
Need to use a variety of primary sources	8	Need to use a variety of primary sources

Open-Ended Question 4

Primary Sources can be useful supplemental resources

Main Code	Frequency	Sub-Code
Primary sources help to improve instruction	5	Primary sources help provide context for the material
Supplemental tool in social studies classroom	7	Tool for teacher instruction
Primary sources help to improve instruction	5	Primary Sources help to improve instruction
Agree with statement	16	Agree with statement

Primary sources, though they are important, are usually too difficult for students to comprehend

Main Code	Frequency	Sub-Code
Disagree with statement	13	Disagree with statement
Teacher needs to carefully select and model the process of working with primary sources	5	Teacher needs to scaffold the learning process
Students have difficulty reading primary sources	3	Students have difficulty reading primary sources
Students benefit from working with primary sources	7	Students benefit from working with primary sources
Teacher needs to carefully select and model the process of working with primary sources	3	Teachers need to select the appropriate primary sources to be used in the classroom

Primary sources make social studies too abstract

Main Code	Frequency	Sub-Code
Disagree	12	Disagree
It Depends	7	It Depends
Primary sources can positively impact classroom by showing the actualities of historical event	3	Primary sources bring history alive
Teacher needs to scaffold and carefully plan the uses of primary sources in the classroom	5	Teachers need to carefully select primary sources alive
Primary sources can positively impact classroom by showing the actualities of historical event	3	Primary sources can positively impact classroom instruction

Primary sources are essential tools of the social studies

Main Code	Frequency	Sub-Code
Benefits of primary sources	34	Critical thinking skills
Benefits of primary sources	34	Enhance student engagement
Benefits of primary sources	34	Spirit of inquiry
Benefits of primary sources	34	Brings social studies alive
Benefits of primary sources	34	Allows students to see multiple points of view
Benefits of primary sources	34	Interpreting and analyzing sources
Benefits of primary sources	34	Increase reading skills
Benefits of primary sources	34	Students as decision makers
Benefits of primary sources	34	Helps improve citizenship skills
Benefits of primary sources	34	Students evaluate and draw conclusions
Agree with the statement	24	Agree with the statement
Primary sources teach the required content material	18	Strengthens content knowledge
Need for primary source training/in-services	6	Need for primary source training/in-services
Primary sources can connect to students' life experiences	4	Relate to students' lives

VITA

Jeremiah Clabough was born in Maryville, Tennessee in 1982 and was raised in Louisville, Tennessee. Jeremiah attended Middlesettlements Elementary School in Louisville and graduated from Maryville College with a Bachelor of Arts degree in social studies education in 2005. He received a Master of Science degree in curriculum and instruction from The University of Tennessee at Knoxville in 2008. In 2012, he completed a Doctor of Philosophy from The University of Tennessee at Knoxville.

Mr. Clabough taught in two public high schools for three years and a middle school for one year. While completing his doctoral degree, Jeremiah also worked as a supervisor of middle school interns at The University of Tennessee at Knoxville for three years. He is also a member of National Council for the Social Studies, National Social Studies Supervisors Association, National Social Science Association, and Tennessee Council for the Social Studies.