To the Graduate Council:

I am submitting herewith a dissertation written by Michael Glen Lovorn entitled "U.S. History Textbook Comprehensiveness: A Study of How Current Textbooks Meet the Standards of Tennessee, California, Texas, New York, and Georgia." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Thomas N. Turner

Dr. Thomas N. Turner, Major Professor

We have read this dissertation
And recommend its acceptance:

Dorothy Hendricks

Dr. Dorothy Hendricks

Karl Jost

Dr. Karl Jost

William Wheeler

Dr. William Wheeler

Accepted for the Council:

Vice Provost and Dean of
Graduate Studies

U.S. HISTORY TEXTBOOK COMPREHENSIVENESS: A STUDY OF HOW CURRENT TEXTBOOKS MEET THE STANDARDS OF TENNESSEE, CALIFORNIA, TEXAS, NEW YORK, AND GEORGIA

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DEDICATION

This dissertation is dedicated to my wife Shontae, my daughters Aubrey and Kelly, my parents Phil and Carla, my sisters Becky and Sally, and my friends for always believing in me, inspiring me, and encouraging me to reach higher in order to achieve my goals. It was their tireless support and unconditional love that allowed me to continue my education and succeed, and I share my accomplishments with each of them.

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ABSTRACT

The purpose of this study was to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks addresses the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of Georgia, Texas, New York and California.

This study revealed that the four basal U.S. History textbooks on the Tennessee adoption list for the 2002 approval cycle were all found by means of line counts to be comprehensive in their coverage of the performance indicators outlined in the Tennessee Social Studies Curriculum Standards for secondary U.S. History. The study also revealed that textbook publishers rely heavily on the standards of California, New York, and Texas for the format of their products.

Recommendations are made for further research on teaching practices of secondary school U.S. History teachers in the State of Tennessee as they apply to the use of textbooks as the primary source of curricular informational transfer within the classroom.

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Chapter I – Introduction

The purpose of this chapter was to present the problem and purpose of the study as well as to present research questions to be addressed by the study. The chapter then addressed the need of the study, basic assumptions, and delimitations of the work. Finally, this chapter concluded by defining terms of particular importance to the study.

Textbooks have long been instruments utilized by teachers for the purpose of classroom instruction. For a wide variety of reasons, ranging from the desire for each student to acquire his or her own understanding of subject matter to teachers' lack of confidence in their own knowledge of the topics to be discussed, textbooks have survived from time immemorial into the 21st century as classroom staples. For centuries, pedagogues have utilized, scrutinized, and amended textbooks in order to make them as useful as possible for the sake of education, and thus evaluation of such a tool has become a regular occurrence in the various school systems in the United States. As Makler and Hubbard reported, the constant evolution of historical perceptions gives cause for teachers to repeatedly evaluate the traditional textbook and make corrections or amendments whenever and wherever possible (Makler and Hubbard, 2000). In this regard, historical perceptions refer to interpretations of historical trends, societal and political movements, as well as causes and courses of wars and their aftermaths.

A textbook may be defined as a book giving instructions in the principles of a subject of study, specifically one used as the basis or partial basis of a course of study (ATC, 1994). According to those who attended the textbook analysis workshop held by the Council of Europe in 1990, a textbook was a book "specifically written for use in schools to support a course or syllabus... and is only one particular resource among an

increasingly wide and diverse range of resources, in and outside the school, which influence the knowledge and understanding of pupils." (Slater, 1992). Whatever definition(s) educators settle upon, textbooks have become an integral part of the public school classroom.

Though no teacher could be expected to achieve overwhelming success in the classroom while relying solely on the outline of a given textbook, the importance of proper textbook selection is of particular significance in a secondary school history course. This is true because students' knowledge of social studies, particularly United States History, is being evaluated by standardized tests throughout the country with increased frequency (Freeman, Belli, and Porter, 1983). Tennessee's Gateway test, for instance, will begin including a section on social studies in the year 2004, and public schools in the state of Georgia already use a similar Gateway exam. If Georgia's plight is any indication, evaluation of Tennessee students' knowledge of U.S. History could reveal low scores if the textbooks selected in this year's approval period are not conducive to the state curriculum. The introduction of such student evaluation methods in Georgia proved that a state curriculum that varies from the blueprints of approved U.S. History textbooks results in lower standardized test scores among high school students. This revelation brought about a movement by counties in Georgia, such as Gwinnett, Cobb and DeKalb, to employ local supplementary curricula that promote the 'teach to the test' approach that utilize the Gateway exam to formulate guides based not on the textbooks or state curricula alone, but upon the test-worthy academic knowledge and skills as well.

A variety of recent movements to improve high school history texts have taken place with varied results, and social studies textbook approval committees throughout the

country have undertaken the overwhelming task of providing teachers and students with the best educational options on the market (Harmon, Hedrick, and Fox, 2000). These movements have addressed social studies issues as varied as inclusion of women and minorities to hints of moral decay in modern social studies textbooks (King, 1984). One such movement was sparked in Texas in the 1980s and attacked the state adoption committee's procedures for textbook approval because many of the texts on the market promoted "secular humanism" as opposed to measures that could "decrease crime, abortion, and sexually transmitted disease rates" (McGrath, 1982).

Textbook approval, then, is no easy job, considering that a given approval committee is expected to evaluate the textbook reviews in a number of ways. Such reviews should, obviously, evaluate the historical accuracy of the work, the attention the book gives to diversity and cultural plurality, and the degree to which the text may or may not meet the needs of the students for which they are designed. According to Goldstein, issues such as these are imperative to textbook selection. He contended that textbooks of the 1970s, as well as other instructional materials, had changed very little over the previous decades for reasons that are largely political in nature, but that the ever-changing world demands such amendments and therefore professional educators have the great task before them of determining if new textbooks change enough or too much (Goldstein, 1978). These issues have brought about the maturation of social studies textbooks. However, today other influences, such as price, basic textual layout, and accompanying resource materials will also play a role in the final determination by school teachers as to which textbooks they select for classroom use (ERW, 1990).

A state committee generally drafts history curricula while national companies seeking large profit margins produce textbooks. These textbook companies, for economic reasons, often attempt to meet the curricular requirements of highly populated states such as Texas, New York, and California, and then present their finished products to the rest of the school systems in the country (Podesta, 1983). As is illustrated in this research, Tennessee's curriculum for U.S. History in the secondary school setting, like many states, has been revamped to focus primarily on the periods from Reconstruction to the present. Georgia, on the other hand, still approaches this topic via a traditional curriculum that begins with American colonization and proceeds chronologically to the present. State system dichotomies with regard to secondary social studies curricula such as these may produce conflicts with regard to the variety of textbooks that are made available to a given state and the nature of consistency of those texts and the curricula of that state (Tulley, 1985). Consequently, such apparent dichotomies may compromise, and even undermine, the at-large missions of social studies teachers who labor to pattern their pedagogical approaches after the objectives outlined in their respective state curriculum standards (Hanna, 1987).

Many informative textbook analyses have been undertaken to prompt the evolution of textual subject matter and teaching methods associated with such matter. Certainly one of the most famous of these would be the textbook analysis of history and social studies texts performed by the Council of Europe in 1990 when every aspect of textbook analysis from evaluation of texts to subject matter and prejudice were discussed (Wain, 1992). Little research has been done, however, to analyze how consistent U.S. History books are with amendments to state secondary social studies curriculum guides

that are brought on by changes in societal perspectives concerning what teachers should be teaching and students should be learning. Questions of appropriateness of textbook information presentation arise when comparisons are made between basal U.S. History texts and the dictates of ever-evolving curriculum standards guides and the requirements laid out by standardized assessments employed by the fifty states.

A Brief History of Textbooks in America

From the days of colonial settlement to the present, textbooks have been used to teach children about a variety of school subjects and values. The first textbooks employed within the colonial schoolhouse came over from Britain and were scarce in the American colonies. Such a shortage caused students, a vast majority of whom were young white males, to have to share their books, and thus take turns in their studies and recitations (Carpenter, 1963). Many teachers in those early days of American education relied solely upon the Bible as the volume by which every subject could be taught, and that 'privilege' was often reserved only for the male students that made up the bulk of the student body. Thus, American education was born.

Well into the 19th century, as school communities and educational needs grew, the need for more appropriate textbooks, particularly those that were in keeping with American values and educational aims, became apparent. Funding, however, was often left up to the communities where the schools existed, and therefore uniform use of textbooks was rare. It was not uncommon in the early 1800s to see a classroom in which students of the same subject were learning from a variety of textbooks, some old and some new (Carpenter). By 1830, the *New England Primer* had become the dominant

educational text used in the northern United States. This constituted a turning point in American education. A descendant of the English hornbook, the *Primer* brought a level of uniformity to the classroom and caused the conception of a similar works to be utilized throughout the young country (Madsen, 1974). Works such as the popular *Franklin Primer* and the regional *Confederate Primer*, would be used to teach word and syllable lessons around the United States up through the Civil War, and as these textbooks grew in uniformity and appropriateness, so did the pedagogical movement in America.

Also during the early 19th century, Americans began to take advantage of a new concept in learning: the reader. These were schoolbooks that contained stories and poems for the purpose of stressing the importance of passage reading. Popular works such as the *New York Reader*, the *McGuffy Reader*, and the *National Reader* gave school children more reading content than did the primers that had preceded them while using literature and issues of society as bases for topical information (Carpenter 1963). American education was now growing by leaps and bounds, at least in part as a result of the uniformity these cutting-edge texts promoted in the schoolhouse environment.

It was also around this time that grammar textbooks became commonplace in American schools. These works combined the practicality of the primer and the content structure of the reader to broaden the degree to which students examined skills related to written and oral communication. Works such as the *Elementary Grammar and Composition* and *Higher Lessons in English* asserted that language arts were the basis of formal education and that the promotion of proper grammar, refined sentence structure, and adequate spelling overshadowed the significance of teaching the sciences, social studies, and even mathematics (Nietz, 1966). It had become particularly apparent that a

mature system designed for the educating of children in the United States was needed. Every child able to reap the benefits of a virtuous education should begin this process by mastering, or at least being exposed to, the basics before plunging into advanced measures of learning such as philosophy, the humanities and mathematics. As the window of education began to open for a more economically diverse classroom population, this pattern of thought paved the way for organized systems of secondary and higher education (Monaghan and Barry, 1999).

The late 1800s ushered in a movement that recognized the necessity of mathematics skills, the significance of philosophy, and the political and social value of interpretation of historical events, themes, and trends. Many of these works, however, were often inundated with underlying themes of the politics of the times. McDonald and Blackburn's *The Southern History of the United* States, which was published in Baltimore in 1869, was an excellent example of how a regional and/or political agenda entered the realm of textbook production. The last chapter in the text was captioned "Congress Abolishes the State Governments" and was particularly marketed to southern states that were undergoing Reconstruction (Carpenter, 1963). It is at this point that textbooks, by means of curricular design, began to resemble the modern elements of educational resource that we are familiar with today (Reid, 1995).

As teaching became a more refined profession and vast social change brought on by the U.S. Civil War affected the country as a whole, textbooks mirrored the desire of society to not only answer the 'how', but the 'where, when and why' as well (Wilson, 1980). Social studies and science textbooks were produced with hundreds of pages of information. Though America was still an extremely theistic society, hints of humanism

crept into the classroom via these new books. Likewise, as society began to inquire about the inner-workings of the human mind, due in part to the works of Marx, Weber, Freud and Jung, the turn of the century culminated with the introduction of many textbooks that addressed elements of the human mind and topics of a psychological and sociological nature (Carpenter, 1963).

The 20th century was then the period during which textbook production exploded. A dramatic increase in the American population, much of which was due to immigration, was followed by magnified increases in the number of students attending American public schools. As a result of this diverse expansion, the significance of the classroom text increased. Cultural diffusion, the World Wars, the expansion of Communism, and global economic strife prompted a new respect for social studies and knowledge of the rest of the world. Even common Americans now seemed to realize that they were citizens of a global community. This revelation sparked a movement among government officials to instill students with an ideological conception of American superiority in international relations (Garraty, 1970).

Textbooks, particularly those addressing history, government, geography, and economics, were widely produced with societal movements such as the growth of Communism and isolationism in mind. American schoolchildren were opening textbooks that were produced with an aim of teaching good citizenship, patriotism, and moral rectitude. History and the humanities had become the core of democratic education (Gagnon, 1987). This approach, which went hand in hand with the concept of compulsory education, resulted in the bleeding over of democratic principles into textbooks of every subject and the American educational establishment began, at least in

the eyes of American citizens, to assert itself as superior to the rest of the civilized world. An American education with its basis of freedom and its unapologetic endorsement of personal growth and prosperity became a coveted entity among citizens around the world (Current and Garraty, 1962).

During this time, *The Rise of American Civilization* by Beard and Beard was the standard American history text. Historians such the Beards inserted their own ideas about historical themes and concepts into their works, which brought about debate among college professors across the nation as to what historical matter should be addressed and how it should be handled in text. This was made evident in *Interpreting American History* by Garraty. In this work, Garraty interviewed noted historians on contemporary interpretations of elements of American History. Results from many of the interviews, such as that of Roy Nichols as to the causes of the Civil War and that of C. Vann Woodward concerning the Negro in American life, revealed that opinion was as prevalent as fact in many historical approaches (Garraty, 1970).

In the decades of the 1960s and 1970s, social studies textbooks in particular underwent a series of revisions by historians who sought to reevaluate and subsequently include the contributions of women and minorities to American History. As social interest groups such as the NAACP and NOW cried out for this metamorphosis during these decades, textbooks and state curricula were reevaluated as well, and by the end of the 20th century, educational approaches in virtually every aspect of public school were steeped with notions of inclusion and political correctness. This movement away from traditionally conservative formats of textbook production sparked debate about the intent of textbook manufacturers and school systems. Ironically, many of those critics

questioned the democratic loyalty of those textbook manufacturers and educational leaders. Such a quandary cast light on the textbook analysis and approval procedures, especially among grassroots Americans.

Entering the 21st century, textbooks in all fields of education are more comprehensive than they have ever been. The business of manufacturing these staples of the classroom has evolved into a multi-billion dollar industry, and if it is the almighty dollar that is commanding the education of American students it stands to reason that states with large student populations, such as Texas, California, and New York have an immense influence on the manufacturing practices of textbook producers while smaller, less economically weighty states such as Tennessee and Georgia have been left to alter their curricula or promote revamped teaching methods. Interestingly, about half of the population of the state of Georgia lives in the greater Atlanta area. Though textbook publishers might court the school systems of the Atlanta area, interest in the remainder of the state would be marginal at best.

As the evolution of American textbooks continues, so does the process by which they are selected for use in public schools. The history of how American textbooks, particularly U.S. History books, have evolved into all-inclusive, content-rich volumes of information also continues to influence the determinations of selection committees on the state and local levels (Alford, 1986). With this in mind, and considering the continued degree to which educators rely upon basal textbooks, a study of this nature was both prudent and necessary.

The Problem

The problem of this study is that if textbooks are theoretically produced to complement or mirror the national social studies curricula and curricula designed by states such as Texas, California, and New York, states whose social studies standards differ from the afore-mentioned may be presented textbooks that do not fully address their standardized assessment requirements. What exactly are students expected to know? What are they tested on? Do traditional textbooks address those standards? Are students who transfer from one state to another during the school year, by means of a textbook, capable of picking up where they left off? These and other questions prompted this study.

The textbooks being analyzed by this study were selected because they each appear on the adoption lists of Texas, California, New York, Georgia and Tennessee. They are all basal textbooks and are produced by reputable textbook manufacturers.

The Purpose of the Study

The purpose of this study is to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks address the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of Georgia, Texas, New York and California.

Research Questions

In order to address the purpose of the study, the researcher will use both quantitative and qualitative methods to answer the following research questions. These quantitative and qualitative methods are discussed in depth later in the dissertation.

1. To what extent does each of the four textbooks present standards related to history in each of the five eras outlined by the Tennessee Social Studies Curriculum Standards for Secondary United States History?
2. What are the qualitative characteristics of the U.S. History curriculum guides for the states of California, New York, Texas, and Georgia; and how do they compare to each other and the U.S. History portion of the Tennessee Social Studies Curriculum Standards?

Need of the Study

There is an argument among many Tennessee and Georgia educators that the U.S. History textbooks that are produced by national textbook companies and are being made available to public school systems in these respective states do not strictly adhere to the prescribed requirements of the state curriculum standards for the subject, and therefore, expose students to basal historical information that they will not be held accountable for on state standardized tests. This study is necessary because the dichotomy between the basal textual information and concept presentation that high school history students are offered by textbooks and the objectives and goals of Tennessee and Georgia state curriculum standards may have a causal relationship with student evaluation results. No quantitative research has been done to suggest that the respective comprehensiveness of

the textbooks in question positively reflect the dictates of the state curriculum standards, and therefore, students and teachers may have been inclined to amend approaches to the curriculum to fit their educational needs (Folsom, 2000).

Many U.S. History teachers in the State of Tennessee format their own curriculum for their classes, while many in Georgia, due to the recent evaluation developments, are bound to local supplementary curricula. The Tennessee curricular format often closely resembles that of the one outlined in the basal textbook on which they rely, which is a curriculum largely based on the standards of Texas, New York, and California. This curriculum generally opens with lessons on Native American inhabitance of the North American continent, moves to coverage of exploration and colonization, then to colonial political and religious growth and the strained relationship with Britain, then addresses independence and American statehood. Lessons continue on the period of national growth throughout the 1800s, the U.S. Civil War and Reconstruction before actually beginning to address the historical period that is actually laid out for study in the Tennessee curriculum guide (1870-present). Problems arise when teachers are typically unable to finish their curriculum by the end of the school year. Many secondary social studies teachers in the state of Tennessee admit that they seldom have time to appropriately cover events and concepts of post World War II America!

Meanwhile, students in Georgia, by virtue of stronger local influence upon social studies curricula and the popular push for higher standardized test scores, use the same textbooks but use them merely as supplementary materials to their local curriculum guides. Georgians recently mulled over the discouraging news that despite efforts to

teach to the test, their students' performance on the SAT exam ranks fiftieth in the United States ("Georgia 50th," 2002).

While the traditional approach of teaching secondary U.S. History chronologically from beginning to end has its definitive merits, both Tennessee and Georgia United States History Curriculum Standards clearly assume that these high school students are expected to have already been exposed to and evaluated on their knowledge of U.S. History up to 1870. Though realistically this assumption is questionable at best, and though many teachers continue to follow the patterns for educational instruction followed by their textbooks, the minimum requirements of the curriculum guide are laden with historical information and conceptual ideologies that are created to meet standardized evaluation conditions. The result may be that students have been overexposed to historical data and concepts not imperative to standardized evaluations, and thus, short-changed on data and concepts for which they have been held accountable. (Examples of historical data and concepts that are not included on secondary standardized tests would include the Civil War and the time before.) In history however, as in many other subjects, prerequisite knowledge of elementary portions of curriculum are imperative for success on the secondary level and beyond.

Though many textbook publishers have begun presenting "updated" or "supplementary" texts that address only the curriculum of U.S. History from 1870 to the present, few local school systems in Tennessee have opted to purchase them, or could even afford them if they wanted to do so. Likewise, Georgia school systems, which are collectively a cacophonous example of feast or famine, vary in their respective approaches to the social studies curriculum to the point that wealthy school systems

simply amend their goals to match those of the standardized test, thereby relegating their texts to practical reference book status, while most of the rural, less economically prosperous counties mirror the approach of Tennessee teachers. Thus, secondary history teachers in both Tennessee and Georgia are compelled, and in many cases still prefer, to continue using traditional U.S. History texts.

This study is justified, in that regard, because it is a necessity that information about state-approved textbooks and the related options presented to social studies teachers be gathered, observed, and analyzed to evaluate the textual applicability to the modern secondary school United States History classroom and the requirements of state curriculum objectives and goals in Tennessee as well as Georgia.

It is then important that a study of this nature be conducted because secondary social studies teachers around the United States should have informative and accurate research upon which they may rely when selecting textbooks for their respective school systems. It is equally important that such teachers be made aware of evidence of conflict regarding textbook production and lesson planning based on a given state curriculum guide in relation to how and why they may take measures to amend their teaching procedures while using textbooks that have been produced by companies that may not have taken their state's curriculum guide into account when conceiving their products.

Basic Assumptions

The basic assumptions made by the researcher are as follows:

1. All of the textbooks analyzed in this study were approved by both Tennessee's and Georgia's textbook commission.

2. All textbook authors used national standards to write textbooks for secondary school United States History.
3. The textbook manufacturers whose products are analyzed in this study relied heavily upon the curricula of states such as Texas, New York, and California when determining the content of their textbooks.
4. Finally, the instruments used to collect the data were valid and reliable.

Delimitations

For the purpose of this study, the researcher made the following delimitations:

1. The boundaries of conducting this research exercise are to be delimited to the secondary social studies state U.S. History curriculum guides of Tennessee, Georgia, Texas, New York, and California.
2. The investigation was delimited to analysis of the following basal editions of the texts on the State of Tennessee approval list:
    I. Boyer, P. (2001). *Boyer's The American Nation* (2001 Update). Austin, TX: Holt, Rinehart and Winston.
    II. Danzer, G.; J. Klor de Alva; L. Wilson; and N. Woloch. (2002). *The Americans* (2nd ed.). Boston: McDougal Littell.
    III. Cayton, A.; E. Perry, L.Reed, and A. Winkler. (2002). *America: Pathways to the Present/Survey SE* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
    IV. Boorstin, D.; and B. Kelley. (2002). *A History of the United States SE* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Limitations

The researcher determined that there are no known limitations of this study.

Definition of Key Terms

Specific terms defined by the researcher for the purpose of this study are:

Basal Textbooks- Written textbooks designated as on-level texts adopted by a local school district for use at a particular grade level in a specific subject. The State Textbook Commission of Tennessee encourages local school boards to adopt the designated basal textbooks and to make them available to most students.

Comprehensiveness- The degree to which textbooks deal with all of the relevant details of the objectives and goals of the United States History Curriculum Standards for secondary schools in the State of Tennessee. Comprehensiveness will be determined by a quantitative page count of terms and concepts that are integral parts of the Tennessee Curriculum Standards for U.S. History.

Cycle of Textbook Approval- the time-staggered system of textbook approval in the state of Tennessee. Each year, different school subjects are designated to undergo textbook renewal procedures in order to disburse state textbook funds as fairly as possible. 2001-2002 is the time period set aside for social studies textbook approval. Specifically, the bid deadline for textbook manufacturers was March 1, 2001, state review then took place during the remainder of 2001, local adoption was set for spring 2002, and the contract period was set to extend from July 1, 2002 to June 30, 2008.

Eras- Divisions of chronological time periods (beginning with Era 6) covered by the United States History Curriculum Standards for secondary schools in the State of

Tennessee. Era 6 is Industrial Development of the United States (1870-1900), Era 7 is The Emergence of Modern America (1890-1930), Era 8 is The Great Depression and World War II (1929-1945), Era 9 is The Post World War II Era (1945-1970), and Era 10 is The Contemporary United States (1968-present).

Section IV Reviews- The state of Tennessee schedule for textbook approval cycles. The numeral IV denotes the field of social studies and the reviews that took place concerned the approval itinerary for Tennessee social studies textbooks for public schools.

Standards- the minimum requirements in each of the six areas of learning in United States History as defined by the United States History Curriculum Standards for the State of Tennessee. The respective areas are (1) culture, (2) economics, (3) geography, (4) governance and civics, (5) history, and (6) individuals, groups and interactions.

Textbook- A book giving instructions in the principles of a subject of study (in this case; social studies), specifically one used as the basis or partial basis of a course of study.

The Instrument to be used in this Study

The study of history textbook comprehensiveness with relation to the U.S. History Curriculum Standards for the State of Tennessee focused on a data collection method that was both quantitative and qualitative in nature. Considering this, the researcher sought to develop an instrument that coincided with a collaborative method for the study. The researcher determined that the best way the concept of comprehensiveness could be measured was to design an instrument to measure comprehensiveness, particularly as it applied to this study. Such an instrument was to be based on other textbook analysis instruments mentioned in the review of literature. However, it was to be designed

exclusively to measure comprehensiveness as it related to the four basal history textbooks under evaluation.

The idea behind the instrument was that it was to include a quantitative line count of each textbook for elements of the history standards outlined by the U.S. History Curriculum Standards for the State of Tennessee. If a particular standard addressed in a passage of text, the number of lines that made up that passage was to be recorded and labeled as meeting the requirements of that standard. Lines that were determined not to coincide with any of the standards, or were found not to fall within the allotted historical eras described by the curriculum standards, were to be considered marginalized information and were also to be quantitatively considered as an indication of overall curricular appropriateness of each textbook.

The researcher also took steps to ensure that the standards that were introduced and discussed throughout the textbook coincided with the five historical eras denoted by the curriculum standards guide mentioned above. The use of the instrument was also to directly coincide with the research questions of this study. The history standards, as well as the five historical eras, are listed and defined below:

I. Culture: Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students are to explore these elements of society to develop an appreciation and respect for the variety of human cultures.

II. Economics: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students are to examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

III. Geography: Geography enables the students to see, understand, and appreciate the web of relationships between people, places, and environments. Students are to use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

IV. Governance and Civics: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

V. History: History involves people, events and issues. Students are to evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They are to construct sound historical arguments and perspectives on which informed decisions in contemporary life could be based.

VI. Individuals, Groups, and Interactions: Personal development and identity are shaped by factors including culture, groups and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Data was collected quantitatively, and then qualitatively by means of in-depth evaluation of passages of text and concepts promoted in the various sections of each text. The researcher then compiled intense qualitative notes relating to passages of text and concepts of each of the history standards for each of the five historical eras.

The five historical eras, beginning with Era #6, are listed and described below:

Era #6	Industrial Development of the United States (1870-1900)
Era #7	Emergence of Modern America (1890-1930)
Era #8	The Great Depression and World War II (1929-1945)
Era #9	Post World War II Era (1945-1970)
Era #10	The Contemporary United States (1968-present)

The Test of the Instrument

The fact that an instrument was designed from scratch indicated that there was a need to include a test of the instrument in order to validate the newly created instrument. The researcher performed a test of the instrument on the instrument using a U.S. History textbook that is currently being used in the public school system in the State of Tennessee. The following text was selected for the test of the instrument:

Boorstin, D. and B. Kelley. (1996). *A History of the United States.* Upper Saddle River, NJ: Prentice Hall.

The test of the instrument employed the instrument in the manner intended for the main research project. First, the textbook was read and reread. During the reading process, the researcher tabulated the line count with respect to the associations and accounts that touched on the information and concepts described by the U.S. History Curriculum Standards for the State of Tennessee. Results of the tabulations were then investigated to determine if, in fact, the textbook spent at least 30 lines on a given standard, so long as the data fell within the parameters of one of the prescribed historical eras. Those accounts that were found to have surpassed that 30-line count of data were then considered to have comprehensive associations within the dictates of the curriculum standards.

The tabulations were then made to determine which of the standards were indeed found to be comprehensive, and which ones were not. This was done to validate the instrument, which was then submitted, along with the test of the instrument results, to a panel of educators for discussion and suggestions.

Administration of the Instrument

The specific instrumentation used in this study called for each of the four history textbooks to be read and analyzed by means of a quantitative line count relating to comprehensiveness of each of the history standards outlined in the U.S. History Curriculum Standards for the State of Tennessee in alignment with each of the five

historical eras also outlined in the Curriculum Standards approved by the State of Tennessee. Once it was determined that the instrument designed to measure comprehensiveness was valid, the line count was employed as a means of evaluating the participating textbooks.

Each textbook was given similar attention and evaluated in a similar manner. The frame of time that is spanned by the five historical eras mentioned previously began with 1870 and Reconstruction, and ended with the present, which in this study culminated with the end of the 2001 calendar year (including the events of September 11, 2001).

After pertinent data were collected, the instrument was utilized to assess how thorough each standard was addressed in relation to comprehensiveness. Quantitative measures indicated the degree to which each of the textbook addressed information and concepts, and then a comparison of the tabulations for each text was performed with regard to each other text as well as the U.S. History Curriculum Standards for the State of Tennessee. Results were recorded and analyzed in chapter 4 of the study.

Tabulation of the Data

The implementation of this instrument was a tedious process of reading and rereading each of the four textbooks in order to quantify any evidence that they had, in fact, addressed each standard appropriately. Solely the researcher performed the line count. It was therefore necessary that each text be read and then reread for verification purposes. The results of the line count were then to be collected and appropriately recorded as indicators of comprehensiveness of each of the respective standards.

Data were then tabulated in a manner that provided information to address each research question in order. Line counts were compiled with regard to the standards for history as it is defined by the secondary schools U.S. History Curriculum Standards for the State of Tennessee. Collected data was then illustrated in a series of tables and graphs in chapter 4, and these illustrations indicated trends of comprehensiveness on which analysis could be based. Each tabulation of individual portions of the data stood independent of the others, however, each one also lent itself to be used in comparisons among the different standards and historical eras as well as with the U.S. History Curriculum Standards for the State of Tennessee. Tabulations were in keeping with the parameters of the instrument as well as the research purpose and questions.

Summary

This purpose of this chapter was to introduce the reader to a brief history of textbooks, the problem of this study, the purpose of this study, research questions, the need and justification of this study, basic assumptions, delimitations, key term definitions, and instrumentation relating to an analysis of four basal U.S. History textbooks on the current approval list for the states of Tennessee and Georgia and the significance of the apparent dichotomy between the formats and approaches of those texts and the design objectives and goals of the United States History Curriculum Standards in the field of secondary social studies.

Also, the reader was introduced to the idea that this textbook analysis takes into consideration the propensity of textbook manufacturers to rely upon the state curriculum guides of states that buy the large portions of their textbooks, and thus, produce more of a

financial windfall for their companies while, in effect, promoting an expectation of conformity by states such as Tennessee that do not have such large buying power or Georgia, where the buying power is directly determined by the economic prosperity of individual counties.

Chapter II – Review of the Literature

The purpose of this study was to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks address the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of Georgia, Texas, New York and California.

The purpose of the review of literature was to present the reader with the knowledge base upon which the study was designed. It illustrates the research of the investigator on past studies relating to textbook analysis and evaluation, and the educational transfer of historical facts and concepts, and shows clear linkages between what was known before this study was undertaken and what is know as a result of it. It should be noted here that for the purpose of this research, the terms *evaluation* and *assessment* are used interchangeably and are defined as formal measures that are taken in both theory and practice that are meant to judge or determine the value or quality of textbooks for classroom use. This review cited a number of older works for the purpose of theoretical backing. However, most of the citations are of the most current studies available.

As a practical aspect of research on secondary social studies textbook approval methods and the utilization of such mass-produced materials in the classroom, a review of published literature also illustrated the influence of the modern textbook upon educational systems across America (NEA, 1973). School systems from New York to California and everywhere in-between strive for an ounce of superiority over their peers

and many systems state their claims of educational success by citing research that has been reviewed in this study (Danzer, 1997).

The following review was developed by a search process undertaken by the investigator that culminated in the selection of works that were pertinent to the purpose of the study. Studies related in methodology of textbook evaluation were cited for the purpose of demonstrating assessment practices that have been employed in recent years and those that are currently being utilized in school systems around America were reviewed. Studies that were determined to be consistent in content related to research in the teaching of history of the United States were also included in the review in order to illustrate perceptions of educational researchers and educators regarding this field of study. The review of literature culminated in an examination of publications that investigated a combination of textbook assessment methodologies and U.S. History content.

Studies related to methodology of textbook analysis and evaluation were selected for characteristics of how such materials are chosen and assessed. These articles and books addressed textbooks of a variety of educational levels and subject matter. Literature that was determined to be consistent in content-related research was selected because of direct ties to the field of social studies, particularly U.S. History. These studies may have dealt with issues surrounding history education in general and not merely history textbook evaluation. Studies that were found to be based on combined textbook analysis and evaluation methodology and history content were included as a culmination of research necessary to gain a full appreciation of the magnitude of the issue of social studies textbook appropriateness for the secondary school classroom.

The review of literature also included detailed descriptions of the secondary social studies curriculum guides of each of the five states being included in the research. The researcher documented the fact that though chronological historical information addressed in each of the curriculum guides was virtually the same, the methods of presentation, the duration of time spent on each historical segment, and the overall emphasis of historical themes and concepts varied greatly (Elliot and Woodward, 1990). It was necessary to include each of them in the review of literature because the researcher referred to them when creating the instrument to be used in the study.

Literature Related to Methodology

Evaluation is a crucial aspect of textbook selection for a variety of reasons. Textbook reviewers base their choices of textbooks, in part, on the content comprehensiveness of the books as well as how appropriate they are for the age and ability of students. Such action requires reviewers to give preferences for certain texts while eliminating others. Reviewers must also consider how contemporary textbooks are, particularly when assessing history texts. Determining whether a given textbook pays proper attention to the latest topical findings, trends, movements or ideas requires skilled and information-savvy evaluators. Issues of economics must also be taken into consideration, since many school systems, particularly rural systems, place a high priority on keeping the total cost of textbooks low. Many rural school systems in Tennessee consider the price of a given textbook as important a factor as content.

State adoption committees employ various processes when evaluating textbooks for approval lists. These lists are then made available to local school systems. As state

committees consider textbooks for approval, they, at least in theory, subject each work to a rigorous system of informational and practical criteria that suit the needs of the respective state curricula for the subject being considered. Although a textbook may be exhaustive in its informational presentation, it may not coincide with the design of a particular state curriculum, and thus may be eliminated as a choice for school systems of that state. Other factors such as price, teacher preference, and inclusion of colorful illustrations also play a role in textbook selection, some of which are not directly related to the educational value of the books under review.

Smaller, less economically influential states such as Tennessee may face difficulty during the selection process because many of the premier textbook producers, such as Houghton Mifflin and Prentice Hall, offer works so similar that the textbook approval process is reduced to a selection of which textbook is the least inappropriate for a given course. Pressures by liberal or conservative interest groups seeking to advance patterns of political or ideological thought may complicate the process as well. Selection committees in the State of Texas have experienced such pressures by the conservative establishment over the past decades. Other issues concerning textbook selection committees have included questions regarding the qualifications of selection committee members, the frequency with which states adopt new textbook lists, and whether or not teachers' voices are being heard in the selection process.

In many states, there are no requirements that textbook selection committee members must be teachers, or even members of the educational community. In Tennessee, for instance, the State Textbook Adoption Overview submitted as a guide to the composition of the State Textbook Commission states that the commission is

"composed of ten members whose responsibility is to recommend an official list of textbooks for approval of the State Board of Education". This commission is made up of one county superintendent, one city superintendent, a principal, one teacher or supervisor from grades 1-3, one teacher or supervisor from grades 4-8, one teacher or supervisor from grades 9-12, and one member not employed in the educational system of the state from each of the three grand divisions of the state. The Commissioner of Education serves as Secretary of the Commission (Tennessee Dept. of Education, 2002).

Textbook approval cycle schedules also vary from state to state. For many reasons, not the least of which is economics, state approval schedules generally rotate around a five or six year schedule whereby each of the educational fields is granted a year of approval. Textbook publishers tend to follow the cycles of the large states with regard to release dates of new editions. Thus smaller states, which are bound to their own cycles, may be overlooked, unless their cycles coincidentally parallel those of Texas, California, or New York.

Also, by the time textbook approval lists get to teachers in many states, numerous resources have already been eliminated from consideration. Selection committees such as that of the State of Tennessee may subsequently reduce teachers' influence on the process. Kearsey and Turner asserted that one of the main criteria in a teacher's choice between textbooks for the classroom is the presentation of material (Kearsey & Turner, 1999). If this is correct, presentation of material may cause teachers to classify textbooks into groups based on this factor when making selections for appropriate textbooks to use in class. Therefore, analysis of textbooks may not be solely based upon the content of a particular work, but upon the presentation of the content as well. Presentation, in this

light, refers to the manner in which content subject matter is addressed, portrayed and investigated. This process, according to Kearsey and Turner, takes into consideration the textbook author's understanding of the reader's ability level (Kearsey & Turner, 1999).

Teachers may consider these textbook groupings when selecting a textbook from a state adoption list that best suits students in a particular learning environment or setting. If a particular textbook does not fully address the appropriate content of the state curriculum guidelines in the manner in which the guide expressly prescribes, those teachers enter the textbook selection process with a task before them that may culminate in hasty or somewhat apathetic results. The textbook they select may subsequently be viewed as the work that is the least amount different from state curriculum guidelines.

Other elements that influence the textbook evaluation process include the actions taken by textbook manufacturers to solicit the endorsement of national organizations. As Stern reported, a procedure for evaluating science textbooks and curriculum was devised by the American Association for the Advancement of Science that was intended to allow educators the opportunity to improve textbook selection skills as well as enhance instructional strategies (Stern, 1999). Through this procedure, educators were invited to share ideas about science curricula that should be present in science textbooks. The resulting discussion allowed teachers to voice concerns they had about the selection process and come to a consensus on the kind of textbook they might endorse. Although endorsements of this nature are not arbitrarily binding upon state curricula, it was the assertion of this researcher that the benefits of having additional reviews of textbooks are notable and helpful in the textbook selection process. It should be noted, however, that so-called endorsements from national organizations such as these may also prompt

detrimental textbook selection results among states such as Tennessee if in fact the statutes of the national organization do not coincide with those parameters of the state curriculum guideline or favor large states such as Texas, California or New York, which is often the case.

Another study related to factors that influence proper textbook selection was conducted by Quereshi in 1981. In this survey of sixty-one general psychology books, the following factors were taken into consideration: (1) the level of human interest of the reading material, (2) the degree of readability of textual material, (3) the list price, (4) the number of illustrations, (5) whether a book was hard-bound or soft-cover, (6) date of publication, (7) the number of authors, (8) the first author's age, (9) length of the post-PhD. experience of the first author, (10) the number of pages of text, and (11) the number of pages of subject index (Quereshi, 1981). Statistics related to these and other aspects of the surveyed textbooks were compiled and disseminated in order to rank psychology textbooks in relation to teachers' needs. Though the textbook evaluation process in the state of Tennessee is not quite so demanding, the research devolved a plethora of means by which textbooks may be reviewed for course and classroom environment appropriateness. Textbook analyses such as these, however ideal they may appear, are simply too time-consuming and economically impractical for virtually every school system in the nation. Realistically, particularly in rural or under-funded local systems, time and resources must play a part in the textbook selection process because approval committees are simply too small to undertake such an involved review of available materials.

Similarly, Fetsco and Clark reviewed five commonly used psychology textbooks in terms of accuracy and comprehensiveness. Comprehensiveness, as it related to this study, referred to the degree to which testable material, predetermined by the authors, was presented overall within each textbook (Fetsco & Clark, 1990). The practicality of this form of textbook assessment was evident. Evaluation of this nature, though considerably more simplistic that that of preceding examples, may be equally fruitful with regard to textbook selection. It is of equal importance when textbooks are being reviewed by state adoption committees that use a curriculum guide to measure for classroom appropriateness. This manner of evaluation presents itself as much more feasible when employed in most school settings. Introduction of predetermined criteria in the form of a checklist or rubric makes the adoption process more formal and definitive in nature and accommodates most textbook approval committees.

Another method of evaluating textbooks, as described by Tipton and Wood, involved creating a predetermined 'matrix' by which each work would be judged (Tipton & Wood, 1994). The matrix was used to determine textbook levels of comprehensiveness with regard to content-related references to citizenship and decision-making skills throughout history. Although the matrix in use in the study was one of a moral values nature, the method illustrated another means of determining whether a given textbook had in fact fulfilled categories that were being judged. Such a method allowed the authors to rate each textbook under review and to assert the overall comprehensiveness of each text. The textbooks were then rated in regard to their comprehensiveness (Tipton & Wood, 1994).

One other method of textbook evaluation that deserved attention included the survey of students who actually use the books that are selected by school systems. The study performed by Lester and Cheek illustrated how the act of gauging the sentiments of the actual consumers of the product could be a healthy manner of evaluation. Their study examined the opinions of high school students about their current textbooks, and while a textbook selection committee would not rely on such data exclusively, there is merit in such an undertaking. Students in this study were asked to explain why they liked certain texts and did not like others, and their thoughts, opinions and recommendations were logged. The students surveyed recommended improvements in the areas of graphics and illustrations, teen interest topics, organizational patterns, and vocabulary (Lester & Cheek, 1998). This article illustrated the fact that all consumers of textbooks may have an active role in determining textbook appropriateness. There is evidence within the textbook manufacturing industry that voices such as these are being heard. Substantial changes have occurred in recent years with regard to the number of color photos and graphs, larger illustrations, diverse biographies and teen-interest inserts found in textbooks currently on the market. These eye-catching and popular amendments to traditional texts, however, are often used as a means to justify the increased price of the product.

A study on textbook clarity by evaluating students' responses in a clarity survey measurement was distributed and collected by teachers. Students were asked by their teachers to rate the degrees to which they found a series of textbooks clearly understandable and then to comment on the textbook's practicality in the classroom. Practicality, in this regard, referred to students' perceptions of appropriateness. Although

the focus of this assessment was based on readability of the texts, it became apparent that the students involved had numerous points of constructive criticism for textbook publishers. The study determined that there is significant evidence that students have difficulty with issues of clarity and that a need of improving textbook readability is justifiable (Wang, 1996). Such a study also illustrated that, although using students' responses as a sole basis for assessment of textbook appropriateness would not be prudent, such measures can be beneficial when coupled with the other measures of evaluating and analyzing textbooks previously mentioned. It also exploited the gap that exists between adult and teen-aged evaluators. A selection that is deemed appropriate to a seasoned teacher who just happens to be filling a spot on the local textbook selection committee may appear equally counterproductive to the learning process when viewed through the eyes of the consumer.

Each of the studies that were cited gave readers insight into the means by which textbooks are analyzed and evaluated, and are pertinent to this study in that they demonstrate various methods by which textbooks have been evaluated and analyzed in recent years. Each study is significant in relation to the degree of depth each evaluation promotes, and concepts of comprehensiveness were of particular use to this study because comprehensiveness was a central component of the purpose of reviewing four basal social studies textbooks approved by the state of Tennessee for secondary schools United States History classes. By illustrating a variety of studies that have been undertaken in order to assess textbook comprehensiveness, it also becomes apparent that perceptions of textbook appropriateness have not been uniform in nature around the

United States, even when the level of comprehensiveness are being considered within a given educational discipline.

This trend of textbook evaluation continues, and such a lack of uniformity may even be found to complicate textbook approval and selection processes. The value of a textbook selection method that calls upon predetermined textbook qualification standards and stringent reviewing practices appears to be the most viable means of tackling the great task of drawing proper conclusions regarding which textbook comes closest to meeting the needs of the students who will ultimately be served by the selection.

Literature Related to Content

The purpose of this section of the review of literature was to examine studies that have been done that relate to social studies textbook content. Research projects done with specific attention placed on elements of the field of social studies, particularly history, were also an integral part of the foundation of a study on comprehensiveness with regard to textbook information presentation. Content-related investigations allow the reader to peer into the broad field of social studies in a manner that divulges the scope and purport of such an information-intense subject, and make the reader better aware of the ramifications of poorly written content and textbook/curriculum inconsistencies.

This element of textbook evaluation is particularly significant to the educational discipline of social studies because the vast amount of content covered in a typical social studies textbook is often based on contemporary social sentiment and lends itself to the personal interpretation of the reader. This fact complicates the reviewer's task of performing unbiased assessment and thus makes in-depth consideration crucial to healthy

review. Considering this, it is necessary to consider the curricular value of the materials being relied upon for presentation in social studies classes. Such insight is also necessary in order to insure that the reader comprehends the degree to which content directs social studies curricula and thus influences textbook production in the field of social studies. The following works illustrate the natural bond of content and curriculum and it was intended that the reader would develop or enrich his or her appreciation of the link between the two.

Schug, Western and Enochs attempted to explain why social studies teachers use textbooks in their classes. Though conventional wisdom dictates that textbooks are used in most public school classroom settings because there has been a textbook presence in the classroom for many years and their influence appears to be a positive one on students' learning and recall skills, there is also an element of teacher security involved. Textbooks, according to this study, generally follow the basic pattern of most state curriculum guides, and therefore suffice for most teachers, while making their lesson plans easier to construct. Though there are numerous differences in social studies curricula among the fifty states, there exist great similarities as well. Teachers, therefore, use textbooks because they want to rather than because they feel pressured to do so (Schug, Western, & Enochs, 1997). The public choice theory, which was cited as the reason for this phenomenon, suggests that teachers' behavior with relation to textbook use in the social studies classroom is induced by certain educational incentives, and though these incentives differ for teachers and students, they are beneficial for both.

It should be noted here that many new and veteran teachers rely on the lesson plans promoted by the textbook they are using because of the convenience they offer.

Such perception on the part of educators may tempt them to stray from the state curriculum in order to maintain a sense of classroom and subject matter autonomy. New textbooks, however, do include diverse approaches to history material. Never before have teachers had so many curricular options at their fingertips. These new texts offer elaborative complimentary classroom activities that focus on group learning, hands-on tasks and critical thinking skills.

One such critical thinking incentive was, as explained by Wright in 1996, revolved around the teaching of critical thinking. Wright insisted that if textbooks are to be used in social studies classes, they should be implements of critical thinking education (Wright, 1996). Such use of a given textbook should encourage students to analyze the concepts revealed by history and to make personal evaluations of value issues. Activities involving a history text and elements of critical thinking, according to Wright, should make the textbook more interesting to students and should encourage rational debate within the history classroom (Wright, 1996).

Critical thinking refers to the act of soliciting thoughts and expressions from students while covering a particular historical event or series of events and then allowing students to conceptualize the issue at hand in terms of political, psychological or social ramifications as they relate to society. This approach allows a teacher the creative freedom to use historical concepts such as long-term effects of the Great Depression or links between hysteria and stereotyping that evolved during the Cold War to bring about comprehension of broad elements of state curriculum.

Another incentive of using of textbooks in the history classroom was discussed by Donlan in an article on teaching students to locate main ideas in history textbook content.

Donlan presented a three-stage process for teaching the logical relationship that exists in history textbook paragraphs to aid high school students in differentiating main ideas from subordinate statements (Donlan, 1980). Donlan's study strengthened the assessment that teachers play an integral role in the promotion of textbook content and the manner in which that content conforms to state curriculum standards.

Incentives such as the ones mentioned above have caused teachers to evaluate the effectiveness of new social studies textbooks with regard to comprehensiveness in subject matter coverage. Kon described the effect of new textbooks on veteran social studies teachers' approaches to curricular decision-making and information presentation (Kon, 1995). Kon determined that social studies teaching is more variable than might be expected, given the similarity of teaching materials, but that the introduction of a new textbook into an established social studies learning environment did not have a significant impact on teacher planning (Kon, 1995). This finding suggested that teachers tend to maintain a loose system of information transfer regardless of the textbook they are using.

Stodolsky also addressed this phenomenon by raising questions concerning what information textbooks include and what information and concepts are actually taught in history class. The study determined that there is a considerable degree of variety in the ways in which teachers use textbooks and in the extent to which those teachers use them (Stodolsky, 1989). Considering the findings of Stodolsky's study, there is little doubt that teachers address history as it is presented in textbooks with a great deal of individuality. Such variety of teaching approaches may be influenced by personal views or experiences of certain teachers regardless of the fact that those teachers are using the same text. Naturally, one approach would appear to be more conducive to state

curriculum standards, therefore students in the classes of teachers whose teaching styles and approaches follow the curriculum more closely would perform better on standardized tests than those whose teachers' styles and approaches strayed further from the same curriculum.

Other research was conducted with regard to this element of social studies teaching. Yeager and Davis studied the thoughts of student-teachers concerning their interpretations of historical texts, their mental constructs of truthful historical accounts, and their epistemological approaches to history. The results of this study suggested that student teachers' thought processes differed greatly, and therefore give cause for a wide variety of interpretations of curricular subject matter (Yeager & Davis, 1995). Interpretations of comprehensiveness of textbook data would then also be affected by such personal differences, which in part, rely on the educational influences of the student teachers themselves.

Likewise, Romanowski studied the varieties of manners by which social studies teachers utilize history textbooks in the classroom. This analysis broke down the use of history texts into categories of: (1) "How do teachers utilize previously studies textbooks in classroom situations?"; (2) "How do teachers deal with the technical knowledge of textbooks?"; (3) "What are possible factors that influence textbook usage?"; and (4) "Do secondary history teachers engage in and encourage students to engage in critical reflection or emancipatory knowledge?" (Romanowski, 1995). Romanowski's results indicated that the authority of the textbook was by no means absolute and that the teacher's presentation of the material in the text significantly affects the manner in which

students react to history. Such assertions exemplify the dichotomy that exists between curriculum-based standards and teachers' approach to the curriculum.

Considerable research has been done on manners of change that textbooks bring about in the social studies classroom. Dorward, Hudson, Drickey, and Barta examined issues of alignment among curriculum standards, textbook instruction in the classroom, and accountability as measured by results from system-wide achievement tests (Dorward, Hudson, Drickey, and Barta, 2001). Changes in any one of these three factors alters the manner in which the other two are perceived, and thus, a relationship between the factors must be asserted, taken into consideration, and acted upon in order to assure the highest possible results on standardized tests.

The issue of change within the field of social studies is not a problem exclusively American in nature. The quality of textbooks and their direct relation to mandated curricula also became a point of discussion and debate in Europe recently. A movement to realign history textbook information to prescribed history curricula began in the early 1990s resulted in greater knowledge by educators and students of the directives and purposes of the subject. The realignment also set standards for textbook publishers to follow when creating materials for students throughout Europe (Hooghoff, 1993).

Changes in society and the subsequent changes in textbooks were also a point of interest in Ya Su's research on social studies textbooks. From 1975 to 1989, and then from 1989 to 1995, changes on Asian political and social fronts had a dramatic impact on the manner in which historical information was portrayed in textbooks in Taiwan (Su, 1998). According to the author, there were significant improvements in both content and form of history textbooks from 1989 to 1995 regarding accuracy of presentations of local

cultures of groups such as women and indigenous peoples. Such change was reflected in similar changes in curricular standards in Taiwan, illustrating that the environment of social studies education is deeply affected by social change.

Still another concern of researchers of social studies textbooks focuses on the presentation of controversial issues within texts. Levy addressed this element of history education in an article on content and the perceived poor quality of history textbooks on the market in the year 2000. In an apparent disagreement with many recently revised state history curriculum standard guides, Levy noted that the American Textbook Council's contentions that new textbooks overemphasize multiculturalism and that politicians have begun attempting to influence or control the content of the social studies curriculum (Manzo, 2000) are flawed, in that new textbooks will not reduce the greatness of American history by including more information about those who have previously been minimized or omitted from earlier texts (Levy, 2000).

Consistent with the analysis of the American Textbook Council, the research of Downey recommended that history textbooks used in schools should be more carefully reviewed before publication and adoption. Downey asserted that each textbook being reviewed should be compared, and subsequently found consistent, with stringent criteria that closely pair the book with the state curriculum; otherwise, the text may become a hindrance rather than a help in the task of exposing students to historical information that they will be held accountable for on standardized tests (Downey, 1980).

History textbooks have been studied with relation to the state of historical content at the beginning of the 21st century. A study conducted by Sewall asserted that, in general, the leading textbooks on the market exhibited more graphics and illustrations

while reducing text. According to Sewall, such alterations in textbook design lead to "challenges to literacy and habits of thought", as well as "thinner content and editorial confusion" for students (Sewall, 2000). Grandiose changes to make history textbooks "more appealing" to students may also flaw their alignment with state curricula and may hamper comprehensiveness.

Other issues concerning history-related movements entering the year 2000 included the globalization and internationalization of curriculum. Garii discussed the fact that history textbooks have, for years, been written from the American perspective, and suggested that they undergo a makeover that is more attuned to internationalism and global concerns (Garii, 2000). Garii's article illustrates one of the movements to alter history instruction to suit an international agenda rather than to maintain a close alliance between textbooks and state curriculum guides.

Each of the studies that were cited have given readers insight into the variety of conceptual issues that have revolved, and continue to revolve, around the field of social studies education. These studies are particularly important to research involving history textbook comprehensiveness and compliance with state curriculum because understanding the many directions in which history education is currently going is the first step toward a conception of how textbook designs and curriculum standards may be at odds in the state of Tennessee.

Literature Related to Content and Methodology

The purpose of this section of the review of literature was to examine studies that relate to the secondary school social studies content and methodology of textbook comprehensiveness. Much research has been done concerning textbook appropriateness and quality of developmental approaches, and although it would seem sufficient for the purpose of instruction that textbooks to be approved by state-endorsed committees, research shows that even textbooks that pass state inspection may be lacking in appropriate content and conceptual depth. It is then necessary to review studies that have investigated the means by which social studies textbooks have been evaluated in recent years.

This is particularly significant when considering the social studies textbook evaluation processes undertaken in the state of Tennessee because there is a dichotomy that exists between what is dictated by the secondary school U.S. History state curriculum guidelines and the historical content covered by the basal texts that have been approved by the Tennessee State Textbook Commission and have been submitted to local school systems for selection. During each cycle of textbook selection, local school systems in the State of Tennessee have before them the unsavory task of rooting through textbooks that include vast amounts of historical content that do not coincide with the mandated curricula. This task is complicated even more by the fact that rural local schools systems in the state often lay the burden of textbook selection on the shoulders of as few as one or two individuals.

This has been the case in rural schools systems in the State of Tennessee such as those in Union and Claiborne Counties. In Union County particularly, due to such a

shallow pool of qualified personnel to which the task of social studies textbook selection may be entrusted, individual teachers within the secondary social studies department of the only high school in the system are expect to review and select textbooks the system will ultimately purchase. One teacher reviews all of the U.S. History books, one reviews all of the world geography books, one reviews all of the psychology books, and so on. The only factor that county administrators have used in recent years to trump the selections of individual social studies teachers has been the cost of the textbook and its accompanying resources.

Such inadequate textbooks selection methods may raise questions about the effectiveness of the chosen textbook for the rural U.S. History classroom setting because with all of the duties that rural educators are expected to perform, it is unlikely that one individual can thoroughly evaluate as many as eight textbooks and accompanying material packets. With this in mind, it becomes necessary to review literature concerning local textbook selection processes in the State of Tennessee.

As Giannangelo illustrated in his content analysis of social studies textbooks, although these materials may survive the rigorous inspection of a state approval committee, there is evidence that they may indeed be inadequate when their theoretical strengths are called into practice (Giannangelo, 1992). His analysis critically examined four social studies textbooks that were approved by the state of Tennessee in the following areas: (1) readability level; (2) number of concepts presented and subsequent concept development; (3) development of a problem solving sequence of material assessing cause and effect, testing hypothesis, and drawing conclusions; (4) analysis of the six levels of questions via Bloom's taxonomy of the cognitive domain; and (5) type of

evaluation. Giannangelo determined that none of the four of the textbooks under his scrutiny fully developed the qualities for which they were evaluated, and thus, questions surrounding their appropriateness for the classroom environment were justifiable.

This study brought out a crucial aspect of educational theory that also does not always translate when put into practice. In analyzing the readability of these texts, he determined that, although they were deemed appropriate for public school systems, students displayed difficulty understanding the content of the book simply by reading the text. This may have been a discrepancy brought on by low student reading levels. However, regardless of the direct cause of this phenomenon, the result was the same. The social studies texts were only somewhat beneficial as a source for history in and of themselves.

This study motivated the author to look into the contemporary theoretical approach to textbook production and approval. Over the past century, textbooks have evolved along with most aspects of public education. This evolution has been brought on, so far as secondary social studies curriculum is concerned, by changes in theoretical approaches to social studies education as a whole. The influx of widespread social interest in concepts such as multiculturalism and citizenship, particularly, have altered the theories on which social studies curriculum has been based and textbook makers have met these demands by changing the formats of their products. This change in theoretical approach is illustrated in the 1994 work: *Learning History in America*, in which Norton discussed how as recently as twenty-five years ago, history was regarded as a "subject that was an unproblematic transfer of factual information" (Norton, 1994). This approach was then widely accepted as not only appropriate but essential to proper social studies

teaching and, therefore, history curricula followed a systematic, chronological movement toward patriotism, nationalism, and American pride during the 20th century.

As social trends changed, however, so did theories regarding the teaching of history. Concepts such as racism and gender inequalities could no longer be ignored by textbook publishers and state curriculum writers, therefore, there was a shift from teaching events and notable biographies to an approach that was more inclusive of issue-based ideologies and social movements, such as the civil rights movement of the 1960s. Norton accounts her own history education as an example of how this theoretical shift altered the way she viewed learning about the past. In high school, she had learned history from a coach who knew relatively little about the topic he was appointed to teach. However when she attended college, she experienced more issue-based historical approaches. The movement had already been set in motion in many of the nation's higher education institutions, and the wide acceptance of this "higher order" of social studies education eventually trickled down to the secondary classroom (Norton, 1994).

As a result, the textual format of most classroom materials began to change to be more representative of the United States and its population by addressing the country's past as a series of social movements rather than a mere timeline of events. History became a series of aspects, and many in the field of social studies education then viewed historical occurrences as products of those social aspects. Before, the common perception among many students and teachers had been that information of a historical nature that was not in the textbook was not important. As a result of teachers' gradual attempts to compensate for these textbook shortcomings, however, state curriculum

designers and textbook publishers were compelled to rethink their overall missions and requirements.

Similarly, research done by Ya Chen Su on the reflection of societal change in social studies textbooks illustrated that textbook that had been produced in the 1990s placed a significantly higher degree of attention on cultural and gender-related diversity, as well as other social issues, than had texts published throughout the 1980s (Su, 1998). The dichotomy between curriculum and textbook framework, however, indicated that social change affected textbook alteration and not vice versa. Textbooks appeared to change to fit social demands for new approaches to history, and therefore, a gap between the demands of society and textbook formats became increasingly evident.

In the late 1980s, discussion of the significance of cultural literacy came to the forefront among those in the field of social studies education. As Smith detailed in his article on the work of E.D. Hirsch, cultural literacy was an attempt to blend the traditional approach to history with the contemporary movement to address the social aspects of the subject (Smith, 1988). This much-criticized philosophy was at least evidence that history education was in for a change. Smith pointed out that an analysis of history textbooks at that time illustrated that there was considerable difference in the historical approaches of not only Hirsch's theoretical approach and high school history texts, but that those texts also differed greatly from middle school texts. Debates about the consistency between state curricular frameworks and the movement to include social aspects of history began to surface. The teaching of history as a system of dates, events, and notable individuals fell under more scrutiny by teachers and the general public more than ever before.

Many Americans sought to return to the traditional methodology involved in history education. Debates arose over what was widely believed to be a gradual reduction of Christian ideals and "American principles" for the purpose of exalting multiculturalism and global awareness, as was documented by Romanowski in 1994. His paper on fleeing from democratic ideals illustrated the degree to which many American perceive the impressions of these modern textbooks and teaching methods as divisive and contrary to American values (Romanowski, 1994). Conservative Americans widely viewed this movement as a threat to ideals of justice and equality.

As an example, Romanowski mentioned contemporary textual manipulations of the accounts of Japanese internment during World War II. No longer was the act of detaining Japanese Americans promoted as a measure of national security, but rather as a blot on the history of the United States. This account of a widely debated time in U.S. history incensed many Americans who lived through the war, and was seen by many of that generation as only one of many harmful attempts to revise history.

Nowhere in America has the movement for a reevaluation of textbook 'political correctness' been so widely witnessed as in the State of Texas. As reported by National Public Radio in the summer of 2002, textbook publishers have weathered a storm of criticism by private textbook evaluation committees. Such committees, made up largely of conservative educators, politicians and other concerned citizens, have been somewhat successful in their attempts at pointing out the 'political correctness' of new textbooks on the state's approval list (Burnette, 2002).

Spearheaded by conservative watchdog groups such as the Texas Public Policy Foundation, advocates for conservative interpretations of American history, building on

over forty years of work by renowned textbook critics Mel and Norma Gabler, have launched an all-out war on the publishers of many of the works that are currently being considered for adoption in the State of Texas. Burnette's report investigated the political influence and basic arguments of the T.P.P.F. and other conservative activist organizations. Chris Patterson; a T.P.P.F. representative from San Antonio was quoted in the report as saying of recent American History texts: "There's always a noble native. There's always a bad European. And it's always the European who created slavery." Patterson was also quoted as saying: "Another problem that I found with *The Western Experience* [one of the textbooks being considered for adoption] by Glencoe McGraw-Hill is they talk about Karl Marx as one of the most influential social and political thinkers in the history of man."

Conservative bastion Mel Gabler added the following thought: "Nearly everything where they [textbooks] give problems, the solution is not individuals or free enterprise. The solution is almost always big government. In other words, government becomes God in people's mind that are pretty well indoctrinated with socialism." To this, Burnette rhetorically queried whether truth changes from state to state. According to National Public Radio, the Texas Public Policy Foundation alone spent over $100,000 in 2002 to have the textbooks reviewed for factual inconsistencies, inaccuracies and 'liberal bias'. Their findings of historical inaccuracies included statements in textbooks that attributed the writing of the U.S. Constitution to Thomas Jefferson, and the claim that John Marshall was the first Chief Justice of the Supreme Court. Burnette implied that due to findings such of these, coupled with the conservative nature of the Texas general

public, movements against many textbook publishers have tremendous support in the state.

Textbook defenders in the state have also rallied to dispute the claims by these conservative organizations. The report quoted Samantha Smoot of the Texas Freedom Network, a liberal organization that opposes the labeling of textbooks as 'socialist propaganda'. Smoot said: "The issue that goes beyond this year's approvals is really about self-censorship. It's about the religious right in Texas becoming so powerful in their threats to have books banned at the State Board of Education that the publishers are willing to accept their changes and their censorship before the books are ever presented in this public forum."

Likewise, Mary Helen Berlanga, one of the few Democrats on the Republican-dominated State Education Board, was quoted as saying: "Quite frankly, I don't blame publishers. They're going to do whatever it takes to get their books adopted. Who do you have to make happy? That's who I'm going to make happy, but in the process, we are destroying the selection process."

Burnette also spoke with Joe Bill Watkins, a Texas textbook lobbyist, on the issue. "Do the textbook publishers do anything?" Watkins asked. "No. There have been publishers who have said no [to textbook changes] and walked away from the table before, but you can imagine that is something a publisher does reluctantly because they have basically made 80 to 90 percent of their entire investment by this point in time." (Burnette, 2002).

In light of such political influence in a state as economically significant to textbook publishing as Texas, outlying agendas invested in textbook approval become

quite apparent. The influence of politics, therefore, has become an element of textbook approval that must not be ignored in a study such as this. Conservative activist groups, whose interests lie in preserving traditional values and conceptions of American History, seem unwilling to budge on their demands and textbook publishers notably cannot ignore their influence.

Conversely, other American groups argued that the shift toward multiculturalism was long overdue, and they, in turn, welcomed the changes. Wieder's article on portrayals of race and ethnicity in textbooks used in South Carolina illustrated how the available resources for that state did not fairly represent a large portion of the population, and thus, created debate as to their significance (Wieder, 1996). Likewise, Olser researched the portrayal of women in 36 textbooks of the early 1990s and determined that they were also inadequate in their representation of what women had accomplished in American history (Olser, 1994).

These articles, as well as many others, brought textbook analysis to the forefront of the social studies world, and though subsequent analyses of basal and co-basal texts made the issue a popular one to debate, textbook makers continued to produce materials that straddled the theoretical fence. National companies sought to appease both groups, as well as differences in state curricula throughout the nation. This act of appeasement caused as much debate as it squelched and textbook producers answered by producing both traditional texts that covered the extent of U.S. history, and supplementary editions that more appropriately addressed the issues important to proponents of the modern social studies movement.

Though these texts overlapped with a great deal of historical information, and though the new texts came closer to meeting curricular frameworks such as that of the state of Tennessee, local school systems were then faced with replacing their aging traditional textbooks with newer versions of the same, which continue to be popular in Tennessee, or the equally expensive supplementary editions (Commeyras, 1994). Many veteran teachers in Tennessee, like a considerable percentage of the state population, favored the traditional textbooks, perhaps because they believe there exists a dichotomy between what students actually know coming into high school and what they are supposed to know at that point in their education. Regardless of the reason for supporting one textual approach over the other, the fact that these differences exist gave rise to the need of textbook evaluation in relation to what is being covered by these materials and what students are held accountable for knowing.

Movements related to the school of thought that new history textbooks are not necessarily the best textbooks on the market have become evident in a variety of studies conducted in recent years. Sewall wrote in a May 2000 article that school systems in quandary about what history textbooks to select for the schools under their charge should consider selecting older texts, and that simply because textbooks are current does not mean that they meet the requirements of state curriculum (Sewall, 2000). Sewall also noted that those in charge of selecting and purchasing textbooks should recognize that current copyrights are no proof of textbook quality or improved teaching, and that older texts often have more trustworthy narratives and accounts than do the contemporary ones on the market.

Along the same lines, Chambliss addressed the issue of textbook comprehensiveness and what effects recent textbook designs have on diverse learners. Her research centered on two widely used sixth-grade social studies textbooks and how each text presented, illustrated, and checked for knowledge of historical data (Chambliss, 1994). The study determined that even though state adopters had approved the two textbooks, district selectors and classroom teachers, there remained a considerable proportion of comprehension for some students that were not being maximized. Her study involved checking textbook writing for familiarity, interestingness, and structural coherence that was done by means of graphic organizers that allowed historical information to be grouped into one of the three categories (Chambliss, 1994). The results were then analyzed and suggestions of how to improve history textbooks for all students were made.

Chall also performed an analysis on history textbooks and their relation to students who perform poorly on standardized tests. The argument as to whether many history textbooks cover historical information rather comprehensively was not questioned, however. This study focused on the apparent lack of depth in textbook-driven modes of evaluation of students' knowledge (Chall, 1977). Chall determined that a scoring deficiencies on standardized tests were the result of inconsistencies among history textbooks and the forms of the tests that students were expected to take. Differences such as these caused students' scores to be lower, and therefore, the comprehensiveness of the textbooks was called into question.

Siler also discussed the state of history textbooks with regard to coverage of content. Siler asserted that on the broad scale, history textbooks have become mediocre

in their presentation of historical information. Specifically, Siler pointed out that the fourteen history textbooks analyzed in the study were found to have omitted portions of history that students were being tested for knowledge of (Siler, 1990). Boring writing styles were also found to plague the textbooks under review, however, it was the revelation that textbooks do not include all that is found in state curriculum standards that caused the author to claim that history textbooks were, at best, "cloned mediocrity" (Siler, 1990).

In an earlier work, Siler devised a process by which history textbooks could be analyzed and evaluated in relation to what they are expected to encompass. With particular attention to issues of cultural groups and historical themes, Siler applied his content analysis techniques, and came to the conclusion that history textbooks, as a whole, are in need of revision in order to conform to state curriculum (Siler, 1987).

Sewall published another research article concerning the quality of history textbooks in 1987. The study assessed the capacity of leading textbooks to inspire students' imagination through a variety of techniques relating to literary, pictorial, and historigraphic approaches to history (Sewall, 1987). The panelists upon whom Sewall relied recommended that the size of textbooks should be scaled down, that textbook companies should hire better writers, and that textbook reviews by independent sources should be considered.

Steinbrink and Jones also addressed issues of textbook-test alignment in 1991. As was the case in previously reviewed articles, the authors discussed the deficiencies that existed between history texts and the standardized tests that were in place to gauge students' comprehension of historical facts and concepts. The ineptness of textbooks

were blamed, in part, for lower scores on standardized tests and it was suggested that there was significant evidence that scores would improve with texts that bore closer resemblance to state curriculum standard guides (Steinbrink & Jones, 1991).

Suggestions for improving problems between curriculum standards and textbook alignment were also made by Harniss in an article on content organization and instructional design. Harniss described these problems similarly to those mentioned earlier. It was this author's contention that existing dichotomies between textbook content approaches and the expectations of state departments of education were at the heart of problems such as patterning social studies learning for children with diverse learning styles and that such problems undermined the development of successful social studies programs (Harniss, 1994). Harniss also suggested that problems such as these should first be addressed in textbook developmental stages.

Similarly, Regester reviewed two widely used U.S. history textbooks, one from the 1950s and one from the 1980s, on the basis of visual and verbal content analysis. Findings suggested that there were not significant differences between the two texts, yet the history curriculum of most states has changed dramatically during the same period of time (Regester, 1991). Once again, it could be noted that a gap existed between curriculum and the comprehensiveness of history textbooks.

Yet another study on visual content in history textbooks was conducted by Bliss in 1991 that supported the findings of the Regester study. Bliss suggested that teachers are caused to find means to enhance understanding of historical education information because, at least so far as visuals were concerned, such actions are necessary in order to fulfill standards of state curricula (Bliss, 1990). Suggestions on ways to critique

textbooks visuals were formed into a series of questions that educators may apply to visuals in their history texts.

Woodward also discussed the issue of making textbooks more reflective of curricular changes in 1982 in an article on content and value changes among state curriculum plans and social studies textbooks. Using textbooks that were widely used in classrooms across the nation, Woodward presented a methodology for textbook selection in order to make the process of textbook adoption better defined in relation to what standards to which the textbooks are to actually be held (Woodward, 1982).

Each of the studies that were cited in the content and methodology section of the review of literature gave insight into research that exists in relation to analysis and evaluation of history textbooks as they compare to curriculum standards. Such comparison is an elemental aspect of research on history textbooks adopted for use in the state of Tennessee because patterns of insufficiency with regard to content presentation in those textbooks divulge evidence that a problem exists concerning what is taught and the information for which students are held accountable.

To best understand and utilize the data gathered in the variety of studies reviewed for the research on textbook analysis, it was imperative that the researcher become familiar with the secondary social studies standards of each state discussed in chapter one. Each of these collections of state standards were included in an appendix at the end of this study to give the reader the opportunity to compare and contrast their respective formats, emphases and styles. Such insight would allow the reader to draw conclusions regarding disparities that exist among the curricula of these states and the incredible task such dichotomy presents for textbook publishers.

The Tennessee Social Studies Curriculum Standards

The six standards, as well as the five historical eras, of the Tennessee Social Studies Curriculum Standards guide were retrieved at the official education website for the State of Tennessee:

http://www.state.tn.us/education/ci/cistandards2001/ss/cissushistory912.htm

The historical eras, as was presented in chapter one of this study, are the only ones that are outlined in the Tennessee Social Studies Curriculum for secondary social studies education in public schools. They are the only eras addressed by states standardized tests, and will be the only ones addressed by the coming Gateway test in Tennessee. The standardized tests utilized, and those planned for future use in Tennessee public schools, are designed to measure the level of mastery each student possesses regarding these eras.

The researcher took this fact into consideration when the methodology of this study was theorized. It was the opinion of the researcher, due to nearly a decade of personal experience within the public educational system in the State of Tennessee, and due to in-depth conversations with other veteran secondary social studies teachers in Tennessee, that as much as half of the U.S. History course time was being used to cover topics and concepts that do not appear on standardized tests. Knowing this, it was evident that those topics and concepts that are represented on such tests were receiving much less course time and coverage. The researcher deduced that such reliance on the curriculum of the textbook by the classroom teacher was a detriment to student performance on standardized tests. The researcher used this evidence when constructing the instrument for the study.

It was also necessary to document the U.S. History standards of California, New York, Texas, and Georgia in this chapter. Though these standards were not considered for quantitative data collection, they played an integral part in the qualitative assessment that would follow. The researcher gathered the U.S. History standards from each state's official education website, which are discussed below.

California Curriculum for Secondary U.S. History (Grade Eleven)

The State of California subtitles its curriculum for secondary U.S. History: "Continuity and Change in the Twentieth Century" and is made up of eleven conceptual standards. This information was retrieved from the official website of the California Department of Education:

http://www.cde.ca.gov

It was evident in the California curriculum guide, that concepts of political and social thought have taken precedent over basic traditional chronological order of historical information transfer. Though the curriculum standards of Tennessee also rely on conceptual transfer of information, it was evident to the researcher that the Tennessee standards were more closely associated with a timeline of U.S. History. The California standards also begin with a survey of U.S. History from the years of exploration, through the conception of the nation, and on to the U.S. Civil War.

Though classroom presentation of material ultimately lies in the hands of the individual social studies teacher, this discrepancy appeared to fuel the argument of the researcher that textbooks designed for a state such as California may not adequately

address the dictates of the Tennessee curriculum guide. Similarly, the state social studies curriculum of New York varies from that of Tennessee. The New York Standards for History of the United States were discussed below.

New York Standards for History of the United States and New York

New York lists its curriculum for U.S. History as Standard 1, which is broken down into four Key Ideas and numerous respective Performance Indicators. The curriculum was retrieved from the official website of the New York State Education Department:

http://www.nysed.gov

The researcher determined that the New York curricula for Untied States History was different from the other guides included in this study. This document was almost purely conceptual in design. Elements of history were devised into a set of concepts that loosely followed chronological lines and placed heavy influence on ideological bases of freedom, conceptions of equality, and the formation of American values. Unlike the curriculum guides of Tennessee, California, and Texas, the New York standards covered American history from exploration to present. And though the New York standard did not incorporate any dates, each division was loosely defined by the concept discussed.

Texas Essential Knowledge and Skills for High School U.S. History

The social studies element of the Texas State Curriculum Standards guide was found in Chapter 113 of the T.E.K.S. It was formatted into standards that were followed

by lists of student expectations. This document was retrieved from the official State of Texas Education Association website:

http://www.tea.tx.us/rules/tac/chapter113/ch113c.html

The Texas secondary social studies curriculum standards, much like California and New York, display different formats from that of Tennessee. Known as the "Texas Essential Knowledge and Skills" or "T.E.K.S.", the Texas curriculum guide encompasses a wide variety of philosophical and social agendas. It was noted by the researcher that the Texas curriculum, more that any of the others reviewed in this study, employs the biographies of historic individuals in its presentation of themes and concepts. Like Tennessee's curriculum guide, however, this document breaks the standards down into the various subjects of social studies and dictates that students are to be instructed on themes and concepts in U.S. History from the 1870s to the present.

Quality Core Curriculum Standards of the State of Georgia

The Georgia curriculum guide for secondary social studies is an intricate list of topics that lead to standards in a strictly chronological order. Differing from each of the others, it appeared to the researcher to be the curriculum that was best suited to the textbooks examined in this study. The Georgia Q.C.C. was retrieved from the official website of the Georgia Department of Education:

http://www.glc.k12.ga.us

The State of Georgia, though not as economically influential to textbook publishers as California, New York, or Texas, was included in this study because it was yet another example of the diversity that exists among the various state curriculum standards guides that are served by the same textbooks. Like the California social studies curriculum, Georgia's "Quality Core Curriculum", or "Q.C.C.", covers much more U.S. History than does its Tennessee counterpart. But unlike the curricula and standards of California, Texas, and Tennessee, the Georgia standards, or Quality Core Curriculum, covered United States History from colonization to present. And unlike the performance indicators of the other state curricula, each element of the Georgia curriculum fell under a topic as well as a standard and they were strictly chronological in design.

The Q.C.C. standards were not only simplistic in design, but they were largely chronological and rather easy to locate in the textbooks, unlike the curriculum guide of New York, which was conceptual and abstract in nature, and was not tied directly to the time line of U.S. History. It was the opinion of the researcher, after examining the Georgia Quality Core Curriculum standards, that there are not many basal U.S. History books on the market that would not meet its requirements. The Georgia curriculum employed the identification of far fewer individuals than the standards of California or Texas, and the researcher observed that it was made up of far more references to topical manifestations of U.S. History than conceptual ideologies.

The Georgia U.S. History curriculum, like that of Texas, relies heavily on the acts and accomplishments of famous, or infamous, historical figures to transfer ideologies, concepts, and themes relating to American political persuasion and social thought. Textbooks often rely on the deeds of individuals to introduce and explore American

history as well. The researcher noted at various points during review of these state curriculum standards guides, however, that that though a given standard may have mentioned individuals that played crucial roles during a given time period or were integral to a given historical concept were often not, in and of themselves, the main focus of the standard, but employed as supporting information for a greater idea. It was this and other similar revelations during the comparison of the state curriculum guides that caused the researcher to conclude that a qualitative assessment was necessary following the quantitative evaluation of the four textbooks.

When the researcher combined the past research on textbook analysis that is included in this chapter with contemporary curriculum standards guides of the states being included in this study, it became apparent that the discrepancies that existed justified this research. It also gave insight into what type of instrument would be necessary for proper data collection and analysis. This is why both quantitative and qualitative measures were made.

Summary

The literature reviewed in chapter two gave insight to the significance of textbook analysis by first discussing the recent social movements to alter the purpose of history education and then by pointing out that differences of opinion concerning textbook framework still exist. As the literature indicated, there has been no definitive study done to cause the masses to favor one approach over another, and while the debate rages on, students in Tennessee high schools are being evaluated on material that the textbooks approved by the state curriculum committee handle in a variety of methods.

Above all, this literature review represents the necessity to better understand the differences in the formats of the several approved U.S. History texts available to Tennessee school systems and the dictates of the state curriculum. It was the opinion of the researcher, after conducting this review of literature, that a textbook analysis of significant proportion might shed light on the apparent discrepancies that exist with regard to textual presentation of historical information and concepts, whether traditional or contemporary, and the curricular standards for which Tennessee students are held accountable.

Chapter III – Methodology

The purpose of this study was to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks address the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of Georgia, Texas, New York and California.

The purpose of this chapter of the study was to describe the methodology of the research design selected to study the textbook evaluation process in the State of Tennessee as it compares and contrasts with that of California, New York, Texas and Georgia. Such description included a statement of the research perspective for the study of textbook comprehensiveness with regard to the U.S. History Curriculum Standards for the State of Tennessee (See Appendix A for complete listing), an explanation of the context of the study, a list of the textbooks used as data sources, discussion of the methodology and the instrumentation used to collect data, a discussion of how the instrument for the study was developed and administered, and an explanation of how the data were tabulated. Each of the aspects of the chapter on methodology refers to the research questions related to the purpose of the study.

Research Methodology Perspective

The study of the comprehensive qualities of history textbooks with relation to the U.S. History Curriculum Standards for the states of Tennessee, California, Texas, New York, and Georgia was best suited for the implementation of a mixed analysis of quantitative and qualitative measures (See Appendix A for complete listing). The U.S.

History curricula of each of these states were outlined as a list of standards that were broken down into smaller segments called performance indicators. The researcher examined each of these performance indicators and identified, by way of a quantitative line count, their respective levels of comprehensiveness. To accomplish this, the researcher examined each of the four textbooks and manually counted the number of lines devoted by each textbook to a given performance indicator. This required multiple readings, one for each performance indicator. Those line count tallies were then incorporated into the instrument described in this chapter to determine how comprehensive they were according to its design. The same process was repeated for the performance indicators of each state. These quantitative steps were necessary for the purpose of yielding a concrete comparison measurement (Giannangelo and Kaplan, 1992). By quantifying the data, the researcher could make these comparisons. Qualitative measures, however, also served an integral part in the research process.

Comparisons among the textbooks were made only after the readings and analyses were complete. These quantitative analyses were done in this manner to evaluate each textbook without bias from the others. This qualitative analysis involved a comparison of the curricular designs of Tennessee, California, Texas, New York, and Georgia and their respective coverage by each textbook (See Appendix A for complete listing). Similarities and differences between the curricula of these states were evaluated and discussed.

Time Frame of the Study

The study of the comprehensive qualities of history textbook with relation to the U.S. History Curriculum Standards for the State of Tennessee (See Appendix A for complete listing) was conducted between January and December of 2002, during the adoption period for social studies textbooks in the state of Tennessee as well as the subsequent period for Tennessee school system textbook approval. Data collection was conducted and analyses were performed on four basal history textbooks that were approved by the State of Tennessee Board of Education Adoption Committee for use in public secondary schools throughout the state. The textbooks were analyzed according to the parameters of the methodology, and no human subjects were surveyed or questioned regarding the study.

Data Sources

The analyses of the comprehensiveness of textbook with relation to the U.S. History Curriculum Standards for the State of Tennessee were performed on four of the approved 2001-2002 basal history textbooks. *Boyer's The American Nation* (2001 Update) was written by Paul Boyer and was published in 2001. This textbook was published in Austin, Texas by Holt, Rinehart and Winston. Gerald Danzer, Jorge Klor de Alva, Louis Wilson, and Nancy Woloch wrote *The Americans.* This textbook was published in 2002 in Boston, Massachusetts by McDougal Littell Incorporated. It is a second edition of a textbook published in 2000 that included Larry Krieger as an author in addition to the others. *America: Pathways to the Present/Survey SE* was a fourth edition written by Andrew Cayton, Elisabeth Perry, Linda Reed, and Allan Winkler. It

was published in 2002 in Upper Saddle River, New Jersey by Prentice Hall. *A History of the United States SE* was also a fourth edition of the original text written by Daniel Boorstin and Brooks Mather Kelley. It was also published in 2002 by Prentice Hall in Upper Saddle River, New Jersey.

Each of the textbooks analyzed for the study was purchased from the publisher by the researcher in the spring of 2002 and was included on the Tennessee adoption list for Section IV reviews by school systems throughout the state. Section IV referred to the numeral used by the State of Tennessee Board of Education to denote the field of social studies. The reviews in this study concerned the approval itinerary for Tennessee social studies textbooks for public schools. The textbooks reviewed in this study were selected because they were the basic textbooks included on the Tennessee adoption list and because they were each produced by notable publishers.

Advanced placement textbooks and remedial textbooks were not considered for research and analysis in the study because many school systems adopt only one textbook for use in all of their schools and those selections typically tend to be basal texts. It was the opinion of the researcher that advanced placement and remedial textbooks would need to be measured independently because they are generally viewed among educators and administrators as textbooks that have been developed for exceptional learners rather than for the general student population (Paxton, 1999).

Development of the Instrument

The quantitative instrument was created for the purpose of converting textual information into manageable, numerical data. The instrument consisted of a line count of

in-text descriptions, associations, and coverage of information outlined in the performance indicators of the Tennessee Social Studies Curriculum Standards (See Appendix A for complete listing). Since there were no suitable terms in the review of literature for the concept of comprehensiveness as it applied to this study, the researcher determined that the most beneficial way to measure the comprehensiveness was to design the instrument to measure it particularly for this study. Though it was based on instruments described in the review of literature, this instrument was to be designed to measure comprehensiveness as it related to the four basal history textbooks under evaluation and their independent relationships to the Tennessee curriculum.

A line count was employed to quantify elements of the history standard outlined by the Tennessee curriculum. If a particular standard was addressed in a passage of text reviewed by the researcher, the number of lines that made up that passage was to be recorded. The researcher, with the assistance of professors at the University of Tennessee College of Education, determined that a line count of topical or conceptual data that tallied one hundred or more was considered comprehensive with regard to that topic or concept and was labeled as meeting the requirements of that standard. The textbooks evaluated in this study averaged one hundred lines of thematic or conceptual text per page, usually appearing in two fifty-line columns. Though illustrations and pictures occupied space on many of the pages, the smaller type of the captions made up for the lack of text space. Lines that were determined not to coincide with any of the standards, or not within the allotted historical eras described by the curriculum standards, were considered marginalized information and were also quantitatively considered in the analysis of overall comprehensiveness of each textbook.

This instrument of was developed by the researcher as a result of a thorough review of common methods of traditional as well as modern textbook evaluation. The researcher theorized the use of a conceptual line count would yield the greatest amount of data relating to the comprehensiveness of each textbook being evaluated.

The researcher discussed the prospective instrument with faculty members at the University of Tennessee College of Education who are particularly knowledgeable regarding textbook evaluation and the approval procedures within the State of Tennessee and other states. It was determined that the data that were to be collected from the line count should then be subjected to qualitative analysis. This qualitative analysis centered on comparisons of the data as it applied to the public school system in Tennessee and how it applied in the states of California, New York, Texas, and Georgia. Once the quantitative data were collected and tabulated and qualitative analysis on that data was performed, it was then interpreted. The purpose this interpretation was to gauge the significance of the apparent dichotomy between standards in Tennessee, as well as other states, and the topical and conceptual information disseminated by the textbooks under review in this study.

The researcher was also to ensure that the topics and concepts that were introduced and discussed throughout the textbook coincided with the five historical eras denoted by the curriculum standards guide mentioned above (Dorward, Hudson, Drickey, and Barta, 2001). This was significant to the construct of the instrument because is was the observation of the researcher that much of the subject matter in U.S. History textbooks is not outlined in the Tennessee Social Studies Curriculum Standards (See

Appendix A for complete listing). The use of the instrument was also to directly coincide with the research questions of this study.

Testing of the Instrument

A test was done in order to determine the practicality of the newly-created quantitative instrument. This test employed the instrument conceived by the researcher just as it was to be utilized in the basal textbook analysis. The researcher suggested a basic format for the instrument, a process of data collection, and a method of tabulation of data for the instrument. The test of the instrument was only employed to test the practicality of the quantitative assessment portion of the instrument. The result of the test of the instrument indicated that the instrument was practical for use in this study because the results of the line counts showed which performance indicators were covered comprehensively and which ones were not.

For purposes of qualitative assessment in the main body of the study, the results were then compared to the standards guides of the other states being reviewed in this study, but the test of the instrument culminated only with the collection and presentation of quantitative data. Once the test of the instrument was complete, the researcher adjusted the instrument by halting the evaluation of the chapters of each textbook that did not chronologically address the historical eras outlined in the Tennessee curriculum for U.S. History in secondary schools. It was determined that these chapters offered little, if any, topical or conceptual curricular value regarding the performance indicators of these eras. These chapters made up roughly one-third of the text in each book. It also became evident that the instrument would have to be altered enough to account for the ambiguous

wording of the performance indicators for the Tennessee standards. The researcher determined that for the purpose of this study, the line count would also need to account for that ambiguity by including supporting information of those performance indicators as they were addressed in the text.

The researcher performed a test of the instrument using a U.S. History textbook that is currently being used in the public school system in the State of Tennessee. The book evaluated for the test of the instrument was *A History of the United States.* This textbook was written by Daniel Boorstin and Brooks Mather Kelley and was published by Prentice Hall in 1996. This text was selected because it was a textbook that had already been approved by a previous adoption committee for Tennessee schools and was being widely used in school systems across the state. The researcher also determined that this book would be particularly appropriate for use in the test of the instrument because it closely resembled those under evaluation in the study. The fact that it was an earlier edition of one of the 2002 textbooks and that it was written by two of the authors being reviewed in the study did not present any problems for the researcher in this regard.

The test of the instrument employed the instrument just as it was intended to be used in the main research project. First, the textbook was read and reread. During the reading process, the researcher tallied by hand the number of lines that addressed the topics and concepts of the performance indicators outlined in the U.S. History Curriculum Standards for the State of Tennessee (See Appendix A for complete listing).

Results of the Test of the Instrument

Results of the line count tallies were then tabulated to determine if the pilot textbook devoted at least one hundred lines to a given portion of a standard, so long as the data fell within the parameters of one of the prescribed historical eras. Those passages of text that were determined to have surpassed that 100-line count of data were then considered to be comprehensive within the design of the curriculum standards.

The tabulations were then interpreted to determine which of the performance indicators were found to be comprehensive, and which ones were not. Portions of the standards that were not given the minimum of one hundred lines of textual attention were considered by the researcher to be below the stated level of comprehensiveness. It should be noted here that the researcher took into consideration that some of the line count tallies would be close to one hundred, and those particular tallies were examined individually as they applied to the standard to which they belonged.

Line counts that exceeded a total of two hundred were considered by the researcher to be extremely comprehensive in topical and conceptual coverage of the historical elements for which they represented. This was done to test the practicality of the instrument, which was then submitted, along with the test of the instrument results, to a panel of professors for discussion and suggestions. A summary of the results of the test of the instrument was included on the following pages. The line count tallies may be found in their entirety in Appendix B of this study.

The researcher read each of the twelve units in *A History of the United States* by Daniel Boorstin and Brooks Mather Kelley. The book had a total of 36 chapters: three for each unit. These chapters occupied 999 pages of text, illustrations, diagrams, and

review questions. The book also included 10 pages of content outlines, an 11-page glossary, and a 25-page index. These three sections of the textbook, the content and the index, were not included in the line count. Though they would not be evaluated in the general study, the chapters that covered history that did not meet the chronological design of the eras were included here for the purpose of refining the instrument. The line count tallies for the first twelve chapters of the pilot textbook were included on the following pages, but those of the remaining chapters were included in the appendices of this study. None of the performance indicators for Era #10 were addressed by the first twelve chapters of the pilot textbook (See Appendix B for complete line count tallies).

Test of the Instrument: Chapters 1-12

These chapters were separated from the rest in the textbook under review because they cover the time period from European exploration up through the U.S. Civil War. Though they did not fall within the eras described in the Tennessee standards, the researcher read them to gather data on information that could be used to strengthen student knowledge of the standards that are outlined in those eras. Of the thirty-seven performance indicators listed for United States History standards in Tennessee, only six of them were briefly addressed in the twelve chapters of *A History of the United States* by Daniel Boorstin and Brooks Mather Kelley (1996). This measurement revealed the limited value of nearly one-third of this textbook in relation to the standards. Each of the passages included in the first twelve chapters that were read by the researcher were conceptual and were deemed to have value in teaching the history standards for the eras listed in the Tennessee Social Studies Curriculum Standards for United States History.

The following tallies of lines of text from the first twelve chapters were counted with those performance indicators listed below. If a particular performance indicator was not addressed at all in these chapters, it was omitted from this documentation.

Era #6: Industrial Development of the United States (1870-1900):

- Discuss how the Civil War and prior wars promoted change.

The researcher found 2510 lines describing the Civil War and prior wars. The breakdown of attention to American wars by number of lines was listed below:

- The French and Indian War – 163 lines
- The American Revolution – 442 lines
- The Tripolian War – 38 lines
- The War of 1812 – 411 lines
- The War for Texas Independence – 91 lines
- The Mexican War – 51 lines
- The U.S. Civil War – 1314 lines
- Total lines discussing these American Wars – 2510

Though these chapters devoted a large number of lines to descriptions of each of these wars, few of the lines actually discussed their influence on the performance indicator listed above. Of those lines listed above, however, only 76 directly discussed the promotion of change in American society for Era #6. This number was an extremely small portion, about three percent, of the total number of lines dedicated to the Civil War and prior wars, this data would indicate that this element of the standard was not

comprehensively covered in the textbook (See Appendix B for complete line count tallies).

Era #7: Emergence on Modern America (1890-1930):

- Review the policy of neutrality and the Monroe Doctrine.
- Describe how naval rivalries affected international relations.

The researcher found 83 lines in chapter 8 that described the Monroe Doctrine, but none relating to this ideology as it related to the American policy of neutrality of the early 1900s. In this context, then, the researcher determined that though the account of the original doctrine submitted by President Monroe in 1823 could be used to instill an understanding of the origin of the theory of American dominance in the Western Hemisphere, its practical use in meeting the requirement listed above was not fulfilled. This fact rendered the chapter 8 account of the Monroe Doctrine incomprehensive related to the performance indicator in Era #7.

The only significant account of naval rivalries involving the United States and international relations in the first 12 chapters of the text appeared in chapter 7 and dealt with the impressments of American seamen by the British in the early 1800s. The researcher found merely 16 lines describing these events and therefore deemed the account incomprehensive of meeting the dictates of the standard as well (See Appendix B for complete line count tallies).

Era #8: The Great Depression and World War II (1929-1945):

- Name certain conditions that may likely bring about economic declines as in recessions and depressions.
- List reasons for international conflict.

The researcher found only 11 lines describing the Panic of 1837. The account of this financial depression would added very little to the account of the Depression in later chapters, and was considered by the researcher to be only a brief historical account of the event rather than an in-depth conceptual attempt at discussion of conditions that could bring about economic declines.

The researcher found the performance indicator requiring students to list reasons for international conflict to be quite vague. Even though it might be assumed by a reader that the conflicts to which the Tennessee curriculum refers were the global conditions that lead to World War I, there is no mention of that fact in the performance indicator. This ambiguity could cause confusion for students and even educators with regard to how this element of the standard should be met (See Appendix B for complete line count tallies).

Era #9: Post World War II Era (1945-1970):

- Identify past international rivalries and alliances.

Similar to the last performance indicator, this one appeared vague and it was the determination of the researcher that an individual teacher could construct lessons that enrich this standard as it relates to international rivalries and alliances that surfaced during the 1930s and 1940s, but that there was no provision for that in the Tennessee Social Studies Curriculum Standards guide. Though some of those rivalries and alliances could be traced to international communications and political movements from the late nineteenth century, little could be made of the information disseminated in the first 12 chapters of the history textbook being reviewed (See Appendix B for complete line count tallies).

Due to the findings of the researcher concerning the first twelve chapters of this textbook, it became evident that so far as the Tennessee curriculum standards were concerned, that about one-third of the textbook related marginalized information at best. This was not to say that the historical information included in these chapters was insufficient or counter-productive to students' knowledge of American history. The point of such an observation was simply to denote that a large portion of the text covered historical material that is not represented on standardized tests that are conceived with the state standards in mind (Dorward, Hudson, Drickey, and Barta, 2001).

This was particularly significant when one considers that many history teachers in the State of Tennessee rely on the chronological order of historical material presentation of the textbook rather than that of the state curriculum guide. One problem of teaching from the first twelve chapters of this text was that in Tennessee, where many school systems employ a four-block program in which a U.S. History course is only a one-semester course, teachers who teach from these chapters before covering Reconstruction to the present find themselves hard-pressed for time to cover all of the material. This problem has confronted history teachers for years, even before the concept of the four-block plan. It was apparent to the researcher that much of the curricular material, particularly that in Eras 9 and 10, is often covered with such haste that students are short-changed on information for which they will be held accountable on standardized tests (Romanowski, 1995).

The quantitative analysis of the textbook evaluated in the test of the instrument continued with each of the remainder of the textbook and the historical eras and each of their performance indicators. The findings of this assessment were summarized on the

following pages. The line count tallies for the test of the instrument were included in their entirety in the Appendix B of this study.

Chapters 13-36

Era #6 was covered in the pilot textbook from chapter 13 through chapter 18 and portions of chapter 20. The historical periods addressed by this era included the time between the end of Reconstruction through the end of the "Gilded Age".

The line tallies relating to the performance indicators for this era revealed that though most of the aspects were found to be comprehensive, there were several that were given less than 100 lines of attention in text. For example, this textbook was particularly weak regarding discussion of the lasting effects of the administrations of Garfield and Arthur (31 lines), the Interstate Commerce Act (36 lines), the Sherman Anti-trust Act and the Billion-Dollar Congress (64 lines), as well as the Roosevelt's conservation movement (58 lines).

There were also aspects of Era #6 that were covered very well by the textbook. The researcher found 140 lines devoted to the development and growth of national railroads, 226 lines devoted to inventions and innovations of the era, and 246 lines devoted to the Indian wars. There were also 171 lines devoted to black codes and the Freedman's Bureau, 278 lines of text that addressed social reform of the era, 183 lines that addressed the growth of labor unions.

The tallies of the rest of the performance indicators were close, whether a few more or less, to the 100-line minimum. As a result of the line count, it was the

determination of the researcher that the instrument successfully identified the strengths and weaknesses of the textbook regarding the performance indicators outlined in Era #6.

Era #7 was covered in the pilot textbook from chapter 19 through chapter 21 and portions of chapter 22. The historical periods addressed by this era included the time between the turn of the century through the end of World War I.

Line tallies for Era #7 were also very telling. Areas of the textbook that gave weak coverage to performance indicators of this era included 65 lines about American neutrality up to 1917 (65 lines), Taft's foreign policy (9 lines), moral arguments of Wilson's foreign policy (29 lines), and strengths of the isolationist position before World War I (39 lines).

There were also quite a few noted strengths of coverage of this era as well. Boorstin and Kelley devoted 252 lines to the Spanish-American War and the Filipino insurrection, and 440 lines to the causes and course of World War I. The researcher noted that this textbook was traditional in its approach to the coverage of war and American involvement. This meant that this text approached these and other historical topics and concepts with little apparent ideological spin.

Era #8 was covered in the pilot textbook from chapter 22 through chapter 27. The historical periods addressed by this era included the time between the 1929 stock market crash, through the Great Depression, and on to the end of World War II.

According to line count tallies, the coverage of Era #8 was much better than the previous two eras. Of the performance indicators of Era #8, only the appeasement of Adolf Hitler was covered with less than 100 lines. This was evidence to the researcher

that the Great Depression and the World War II timeframe were given ample line coverage by the pilot textbook (See Appendix B for complete line count tallies).

A few of the performance indicators that were given a great amount of textual attention included the causes of the Great Depression (260 lines), timeline events of the Great Depression (1354 lines), causes of World War II (492 lines), and the role of the United States in world affairs during this era (1334 lines). It became apparent to the researcher during the line counts of this era, that some of the performance indicators were worded rather ambiguously. The "U.S. role abroad in world affairs" appeared to be open for debate about what could be included in the line count. It was at this point that the researcher determined that this would need to be accounted for in the main study.

During the course of this study, the researcher determined that line counts would include all applicable lines of text in the count for the purpose of viewing the tallies from a perspective that incorporated supporting passages of text as well. It also became evident to the researcher that this discovery would need to be addressed in the recommendations for further research at the end of this study. Ambiguously worded performance indicators could lead to confusion on the part of teachers and students in their attempt to cover material that is outlined by the state standards.

Era #9 was covered in the pilot textbook from chapter 28 through chapter 33. The historical periods addressed by this era included the time between the end of World War II through the Cold War to 1970.

The researcher noticed ambiguity of performance indicator wording and line tallies, which included all related and supporting text, reached very high numbers. For example, 787 lines were devoted to international rivalries and alliances of this era.

Similarly, 366 lines were associated with the roots of the Cold War, and 376 lines were devoted to the causes, course and effect of the Korean Conflict. None of the performance indicators of this era were allotted less than 100 lines of text in the pilot textbook.

Era #10 was covered in the pilot textbook from chapter 31 through chapter 36. The historical periods addressed by this era included the time between the Vietnam War Era and the present, which in this textbook, stopped at 1996.

Here, the researcher found line tallies that were again weak regarding coverage of certain performance indicators and others that were devoted enormous lines of text. For example, the researcher found only 25 lines that were devoted to the identification of Vietnam (the country), only 60 lines of reasons for American interest in Vietnam, and 45 lines of pro-government sentiment during this era. On the contrary, the researcher found 611 lines devoted to the domestic policies of the parties, and 2254 lines addressing "information on contemporary policies, foreign and domestic".

Again, the researcher found these performance indicators to be worded in a rather vague manner. Such wording made the line counts difficult. The issue arose during the line counts of Era #10 that some of the information in a given part of the text could and should actually be counted for more than one performance indicator. The researcher determined that for the primary study, lines would be counted as many times as necessary if they met the parameters of the performance indicators (See Appendix B for complete line count tallies).

Analysis of the Data from the Test of the Instrument

From the quantitative data collected and evaluated in the test of the instrument, the researcher drew conclusions about the comprehensiveness of portions of the textbook. Though many aspects of the curricula were covered in great detail in the textbook under review, there were a few curricular deficiencies within the text. More significantly, the ambiguous language of the Tennessee Social Studies Curriculum Standards and their performance indicators presented a problem with the interpretation of the line count data. Such ambiguities could lead to unchecked deficiencies of student performance on standardized tests based on the states standards (Steinbrink and Jones, 1991). The line count effectively narrowed those problem areas down for deeper investigation. The instrument designed for this study accurately produced detailed information in that regard, and gave the researcher raw numerical data with which to work and to subject to qualitative analysis.

Qualitative analysis on the data gathered from the text used in the test of the instrument was not performed here. However, the data collected pointed to specific aspects of evaluation that the researcher could have pursued at this juncture. For instance, a comparison of the wording of the Tennessee social studies curriculum guide and those of the other state curriculum guides would have led to discussion about how Tennessee's guide lacked the in-depth descriptions of extraordinary accomplishments of individuals from U.S. History. Attention could have also been paid to the fact that the Tennessee social studies curriculum guide includes very little about the decade of the 1920s, the administration of John F. Kennedy, and the effects of the Watergate scandal on the American political scene.

Administration of the Instrument on the 2002 Textbooks

As a result of the test of the instrument, the specific instrumentation used in this study called for each of the four history textbooks to be read and analyzed by means of a quantitative line count relating to comprehensiveness of the standard outlined in the Tennessee Social Studies Curriculum Standards for U.S. History in alignment with each of the five historical eras also outlined in the Curriculum Standards approved by the State of Tennessee. Once it was determined that the instrument designed to measure comprehensiveness was practical, the line count was employed as a means of evaluating the textbooks selected for analysis.

Each textbook was given similar attention and was evaluated in a similar manner. The timeframe that was spanned by the five historical eras mentioned previously began with 1870 and Reconstruction, and ended with the present, which in this study culminated with the end of the 2001 calendar year (including the events of September 11, 2001).

After pertinent data were collected, the instrument was utilized to assess how thorough each standard was addressed in relation to comprehensiveness. Quantitative measures indicated the degree to which each of the textbook addressed information and concepts, and then a comparison of the tabulations for each text was performed with regard to each other text as well as the U.S. History Curriculum Standards for the State of Tennessee. Results were recorded and analyzed in chapter 4 of the study.

Tabulation of the Data in the Main Study

The administration of this instrument resulted in the reading and rereading each of the four textbooks in order to quantify any evidence that they had, in fact, addressed each standard appropriately. Solely the researcher performed this line count, therefore it was necessary that each text be read and then reread. This was done to verify the line count tallies originally collected by the researcher. The results of the line count were then collected and appropriately recorded as indicators of comprehensiveness of each of the respective standards. During this process, those indicators were assigned to one of three groups; those that was considered extremely comprehensive, those that met the minimal requirements of comprehensiveness, and those that were not comprehensive. This was accomplished by subjecting line counts to the rubric of the instrument.

Data were then tabulated in a manner that provided information to address each research question in order. Line counts were compiled with regard to the standard for history. Data that were collected were illustrated in a series of tables and graphs in chapter 4, and indicated trends of comprehensiveness on which analysis could be based. Each tabulation of data stood independent of the others. However, each one was used in comparisons among the different standards and historical eras as well as with the U.S. History Curriculum Standards for the State of Tennessee. Tabulations were in keeping with the parameters of the instrument as well as the research purpose and questions. It also readied the data for the qualitative assessment that was to follow by narrowing down the areas of textbook weakness in meeting the Tennessee standard.

Summary

This chapter examined the means by which the research data were collected, tabulated, and analyzed. The researcher discussed how the instrument was developed, the information collected via a test of the instrument, and precisely how the instrument was administered. This chapter also discussed in depth the instrument used in the research.

Also discussed in this chapter were the standards, and related learning expectations and performance indicators outlined in the State of Tennessee Social Studies Curriculum Standards for U.S. History as well as how they relate to the five historical eras outlined by the same guide (See Appendix A for complete listing). The researcher restated the importance of answering the data in strict accordance to the form, design, and order of the research questions, and elaborated on the manner in which the tabulations of data were compared with one another as well as the state curriculum standards.

The instrument used in the test of the instrument was determined by the researcher to be practical for use in this study, but there were a few modifications that would have to be made for it to be better designed for the general study. The researcher also learned about a number of aspects of the design of the Tennessee curriculum standards that would have to be taken into consideration during the study. Ambiguous language and design would lead the researcher to review all of the line tallies very carefully and to make recommendations at the end of the study.

The purpose of this chapter was to describe the design, uses, and scope of the instrument and the methods by which it affected the study as a whole. In order to make the instrument represent the research questions, a test of the instrument employing the

instrument was performed on a history textbook not included in the research project. Overall, the instrument was found to be valid and appropriate for data analysis, and chapter 3 bears evidence of the appropriateness of the instrument designed for the purpose of gauging comprehensiveness of the four 2002 basal history textbooks under review in this study. The degree to which the instrument was utilized is discussed further in chapter 4.

Chapter IV – Data Analysis and Interpretation

The purpose of this study was to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks address the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of Georgia, Texas, New York and California (See Appendix A for complete listing).

The purpose of this chapter of the study was to describe the findings of the researcher with regard to the quantitative and qualitative content analyses of the four basal textbooks approved for use in secondary U.S. History classes in Tennessee. These analyses were done to determine the level of comprehensiveness of these textbooks with regard to the outline of the Tennessee Social Studies Curriculum Standards for U.S. History (See Appendix A for complete listing).

Research Questions

The following research questions were addressed by this study:

3. To what extent does each of the four textbooks present standards related to history in each of the five eras outlined by the Tennessee Social Studies Curriculum Standards for Secondary United States History?
4. What are the qualitative characteristics of the U.S. History curriculum guides for the states of California, New York, Texas, and Georgia; and how do they compare to each other and the U.S. History portion of the Tennessee Social Studies Curriculum Standards?

This chapter analyzed each basal textbook, and subjected it to the quantitative instrument outlined in chapter 3. Once the data of each text were quantitatively collected with regard to the Tennessee U.S. History standards, these data were combined with the results of the other textbooks for comparative purposes. The U.S. History standards of California, New York, Texas, and Georgia were then qualitatively analyzed in relation to that of Tennessee and each other. Quantitative data were compiled in the form of line counts of topical and conceptual information addressed by each textbook, with line counts totaling one hundred or more distinguishing a given topic or concept as comprehensively covered by that textbook. One hundred lines of data constituted roughly one page of information in the textbooks.

Each textbook was first described in terms of its curricular design by addressing how many pages were dedicated to each chapter, how many chapters made up each unit, and how many chapters and units were included in each text. Tables of contents, indexes, and glossaries were not included in the total page counts. Due to the fact that the performance indicators listed in the Tennessee curriculum guide were not identified by means of a number system, it was also necessary to assign such a system for referral purposes in this study. In this chapter, the performance indicators were identified by two numerals separated by a decimal. The first numeral represented the historical era to which it was attributed, and the second numeral represented the number of the performance indicator within that era.

Line count information, which was included in its entirety in Appendix C, was also listed in the chronological order of the Tennessee Social Studies Curriculum Standards guide. Elements of the textbooks that were found to be extremely

comprehensive (200 lines of data or more) and elements that were found to be incomprehensive (less than 100 lines of data) were listed in Appendix C as well. Tallies for each textbook were compiled and plotted together with the tallies of the other textbooks was done for the purpose of making comparisons among them (See Appendix C for complete line count tallies). The textbooks were subjected to the quantitative instrument in the following order:

I. Boyer, P. (2001). *Boyer's The American Nation* (2001 Update). Austin, TX: Holt, Rinehart and Winston.

II. Danzer, G.; J. Klor de Alva; L. Wilson; and N. Woloch. (2002). *The Americans* (2nd ed.). Boston: McDougal Littell.

III. Cayton, A.; E. Perry, L. Reed, and A. Winkler. (2002). *America: Pathways to the Present/Survey SE* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

IV. Boorstin, D. and B. Kelley. (2002). *A History of the United States SE* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Each of the textbooks listed above was referred to by its title in the following quantitative data collection. As each of the learning expectations and performance indicators of the Tennessee U.S. History standard was addressed, the resulting line count tallies were recorded in the order listed above. Following each historical era, brief qualitative assessments were also recorded. The primary qualitative assessment and comparison was recorded after all of the quantitative data had been framed.

Textbook Format of *Boyer's The American Nation*, by Boyer

The Boyer textbook was comprised of 33 chapters that were organized into 9 units, and there were a total of 1060 pages that were subjected to the data collection procedure. The first twelve chapters of the textbook covered the time period between prehistory on the North American continent through the U.S. Civil War. Data collection of this textbook was limited to chapters 13 through 33.

Textbook Format of *The Americans*, by Danzer, Klor de Alva, Wilson, and Woloch

The textbook by Danzer and others was comprised of 34 chapters that were organized into 9 units, and there were a total of 1106 pages that were subjected to the data collection procedure. The first eleven chapters of the textbook covered the time period between the time of Columbus through the U.S. Civil War. Data collection of this textbook was limited to chapters 12 through 34.

Textbook Format of *America: Pathways to Present*, by Cayton, Perry, Reed, and Winkler

The textbook by Cayton and others was comprised of 42 chapters that were organized into 11 units, and there were a total of 1162 pages that were subjected to the data collection procedure. The first twelve chapters of the textbook covered the time period between the North American continent from 700 B.C. through the U.S. Civil War. Data collection of this textbook was limited to chapters 13 through 42.

Textbook Format of *A History of the United States*, by Boorstin and Kelley

The Boorstin-Kelley textbook was comprised of 36 chapters that were organized into 12 units, and there were a total of 1121 pages that were subjected to the data collection procedure. The first thirteen chapters of the textbook covered the time period between European exploration of the North American continent through the U.S. Civil War. Data collection of this textbook was limited to chapters 14 through 36.

Summary of the Quantitative Analyses

The quantitative data collected from the line count of the four basal textbooks was placed in Appendix C in its entirety. Numerous references to the line count data and their relation to the Tennessee Social Studies Curriculum Standards were made in this section. U.S. History Standard for Secondary Social Studies in Tennessee: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life could be based (See Appendix A for complete listing of Tennessee standards).

It should be noted here that as a result of the findings of the test of the instrument, the researcher determined that it was not necessary to perform line counts on every chapter of the textbooks. Only the chapters that were chronologically aligned with the historical eras were analyzed for data. This meant that chapters that discussed U.S. history up through the U.S. Civil War were not evaluated. This was not to say that those chapters were of no value to the standards and performance indicators relating to these eras. It was the determination of the researcher, however, that the historical information

discussed in those chapters was not substantial enough to consider as qualified line count data for this study. It was also the determination of the researcher that the historical data gathered from chapters of text on U.S. history prior to 1865 would have only added to the ambiguity already identified between the curricular language used in the Tennessee standards and the concept of comprehensiveness. The decision to omit those chapters from analysis was made for that reason.

Era#6: Industrial Development of the United States (1870-1900)

The results of the line count tallies indicated that of all the performance indicators outlined for Era #6, only one was not covered comprehensively by all of the textbooks. Performance indicator 6.7 centered on the evaluation of the origins of environmentalism and the conservation movement in the 19th century West. This element of the history standard was given only 67 lines of text by *The American Nation*, only 76 lines by *The Americans*, 54 lines by *Pathways to Present*, and 47 lines by *A History of the United States*. Aside from this performance indicator, each textbook covered all of the others comprehensively. Since most of the performance indicators were granted hundreds of lines of attention from each textbook, the result of the line counts indicated that Era #6 of the Tennessee Social Studies Curriculum Standards for U.S. History was comprehensively covered with overwhelming regularity. This indication prompted the researcher to determine that the performance indicators, and thus the standard related to Era #6, were not a detriment to student scoring on standardized tests in the State of Tennessee in and of themselves. Low scores on standardized tests relating to information addressed in this era, by virtue of these findings, must have been caused by other factors (See Appendix C for complete line count tallies).

Era #7: Emergence of Modern America (1890-1930)

The results of the line count tallies indicated that of all the performance indicators outlined for Era #7, only a few were not covered comprehensively by all of the textbooks. Performance indicator 7.4 centered on the moral arguments and impact of Wilson's foreign policy. This element of the history standard was given only 81 lines of text by *The Americans.* Similarly, performance indicator 7.5, naval rivalries and their affect on international relations, was allotted only 42 lines of text by *The American Nation.* Moreover, performance indicator 7.8, strengths of the isolationist position versus the intervention arguments, was covered comprehensively only by *Pathways to* Present. Aside from these three exceptions, each textbook covered all of the others comprehensively. Since most of the performance indicators were granted hundreds of lines of attention from each textbook, the result of the line counts indicated that Era #7 of the Tennessee Social Studies Curriculum Standards for U.S. History was comprehensively covered with overwhelming regularity. This indication prompted the researcher to determine that the performance indicators, and thus the standard related to Era #7, were not a detriment to student scoring on standardized tests in the State of Tennessee in and of themselves. Low scores on standardized tests relating to information addressed in this era, by virtue of these findings, must have been caused by other factors (See Appendix C for complete line count tallies).

Era #8: The Great Depression and World War II (1929-1945)

The results of the line count tallies indicated that of all the performance indicators outlined for Era #8, only one was not covered comprehensively by all of the

textbooks. Performance indicator 8.7 centered on the appeasement of Hitler before American involvement in World War II. This element of the history standard was given only 67 lines of text by *The American Nation*, only 42 lines by *The Americans*, 39 lines by *Pathways to Present*, and 53 lines by *A History of the United States.* Aside from this exception, each textbook covered all of the others comprehensively. Since most of the performance indicators were granted hundreds of lines of attention from each textbook, the result of the line counts indicated that Era #8 of the Tennessee Social Studies Curriculum Standards for U.S. History was comprehensively covered with overwhelming regularity. This indication prompted the researcher to determine that the performance indicators, and thus the standard related to Era #8, were not a detriment to student scoring on standardized tests in the State of Tennessee in and of themselves. Low scores on standardized tests relating to information addressed in this era, by virtue of these findings, must have been caused by other factors (See Appendix C for complete line count tallies).

Era #9: Post World War II Era (1945-1970s)

The results of the line count tallies indicated that of all the performance indicators outlined for Era #9, only two were not covered comprehensively by all of the textbooks. Performance indicator 9.3 centered on the role of the United Nations in reducing international tensions and conflict. This element of the history standard was given only 94 lines of text by *A History of the U.S.* Similarly, performance indicator 9.7, Germany as an active theater of conflict after World War II, was allotted only 74 lines of text by *The Americans.* Aside from these two exceptions, each textbook covered all of the others

comprehensively. Since most of the performance indicators were granted hundreds of lines of attention from each textbook, the result of the line counts indicated that Era #9 of the Tennessee Social Studies Curriculum Standards for U.S. History was comprehensively covered with overwhelming regularity. This indication prompted the researcher to determine that the performance indicators, and thus the standard related to Era #9, were not a detriment to student scoring on standardized tests in the State of Tennessee in and of themselves. Low scores on standardized tests relating to information addressed in this era, by virtue of these findings, must have been caused by other factors (See Appendix C for complete line count tallies).

Era #10: The Contemporary United States (1968-present)

The results of the line count tallies indicated that of all the performance indicators outlined for Era #10, only one was not covered comprehensively by all of the textbooks. Performance indicator 10.1 centered on identification of Vietnam and the reasons for American involvement in the region. This element of the history standard was given only 85 lines of text by *A History of the U.S.* Aside from this single exception, each textbook covered all of the others comprehensively. Since most of the performance indicators were granted hundreds of lines of attention from each textbook, the result of the line counts indicated that Era #10 of the Tennessee Social Studies Curriculum Standards for U.S. History was comprehensively covered with overwhelming regularity. This indication prompted the researcher to determine that the performance indicators, and thus the standard related to Era #10, were not a detriment to student scoring on standardized tests in the State of Tennessee in and of themselves. Low scores on standardized tests

relating to information addressed in this era, by virtue of these findings, must have been caused by other factors (See Appendix C for complete line count tallies).

Analysis of the Quantitative Data

The quantitative data tallies above were informative in a number of ways. The researcher determined as a result of the line count that most of the elements of historical information outlined in the Tennessee Social Studies Curriculum Standards were overwhelmingly comprehensive with respect to the eras to which they were attributed. Of the 37 performance indicators that allude to the learning expectations of the history standard, ten were not covered comprehensively by one or more textbooks.

The following figures were included as illustrations of the comprehensiveness of each textbook with respect to each of the historical eras outlined in the Tennessee Social Studies Curriculum Standards. The number-identification system employed in the line count tallies was also used in these illustrations.

The figures included below were designed from the data gathered by the researcher during the implementation of the quantitative instrument (See Appendix C for complete listing of line count tallies). The figures plotted the number of lines that addressed a given performance indicator from zero to 650 or more. Black columns represented line counts that tallied at least 100 lines, and gray columns represented line count tallies that fell below 100 lines. Each the textbooks was represented at the bottom of the figure as numbers (1-4), and each performance indicator was represented by its assigned number. These figures were included for visual comparison of the levels of comprehensiveness among the textbooks and each performance indicator.

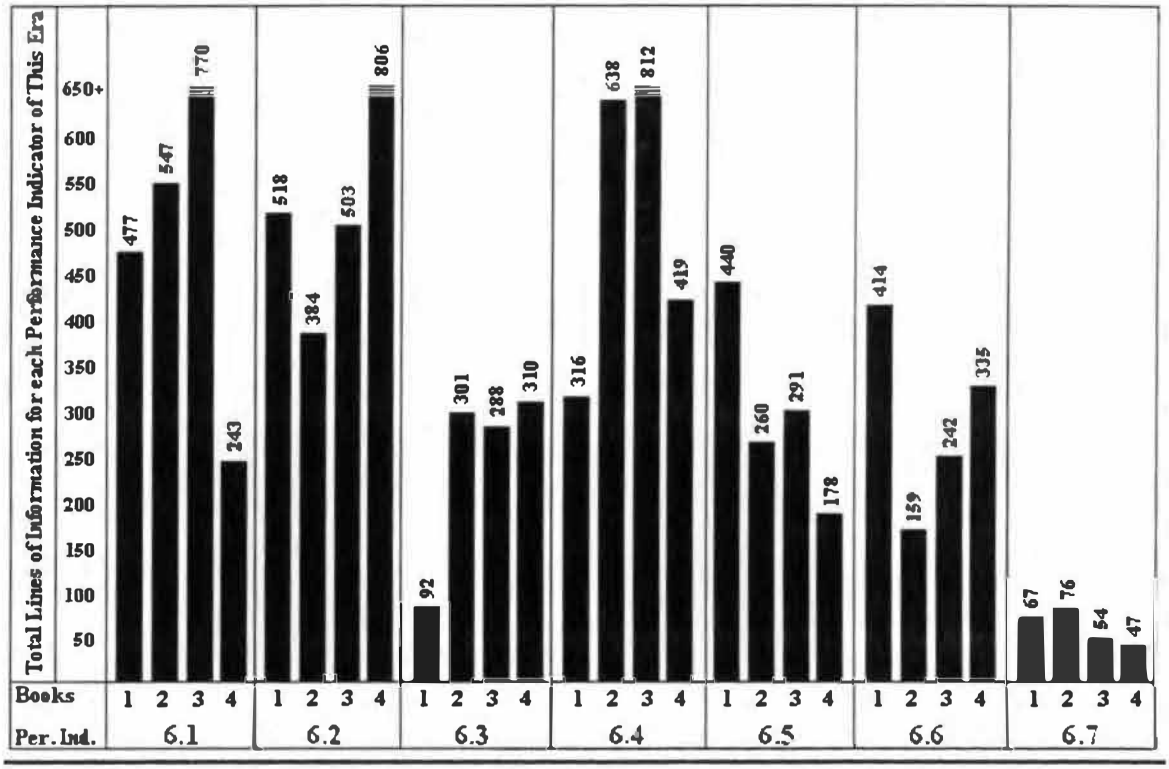


Figure 4.1 Total Lines Dedicated to Each Performance Indicator in Era #6

Summary of Quantitative Data for Era#6:

Of the seven performance indicators that represented the time frame of Reconstruction to the turn of the 20th century, only the last one, as was evident in the graph below, was considered by the researcher to have been poorly covered. This element of Era #6 was that of the dawn of environmentalism and the conservation movement in the American West. Though all four of the textbooks under evaluation mentioned the environmentalist and conservation movements, it was clearly promoted as only one of many accomplishments of the Roosevelt Administration. Aside from this shortcoming, the failure of *The American Nation* to dedicate 100 lines of text to landmark events and innovations was the only element of the period that was not sufficiently addressed by each text. The data illustrated in Figure 4.1 indicated that with the

exception of one performance indicator, the era was well represented in all of the textbooks. The line count data was placed in Appendix C in its entirety.

Summary of Quantitative Data for Era #7:

Era #7 had a few elements of the curriculum that were not comprehensively addressed by every textbook, as was indicated in Figure 4.2. Both *The Americans* and *Pathways to Present* were found to have weakly covered the Monroe Doctrine as it applied to the pre-World War I time period. *The Americans* also gave little attention to the moral arguments of Woodrow

Wilson's foreign policy while *The American Nation* described very little of the naval rivalries of that time. And only *Pathways to Present* was found to have adequately

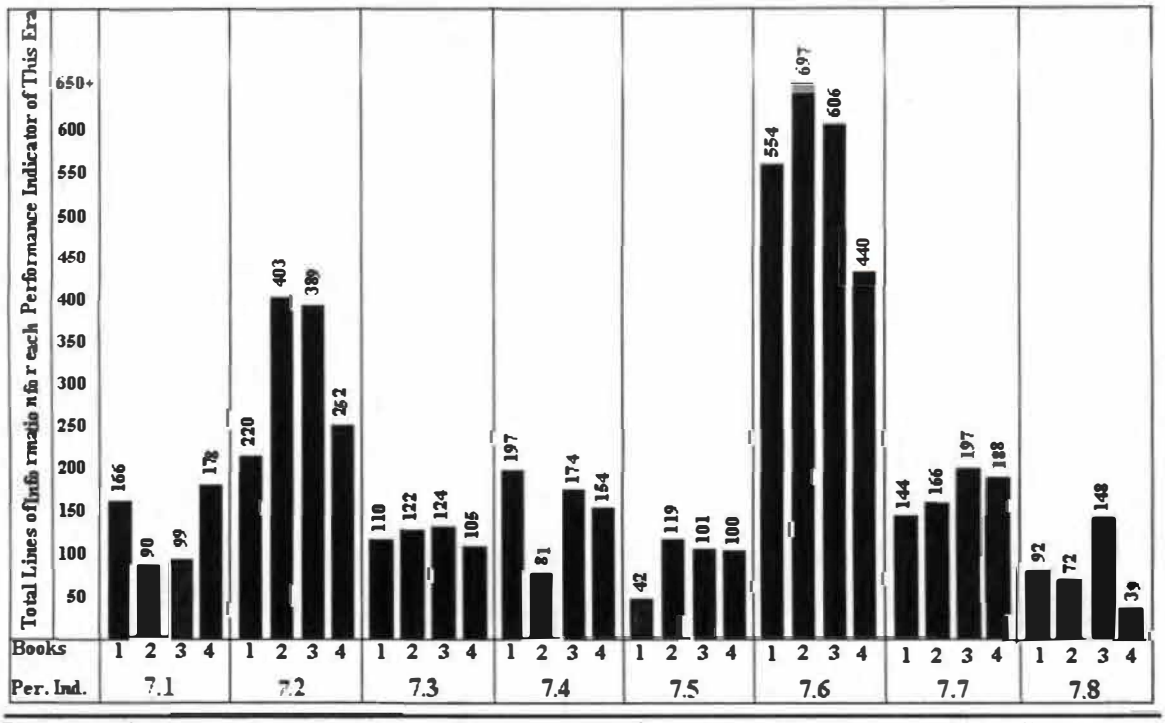


Figure 4.2 Total Lines Dedicated to Each Performance Indicator in Era #7

addressed America's isolationist position. The researcher took note of the fact that each text dedicated a tremendous number of lines to the causes and course of World War I. The line count data for Era #7, illustrated in Figure 4.2, was also placed in Appendix C in its entirety.

Summary of Quantitative Data for Era #8:

Of the elements of Era #8, none were as consistently covered by all four textbooks as that of the Great Depression and the character of World War II, as was indicated in Figure 4.3. Each of the textbooks dedicated well over 1000 lines to each of these aspects of history. The only element of this era that was covered with less than 100 lines of information was the appeasement of Hitler. All four textbooks covered this element insufficiently. Each of the remaining performance indicators was allowed varying degrees of comprehensiveness. The data illustrated in Figure 4.3 indicated that

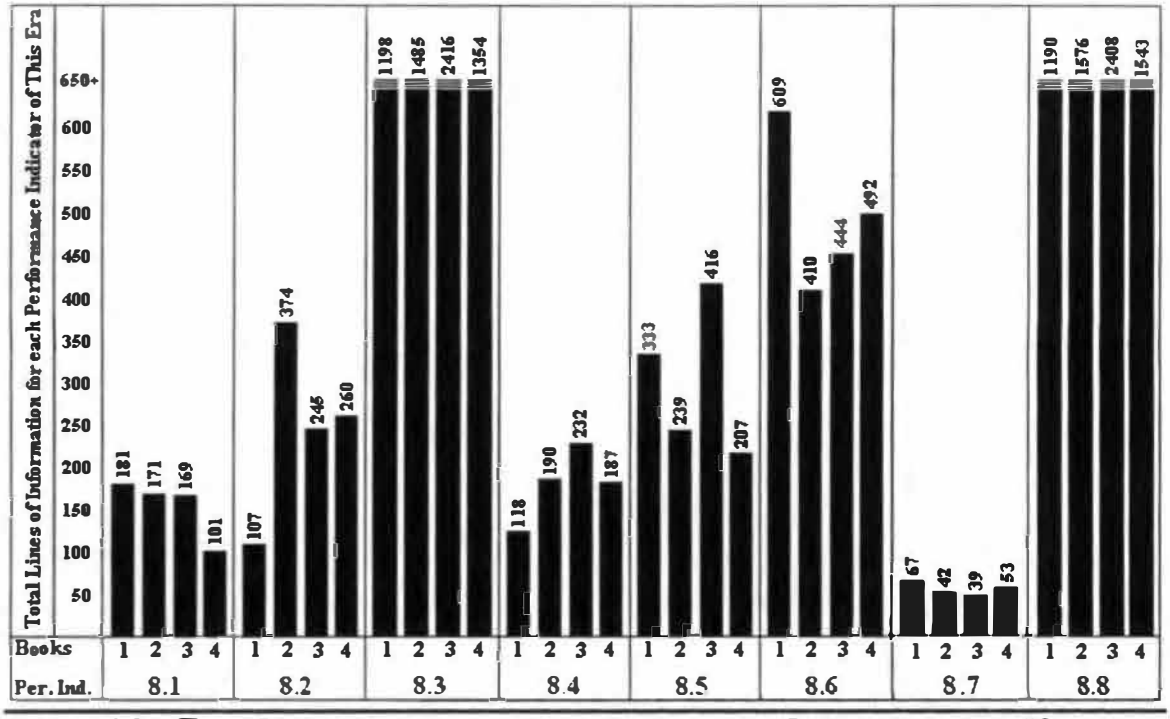


Figure 4.3 Total Lines Dedicated to Each Performance Indicator in Era #8

with the exception of one performance indicator, the era was well represented in all of the textbooks. The line count data for Era #8 was also placed in Appendix C in its entirety.

Summary of Quantitative Data for Era #9:

The elements of Era #9 were surprisingly very comprehensively covered by each of the textbooks, as was indicated in Figure 4.4. Particularly, the aspects of international rivalries and alliances that stemmed from World War II as well as implications of the Cold War were allotted many hundreds of lines of text and were deemed extremely comprehensive. The only two weak areas in this era that were identified by the researcher were the shortfall of *Pathways to Present* to adequately address the role of the United Nations, and the failure of *The Americans* to adequately address the fact that Germany remained an active theater after World War II. Origins and events of the Cold

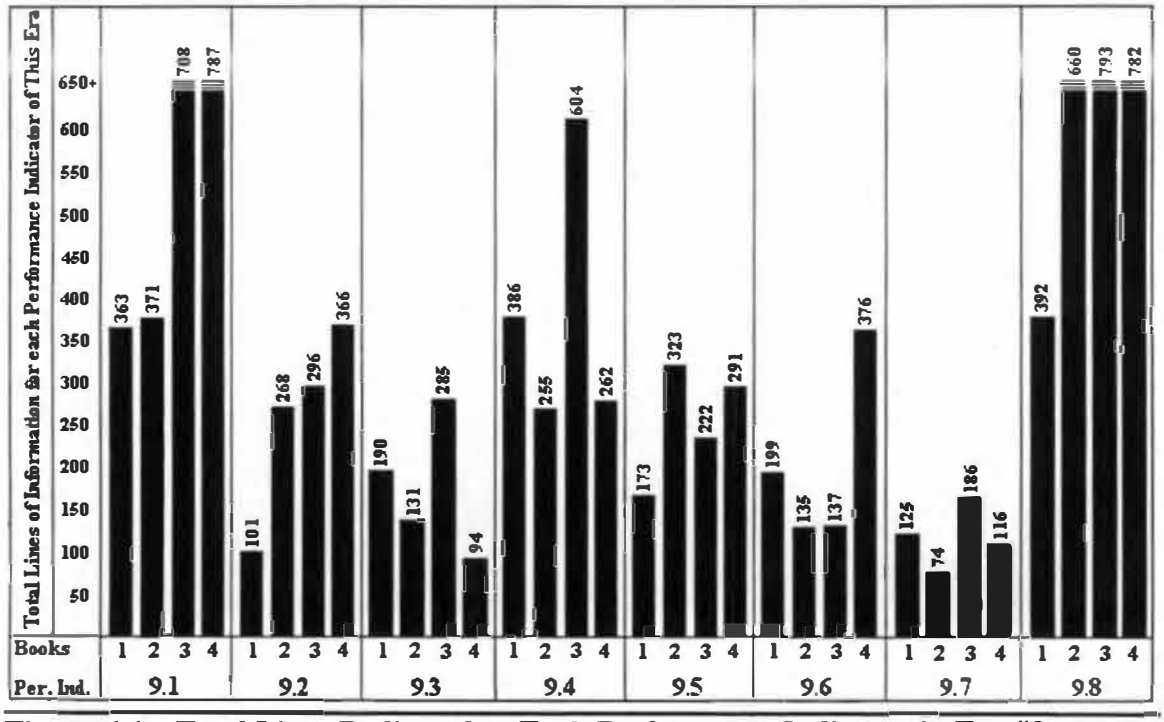


Figure 4.4 Total Lines Dedicated to Each Performance Indicator in Era #9

War, including the Korean Conflict, were covered in great detail in all of the textbooks. The line count data for Era #9, illustrated in Figure 4.4, was also placed in Appendix C in its entirety.

Summary of Quantitative Data for Era #10:

Of all of the eras that were a part of the investigation process in this study, Era #10 was by far the most comprehensive regarding coverage of historical elements, as was indicated in Figure 4.5. Each textbook allotted hundreds, and in some cases, thousands of lines to the presentation of information that was in keeping with the performance indicators. Only one textbook, *A History of the United States*, was found to have given

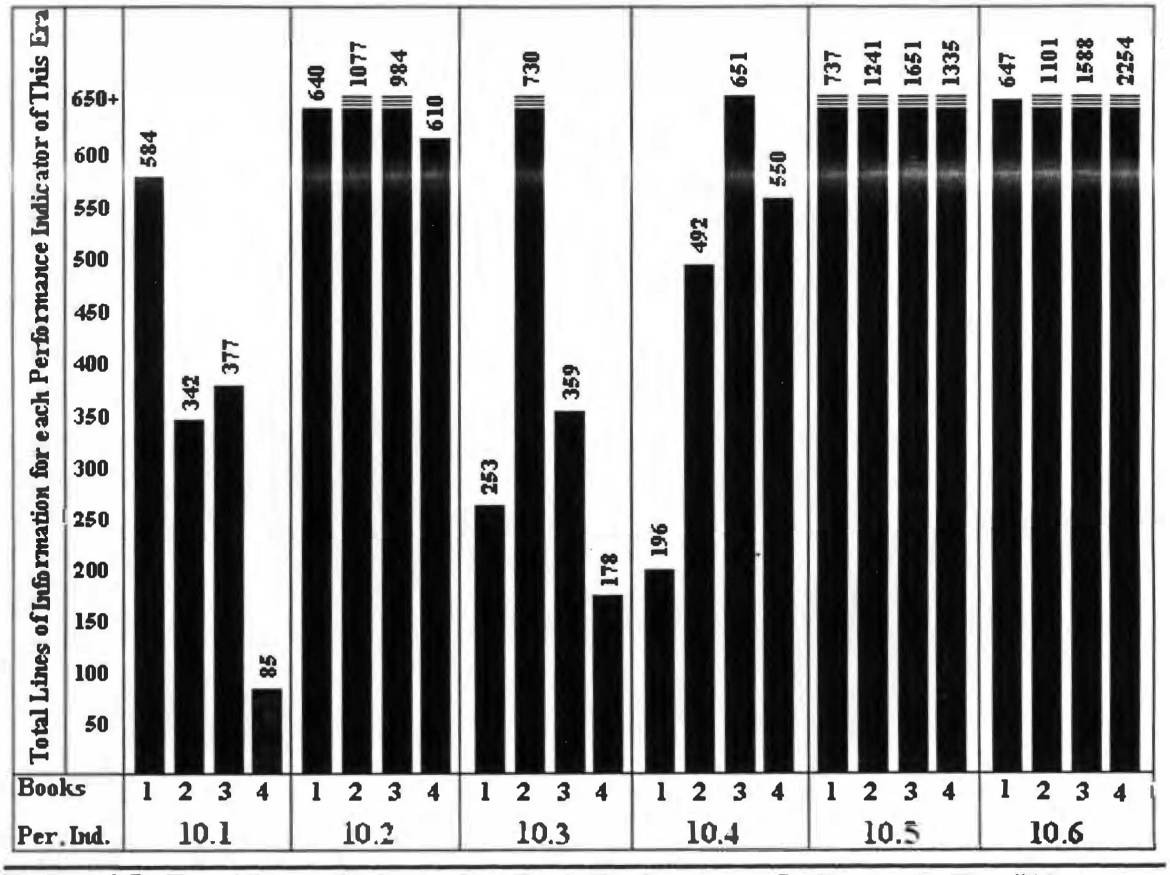


Figure 4.5 Total Lines Dedicated to Each Performance Indicator in Era #10

inadequate coverage to one of the aspects of history laid out by the performance indicators of this era. The line count data for Era #10, illustrated in Figure 4.5, was also placed in Appendix C in its entirety.

In Figure 4.6, the level of comprehensiveness of each era was illustrated. It became evident to the researcher, upon the compilation of these line tallies, that each of the basal textbooks on the Tennessee adoption list for secondary U.S. History did in fact meet the criteria described in the parameters of the instrument employed in this study (See Appendix C for complete line tallies).

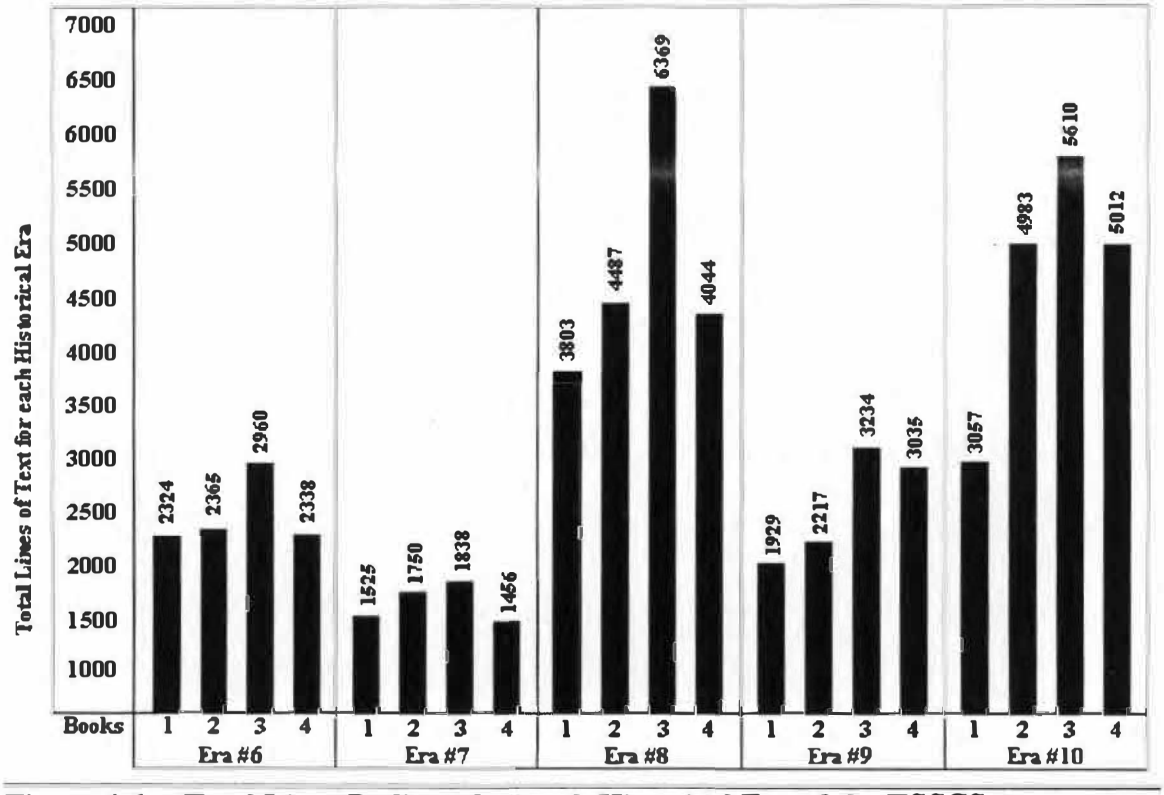


Figure 4.6 Total Lines Dedicated to each Historical Era of the TSSCS

A comparative quantitative analysis of historical topical and conceptual coverage of elements of the Tennessee Standards for U.S. History revealed that the four basal textbooks under review were similar in a number of ways. Regarding the number of lines dedicated to given topics or concepts, the researcher was able to distinguish distinct patterns of coverage among the several textbooks, as well as to illustrate the major differences that existed between them. For example, according to the precept of the research, none of the textbooks being evaluated were found to have adequately covered the topics of turn-of-the-century environmentalism and conservation efforts. Other such elements of the history standards found by the researcher not to have been comprehensively covered by any of the textbooks included discussion of the significance of the Monroe Doctrine before World War I and the appeasement of Hitler. These and other subtle findings were indicative of the basic sameness of these texts, at least from a quantitative viewpoint.

The researcher found very few examples of how these books differed greatly in format, content, or level of comprehensiveness. A couple of those differences included the Era #7 coverage of naval rivalries, Era #9 coverage of the role of the United Nations and Germany as an active theater of conflict after World War II, and Era #10 coverage of identification of Vietnam and reasons for American interest in that region. These differences, however, had little impact on the overall interpretation of data collected from the textbooks. The researcher determined that each of the four textbooks was comprehensive with regard to textual coverage in a vast majority of performance indicators for each era. Of the four textbooks, *America: Pathways to Present* had only three performance indicators that were not determined to be comprehensive. *The*

Americans had the most performance indicators, six, found to be incomprehensive, while *Boyer's The American Nation* and *A History of the United States* had five incomprehensive elements each.

The researcher determined, as a result of these findings, that the quantitative answer to researcher question #1:

> To what extent does each of the four textbooks present standards related to history in each of the five eras outlined by the Tennessee Social Studies Curriculum Standards for Secondary United States History?

was that each of the four textbooks being evaluated in this study were overwhelmingly comprehensive in their coverage of the vast majority of historical elements outlined by the Tennessee Social Studies Curriculum Standards for U.S. History. As was evident in Table 4.6, the average line counts among all of the textbooks reviewed in this study, were well above the necessary 700 or 800 lines required by the instrument for an era to be considered comprehensive in nature. The average line count among the four textbooks for Era #6 was 2497. Era #7 averaged 1642, Era #8 averaged 4676, and Era #9 averaged 2604. Era #10 averaged 4666 lines of text dedicated to the performance indicators of the history standard.

According to the averages of raw data, *America: Pathways to Present* was best suited for the Tennessee curriculum by virtue of the fact that it led every era in total line counts. This textbook garnered more lines of text that addressed the performance indicators than each of the others under review. With respect to each era, *America: Pathways to Present* was consistently above the averages previously discussed. It had 463 more lines than the Era #6 average, 196 more lines than the Era #7 average, an

incredible 1693 more lines than the Era #8 average, 1358 more lines than the Era #9 average, and 944 more lines of text than the Era #10 average. This evidence gave quantitative proof that of the four textbooks under assessment in this study, *America: Pathways to Present* was the one that was most closely associated to the Tennessee Social Studies Curriculum Standards.

Though all of the texts were determined as a result of the line counts to be comprehensive in most capacities, *Boyer's The American Nation* demonstrated the least amount of overall comprehensiveness of the four. As for Era #6, this text was 636 total lines below the average. It was also 117 lines below the average for Era #7, 873 lines below the average of Era #8, 675 lines below the average of Era #9, and 1609 lines below the average of Era #10.

Considering this information, it became apparent to the researcher that low scores on social studies elements of standardized tests could not be blamed solely on the comprehensiveness of the textbook selected for classroom use. Each of the basal textbooks, which were approved by the Tennessee textbook adoption committee, comprehensively covered each era of the history standard of the Tennessee Social Studies Curriculum Standards with little exception. It was therefore necessary to assume that regardless of which textbook a selection committee decided upon, that book, at least quantitatively, met virtually every basal textual need of average U.S. History students in Tennessee public secondary schools.

Regardless of the fact that a large portion, roughly one-third, of each textbook that was devoted to U.S. History up through the Civil War; none of which was provisioned for in the Tennessee Social Studies Curriculum Standards, coverage of historical data

from Reconstruction to present was not found to be inadequate in any of these works. The quantitative analyses that were performed and the data that were collected led to the qualitative assessment that followed.

Qualitative Assessment of the U.S. History Standards of Each State

In order to answer the second research question:

> What are the qualitative characteristics of the U.S. History curriculum guides for the states of California, New York, Texas, and Georgia; and how do they compare to each other and the U.S. History portion of the Tennessee Social Studies Curriculum Standards?

the researcher sought qualitative methods of analysis rather than quantitative ones. This was done by comparing the findings of the quantitative assessment of the four basal textbooks. The researcher evaluated their applications with regard to the Tennessee Social Studies Curriculum Standards with the respective state social studies curriculum guides of California, New York, Texas, and Georgia. Qualitative assessment was best for this aspect of the research because such comparisons could not be made in a manner by which their true significance could be measured with numerically assigned data. In-depth associations required qualitative analysis in order to maximize understanding of dichotomies and similarities that existed between the curricular standards of the various states.

California, New York, and Texas were selected for this comparison for the fact that they each had a large public school student population. This allowed them to command much attention from textbook publishers because of their economic importance

to the business of textbook production. It was assumed by the researcher that since these states purchased so many more textbooks than a state such as Tennessee, their social agendas and curricular desires were given much more attention when textbook layout, format, and historical content was being considered. Curriculum standards for the State of Georgia were included because, although Georgia is larger than Tennessee in population, it is smaller still than the 'big three' (California, New York, and Texas), and it gave more depth to the qualitative assessment.

Qualitative Analysis of the California U.S. History Standards:

In a comparison of the presentation of each textbook and the California U.S. History Standards, it became evident to the researcher that the California curriculum was a document that possessed greater historical depth than its Tennessee counterpart. Although the coverage time frame was the same (Reconstruction to present), the California curriculum guide allotted more attention to abstract concepts of history, such as analysis of role religion played in the founding of America and understanding the Constitution after 1787. The California curriculum guide also required students to be familiar with the accomplishments or ideologies of many individuals in American history. The purpose of such attention on the individual was quite obviously to accentuate the roles of women and minorities in the history of the United States, but it also served the purpose of impressing the ideas of individuality and basic American freedoms on students' minds.

The California curriculum guide also placed greater emphasis on the concept of equality and social movements related to individual liberties than did the curriculum guide of Tennessee. It pursued an agenda that incorporated more elements of political correctness, while the Tennessee curriculum was formatted on a more traditional outline of history. Such a design made the California curriculum decidedly more conceptual than topical, which leaves more of the information up to the interpretation of the individual teacher or the local school system.

The greatest weakness of the California U.S. History curriculum appeared to be its inadequate coverage of the period between Reconstruction and the turn of the 20th century. Though the document gave ample attention to historical information that has occurred in the last hundred years, only one performance indicator in standard 11.1 and two performance indicators in standard 11.2 required students to be familiar with American history that took place between 1870 and 1900. There were virtually no portions of this curriculum dedicated to relations and conflicts between the U.S. Government and Native Americans, and atypical for its design, names such as Bell, Edison, Tweed, Carnegie, Morgan, or Rockefeller were not even mentioned. Nonetheless, each of the textbooks surveyed in this study covered the California curriculum guide comprehensively.

Qualitative Analysis of the Texas Essential Knowledge and Skill Standards for U.S. History:

The Texas Essential Knowledge and Skills, or "T.E.K.S." Standards, for U.S. History were about as lengthy as the California curriculum guide, and in many ways, this

collection of standards resembled that of California as well. The design of the T.E.K.S. standards began chronologically with Reconstruction and continued through the present, and, like the design of California, relied heavily on the accomplishments and ideologies of individuals in order to communicate the history of the United States. For instance, in order to evaluate the impact of third parties in American elections, the T.E.K.S. curriculum suggested the introduction of Eugene Debs, George Wallace, and H. Ross Perot. There were even portions of the T.E.K.S. curriculum devoted primarily to influential or significant individuals such as Clarence Darrow, Charles Lindbergh, and Henry Ford.

Although there were certain similarities between the T.E.K.S. and the California curriculum, the Texas Essential Knowledge and Skills standards were more traditional in organization and presentation. Like the curriculum design of the Tennessee Social Studies Curriculum Standards, there was much more reliance by the Texas curriculum upon a chronological design of historical information presentation. The actual chronology of U.S. history was not followed as exclusively by Texas standards as it was in the Tennessee curriculum guide; however, it was very different from that of New York, which was almost purely conceptual in design. Another difference between the T.E.K.S. and the California curriculum was that, like the Tennessee curriculum, the T.E.K.S. divided the history of the United States into the various elements of social studies. There were separate sections for history, geography, economics, government, citizenship, culture, science and technology, and social studies skills. The California guide, as was mentioned previously, did not include these divisions.

The T.E.K.S. also displayed a considerable amount of depth in each performance indicator. Like the California curriculum, these were found to be much more descriptive and encompassing than those of the other states included in this study. For example, the Tennessee Social Studies Curriculum Standards required students to understand the "effect of World War II on America on the home front and abroad". The T.E.K.S. expected students to "identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack of Pearl Harbor, and analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb." The T.E.K.S. also specifically mentioned the likes of Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton as "significant military leaders" of World War II. None of the other state curricula were nearly as descriptive.

With regard to the textbooks evaluated in this study, the researcher determined that the historical data required by the Texas Essential Knowledge and Skills standards were comprehensively addressed by each textbook. Though there was no line count involved in the qualitative evaluation of the textbooks and their association with the state curriculum of Texas, the general similarities of the Texas curricular design and that of Tennessee curriculum indicated that the concepts and topics that were considered extremely comprehensive. Even though the T.E.K.S. began with the Reconstruction era, and each of the four basal textbooks began with exploration or before, there was found to be no lack of coverage or shortcomings of content regarding the dictates of the Texas curriculum. It was determined by the researcher in fact, that the design of the Texas

curriculum guide was closer to the general design of the four textbooks than any of the other states discussed in this study. The researcher found no significant weaknesses in the Texas Essential Knowledge and Skills standards. In fact, the chronological, conceptual, and topical alignment of the design of the textbooks and Texas Essential Knowledge and Skills standards made the textbooks appear as though they were indeed written with the Texas curricular agenda in mind. Fortunately for Tennesseans, their curriculum for social studies bears strong resemblance to that of Texas.

Qualitative Analysis of the New York Standard for History of the United States:

The New York Standard for History of the United States was found to be the state curriculum guide that differed most from the others included in the study. Though the textbooks that were evaluated were also found to be qualitatively comprehensive for the State of New York, the curriculum guide, in and of itself, was almost purely conceptual in design. Elements of history were devised into a set of concepts that loosely followed chronological lines and placed heavy influence on ideological bases of freedom, conceptions of equality, and the formation of American values. For instance, the rough time period covered under 'Key Idea 1' began with concepts of exploration and settlement and ended with the development of the U.S. Constitution and Bill of Rights. Nowhere in this portion of the New York Standard for History of the United States were the causes, course, or effects of the American Revolution mentioned. This illustrated the elemental difference in curricular design between the standard of New York and those of the other states. New York appeared to forsake the traditional curricular method

altogether and left the option of exactly how to present the conceptual information up to the individual teacher or local school system.

Unlike the curriculum guides of Tennessee, California, and Texas, the New York standards covered American history from exploration to present. And though the New York standard did not incorporate any dates, each division was loosely defined by the concept discussed. The first division of the New York curriculum guide, or Key Idea 1, covered history through the completion of the U.S. Constitution. It followed the development of American culture, diversity, and multiculturalism. Key Idea 2 covered social and cultural values, beliefs, and traditions from the conception of the nation through the present. Key Idea 3 covered the major social, political, economic, cultural, and religious developments of the last two hundred years, but mentioned none of them by name. Key Idea 4 introduced the concept of historical analysis. Again, no examples were given of tangible historical occurrences that were to be cited.

Considering how different the New York Standard was from those of the other states, a qualitative comparison was difficult to make. Not only did the New York curriculum guide neglect to discuss specific dates and events of significance to U.S. History, but it omitted the mention of specific individuals as well. There was not even one individual, whether famous or infamous, mentioned by name in this document. This revelation led the researcher to conclude that this curriculum guide was created with intentional vagueness so that every aspect of American history could ultimately be considered, no matter how well known or obscure, for lesson planning and curricular design.

This was done for the purpose of allowing teachers to meet the dictates of the state curriculum through a variety of avenues. For instance, it appeared that it was the opinion of the New York curriculum writers that the advancement of fundamental democratic values can be addressed by mentioning the accomplishments or beliefs of Gloria Steinem as easily as those of George Washington.

Qualitative Analysis of the Georgia Quality Core Curriculum for Secondary U.S. History:

Unlike the curricula and standards of California, Texas, and Tennessee, the Georgia standards, or Quality Core Curriculum, covered United States History from colonization to the present. And unlike the performance indicators of the other state curricula, each element of the Georgia curriculum fell under a topic as well as a standard and they were strictly chronological in design. For instance, the first topic of the Q.C.C. was colonization, and the respective standard was to "identify and describe the native inhabitants the Europeans found in the New World". Another topic was the Cold War which had the standard of "tracing the causes and effects of the Cold War period from 1945-1960". This standard, according to the Q.C.C., would incorporate the Berlin Airlift, the NATO and Warsaw Pacts, the nuclear arms race, the space race, the Korean War, and McCarthyism.

This curriculum was made up of 52 such topics, each with its own standard. Most of these standards had their own set of terms or historical elements to incorporate during in-class coverage. There was not; however, an incorporation of the various branches of social studies, as was the case in the curricula of Texas and Tennessee. These standards were in sequential order without divisions. From a chronological perspective, the

Georgia curriculum was better suited for the textbooks evaluated in this study than were the curricula of California, New York, Tennessee, or even Texas because of the timeframe coverage. The standards incorporated in Georgia's Quality Core Curriculum, however, were found by the researcher to be less in-depth than those curriculum guides of California, Texas, or Tennessee because of the simplistic design employed. Regardless of this fact, the researcher determined that the parameters of the Georgia U.S. History curriculum to be comprehensively covered by each of the textbooks reviewed in this study.

The Q.C.C. standards were not only simplistic in design, but they were largely chronological and rather easy to locate in the textbooks, unlike the curriculum guide of New York, which was conceptual and abstract in nature, and was not tied directly to the time line of U.S. History. It was the opinion of the researcher, after examining the Georgia Quality Core Curriculum standards, that there are not many basal U.S. History books on the market that would not meet its requirements. The Georgia curriculum employed the identification of far fewer individuals than the standards of California or Texas, and the researcher observed that it was made up of far more references to topical manifestations of U.S. History than conceptual ideologies.

Summary

This chapter of the dissertation illustrated the data that were collected from the quantitative analysis of the four basal textbooks included for evaluation in this study, and discussed the qualitative analyses of the U.S. History curriculum guides of California, Texas, New York, and Georgia. The data that were collected by the quantitative

instrument was plotted by means of a line count according to their relations to the Tennessee Social Studies Curriculum Standards for U.S. History in the secondary school classroom. Qualitative assessment was then recorded as a means to compare the U.S. History curricula of California, New York, Texas, and Georgia with each other as well as the Tennessee curriculum.

The results of the line counts implied that all four of the basal U.S. History textbooks on the Tennessee adoption list for the 2002 selection period were comprehensive in relation to the instrument employed in the study. Though there were varying degrees of coverage for any given performance indicator in any give historical era, each of the textbooks addressed the dictates of the Tennessee curriculum with overwhelming comprehensiveness. The data from these line counts were collected, analyzed, and then summarized in this chapter.

The qualitative assessment of the curricula of the various states was made for the purpose of drawing comparative conclusions about their respective similarities and differences. This portion of the study revealed that though there were many similarities that could be made between the curriculum guides, there were also a number of points on which they differed, and even disagreed. For instance, the Tennessee curriculum closely resembled the Texas curriculum in the areas of traditional design and basic curricular language; however, the Tennessee curriculum bore very little resemblance to the New York standards because they avoided the mention of specific dates and historic individuals. The Tennessee curriculum was also found to be very different from that of Georgia on the grounds that the Georgia curriculum covered U.S. History from

colonization to present, whereas the Tennessee guide only addressed Reconstruction to present.

The researcher determined that the similarities of the various curriculum guides outnumbered the differences and therefore rendered all of them applicable to the comprehensiveness of the textbooks under review. It was also determined that the Texas Essential Knowledge and Skills standards were the curricula that was most closely followed by textbook publishers. The elements of the T.E.K.S. that were given the greatest amount of attention by curriculum writers in Texas were also the elements that were given the greatest amount of text by publishers. This was not true; however, for the New York curriculum. This was determined to be a document that was purposefully vague with regard to the manner in which teachers could meet the dictates of the performance indicators.

Overall, the data that were collected and analyzed in this chapter proved that a perceived dichotomy between textbook selection and Tennessee students' performance on standardized tests could not be exclusively blamed on textbook comprehensiveness and that other factors, such as teaching habits and use of classroom time, should be evaluated in this regard. The four basal U.S. History textbooks that were evaluated in this study were found, in and of themselves, to be extremely comprehensive in coverage of topical and conceptual historical information. Any one of the four would be an appropriate selection for a public secondary school system in the State of Tennessee.

Chapter V – Summary, Conclusions, and Recommendations

The purpose of this study was to quantitatively analyze the extent to which each of the four basal 2001-2002 editions of secondary school U.S. History textbooks address the U.S. History standards approved by the State of Tennessee Board of Education and then to draw qualitative comparisons between those analyses and the secondary social studies curriculum standards of California, New York, Texas, and Georgia

The purpose of this chapter was to summarize the study, to draw conclusions regarding the findings, and to make recommendations for further study concerning textbook analysis or other elements related to social studies education. The chapter addressed the information gathered by the researcher, how such information applied to the purpose of the study, and how the findings answered the research questions of this study, and how the data analysis opened the door for additional study that would be necessary to address factors that may have had an adverse or enriching effect, whether known or unknown, on the study.

The suggestions and recommendations that followed the summary and conclusions of this chapter were made for the purpose of furthering interest in the investigation of textbook comprehensiveness and appropriateness. They also cast light on the idea that textbooks are but one of many materials used by teachers to design lessons and promote curriculum, yet many social studies teachers rely heavily on the design of the textbook to create their lessons and this practice may cause problems with historical information coverage in a secondary U.S. History course.

Summary of the Study

This study was undertaken because the researcher had developed an interest in determining why secondary social studies students were scoring poorly on standardized tests. During the duration of about five years, the researcher raised questions about the reason(s) for low social studies scores. Was it because teachers were not designating enough time to each of the six historical eras outlined in the Tennessee Social Studies Curriculum Standards? Was it because there was no means by which teachers were held accountable for meeting these standards? Could it be because textbooks were designed with the social studies curricula of states such as California, New York, and Texas in mind and states such as Tennessee have been left to select from a pool of materials that are designed for other states? Could it be a combination of these factors? These questions created a problem that would require considerable research to be conducted in order for greater understanding of the scoring deficiency to occur.

Through informal investigation and discussions with veteran social studies teachers, the issue of textbook comprehensiveness surfaced time and time again as a possible explanation for the deficiency. The researcher theorized that because textbooks are designed with standards from states that have significant buying power in mind, educators in states such as Tennessee are presented a product that may or may not appropriately cover their curriculum. It became clear that the basal textbooks on the market for the 2002 Tennessee adoption cycle for social studies included history of the United States that was not represented in the state standards. It was this revelation that led to this study.

Once the study was underway, the textbooks that were selected for evaluation were subjected to a quantitative instrument that was designed by the researcher to gauge their respective levels of comprehensiveness with regard to the Tennessee Social Studies Curriculum Standards. The textbooks were then qualitatively evaluated to determine how they stacked up to the state standards of California, New York, Texas, and Georgia. The results of the quantitative aspects of the research revealed that though each of the textbooks included large amounts of topical and conceptual information that were not a part of the Tennessee Social Studies Curriculum Standards, each one was found to be comprehensive in overall coverage of pertinent information.

The qualitative portion of the research, which included a comparison of the standards of each of curriculum guides of Tennessee, California, Texas, New York, and Georgia, indicated that though there were various approaches to curricular design, the textbooks adequately met the standards of each state. Each of the textbooks was determined, qualitatively, to be comprehensive for the standards of each state. The indication that these textbooks were comprehensive in coverage of the Tennessee standards signaled that they, in and of themselves, were not the problem of the low-scoring social studies students. The researcher then made recommendations, as a result of the findings, concerning further research on social studies teachers' reliance on textbooks for presentation of curricular information, and their teaching preferences regarding U.S. History.

Conclusions from the Research

Based on the analysis of these four basal U.S. History textbooks and their respective levels of comprehensiveness, the researcher determined that each of the textbooks had coverage that addressed all but a few of the performance indicators of the Tennessee Social Studies Curriculum Standards. Having learned this, the researcher deduced that if students in secondary U.S. History courses in the State of Tennessee are performing poorly on standardized tests, the reason or reasons for that deficiency may remain unknown, but it is not because of the textbooks alone. The choice of wording, the attention paid to the historical eras, and the amount of conceptual and topical coverage in text of each of these four textbooks was determined to be adequate for the curriculum outlined by the state standards.

Another major conclusion of the study was that the wording of the Tennessee Social Studies Curriculum Standards, particularly the performance indicators, was too vague in many areas. The wording of both the standards and the indicators was problematic and open to wide interpretation. This made the rubric designed by the researcher, or any rubric that addressed the performance indicators, open to accept too general and nonspecific a range of coverage as meeting a given standard. Practically any content relating to the indicators would have to be perceived as evidence that the text was meeting a standard. In reality, however, a real understanding implied by the standard itself might not be the result.

Because of ambiguous wording, the task of counting lines of text and designating whether or not they fit a given performance indicator was difficult. As was discussed in chapter four, the wording of several performance indicators; such as the "effect of naval

rivalries on world affairs", the "reasons for international conflict" after World War II, and the "identification of past international rivalries and alliances" made an accurate line count almost impossible. There was so much room left for individual interpretation that the scope of the performance indicator was unclear.

As was stated earlier, the standards of the Tennessee curriculum were easily met by all four of the textbooks. This may be attributed to the fact that the standards were worded in such a vague and ambiguous manner. Perhaps if these standards had been worded with more focus and curricular assertiveness, they might not have fared so well during the implementation of the instrument in this study. Nonetheless, the results of the line count directed the researcher to draw the above conclusions and make a number of recommendations.

The researcher also concluded that the standards of California, Texas, New York, Georgia, and Tennessee were created with different curricular approaches in mind. Of the state standards under review in this study, those of New York were created with a level of intentional vagueness that allowed teachers the "creative freedom" to meet the key ideas in a number of ways. On the contrary, the curricular outline for Georgia, called the Quality Core Curriculum, was very precise and uniform in its presentation of standards and expectations. However different they may have been, the researcher determined that these textbooks fit into the curricular design of each state.

Recommendations for Further Study

It was evident to the researcher that further study would be necessary in order to better understand the respective roles textbooks, teachers, and standards play in the public

education system in Tennessee. The researcher suggested recommendations of three types. The first of these types of recommendations have to do with further research into the reasons students score poorly on standardized tests. Secondly, recommendations were made that deal with curriculum and an examination of the state standards. Finally, the researcher made recommendations relating to how this study may be implemented or expanded upon in the future.

Though this study did not identify the reason for poor student performance on social studies areas on standardized tests, it did reveal that the problem does not lie solely with the textbooks being adopted for use in the public secondary school setting. As a result of the revelations of this study, it would be prudent to pursue an investigation on the practices of social studies teachers in Tennessee with regard to how they use the textbook as a guide to their lesson planning. The argument could be made that many social studies teachers in Tennessee devote a considerable portion of their classroom instruction time to elements of U.S. History that do not fall within the time frame of any of the historical eras. This would include teaching lessons on exploration, colonization, the American Revolution, the early 19th century, and even the U.S. Civil War. According to Nash, the quarrel over the make-up of standards and curriculum and the in-class practices of educators is a problem that has plagued the entire country (Nash, 1997). This would allow such research to be expanded to cover the issue in states additional to Tennessee.

During such research, the point could be made that many teachers who teach U.S. History classes, particularly those that are a part of a four-block plan, are hard-pressed for time to cover the curriculum in its entirety. Coupled with the fact that many of those

teachers begin American History with the exploration of North America, perhaps simply because they rely on the organization of the textbook to format their lessons, time constraints could be detrimental to adequate coverage of the curricula. This phenomenon is substantial enough to warrant more in-depth investigation. According to Ross, the central aim of curriculum development is to improve the practical effectiveness of the theories that teachers employ. Ross asserted that teachers are not merely passive recipients of the culture of schooling, but that they are actively involved in shaping it (Ross, 2001).

The researcher recommended that a deeper investigation of the Tennessee Social Studies Curriculum Standards be done for the purpose of analyzing what flaws, weaknesses, or ambiguities might exist that would lead to lower standardized test scores. To carefully examine the wording of the Tennessee curriculum would quite possibly reveal more information relating to this phenomenon.

Another point of interest regarding further research on the success rates of social studies students on standardized tests revolve around the presence or absence of local standards to which state curricula are supported and teachers are held strictly accountable. In Gwinnett County, Georgia, for instance, the state standards are incorporated in a local curriculum guide called the A.K.S. or Academic Knowledge and Skills. Students in Gwinnett County perform better, as a whole, on the Gateway than many other counties in Georgia and are well above the national average. Since textbooks produced by reputable publishers were found in this study to be comprehensive with regard to attention paid to state standards, the actions of the teacher and the design and expectations of local systems become the primary focal points for such research.

Another recommendation for further research in this field would revolve around an investigation of the history and development of the various state social studies curriculum standards guides. In Tennessee, for instance, it would be interesting to know if those who devised the updated Tennessee Social Studies Curriculum Standards used the standards of other states as a blueprint or if they were starting from scratch. Did they take national standards into consideration when writing the curriculum guide? Did they use a developed or an already employed textbook as a guide for writing standards? Did they simply update the existing set of curricula? Answers to these and related questions would shed light on the development of social studies standards and allow a researcher to view this issue from another perspective.

Finally, the researcher suggested that the findings of this study may be used as a starting point for any of the above mentioned recommended studies. Though this study did not pinpoint the reason for poor performance of students on standardized tests, it did eliminate one possible cause of the phenomenon. Also, this study could be used for the purpose of an evaluation or comparison of social studies curriculum standards for various states. By qualitatively comparing the curriculum guides of California, Texas, New York, Georgia, and Tennessee, the researcher illustrated how such evaluations may be done among states of various sized and economic significance.

This study may also be used for a study on national social studies standards. Such a study could refer to information gathered in the qualitative comparison made by the researcher. A case for or against a nationally recognized set of social studies standards could be made by this study.

Summary

This chapter explained the findings of this study and the recommendations of the researcher for further study. The findings of the quantitative portion of the study were supported by that of the qualitative portion, and though the resulting data analysis indicated that the researcher's suggestions of textbook inadequacies were not substantiated, the data revealed a great amount of information about dichotomies that exist between curriculum, standards, and student performance. The comprehensiveness of the textbooks being evaluated here indicated that though textbook publishers actively court the state boards of education of the larger, more economically significant states such as California and Texas, this was not a tell-tale sign that a curriculum for a state such as Tennessee has been short-changed by these publishers.

Recommendations for future study were also included in this chapter. The results of the data analysis illustrated that though textbook comprehensiveness was evidently not one of the problems that restricts student performance, many related issues should be investigated for their involvement. The recommendations for further study listed in this chapter could all be equally related or unrelated to student performance, but the results of this study indicated a necessity to further investigate the issue.

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Appendices

Appendix A: Secondary U.S. History Standards of States in this Study

The Tennessee Social Studies Curriculum Standards

The six standards, as well as the five historical eras, of the Tennessee Social Studies Curriculum Standards guide were retrieved at the official education website for the State of Tennessee:

http://www.state.tn.us/education/ci/cistandards2001/ss/cissushistory912.htm

The history standard and eras were listed and described below:

History Standard: History involves people, events and issues. Students are to evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They are to construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Era #6: Industrial Development of the United States (1870-1900):

This Era begins by discussing the period known as Reconstruction and the birth of the "New South", and continues with the American Industrial Revolution. It moves to the growth of big business, westward expansion and conflicts with the Indians, and culminates with ideas of political reform.

Learning Expectations: The student will

- investigate the dynamics of the post-Reconstruction era and the people and events that influenced the country.
- Identify the events and impact of the westward movement and the Indian Wars.

Performance Indicators: The student will be able to

- discuss how the Civil War and prior wars promoted change.
- list contributors to the technological, industrial, and social advancements of the era.
- explain the significance of landmark events and innovations of the era.
- appraise the long-term impact of the Gilded Age on American life.
- trace the cultural conflict between Native Americans and American settlers.
- describe the engagements that occurred between the American Indians and the United States government.
- evaluate the origins of environmentalism and the conservation movement in the 19th century West.

Era #7: Emergence of Modern America (1890-1930):

This Era discusses the ideology of Progressivism, immigration, and the growth of American cities. It leads the reader through the events of the Wilson administration and American involvement in World War I. It culminates with the "Roaring Twenties".

Learning Expectations: The student will

- understand the role of the United States in world affairs.
- understand the causes for World War I and the reasons for America's entry into the war.

Performance Indicators: The student will be able to

- review the policy of neutrality and the Monroe Doctrine.

- analyze the causes, course, and consequences of the Spanish-American War and Filipino insurrection.
- evaluate the effectiveness of the Roosevelt/Taft foreign policies on United States-Latin American relations.
- judge the moral arguments and impact of Wilson's foreign policies.
- describe how naval rivalries affect international relations.
- classify the causes and course of World War I.
- formulate the progression of United States policy from neutrality in 1914 to direct involvement in 1917.
- weigh the strength of the isolationist position versus the intervention arguments.

Era #8: The Great Depression and World War II (1929-1945):

This Era begins with the Stock Market crash and describes America in depression, the Dust Bowl, and FDR's New Deal. It moves to the rise of the Third Reich in Europe, Americans at war on the front lines and at home, and the effects of the Holocaust. It culminates with the dawn of the Nuclear Age and the Marshall Plan.

Learning Expectations: The student will

- investigate the causes, effects, and attempts to deal with the Great Depression.
- investigate the causes and significance of World War II.

Performance Indicators: The student will be able to

- name certain conditions that may likely bring about economic declines as in recessions and depressions.

- discuss the causes of the Great Depression.
- organize a timeline of Depression Era events.
- determine why the economic crisis of the 1930s is considered to be the "Great Depression".
- list reasons for international conflict.
- describe the causes of World War II.
- explain why appeasement failed to prevent war.
- assess the character of the war at home and abroad and the reshaping of the United States role in world affairs.

Era #9: Post World War II Era (1945-1970):

This Era opens with post war America, the Baby Boom, and the origins of the Cold War. It then discusses the Korean Conflict, the "Red Scare" and the Kennedy Administration, and culminates with the Civil Rights Movement and the social movements of the 1960s.

Learning Expectations: The student will

- understand the causes, course, and effects of the Cold War.
- investigate and understand the active theaters of conflict during the Cold War.

Performance Indicators: The student will be able to

- identify past international rivalries and alliances.
- trace the roots of the Cold War.
- discuss the United Nations' role in reducing international tensions and conflict.

- formulate alternative solutions to solving the conflicts of the Cold War other than conventional military interventions.
- recall actions not defined as actual war that illustrate conflict and tension between rival groups.
- identify the causes, course, and effect of the Korean Conflict.
- explain how Germany remained an active theater of conflict after World War II.
- assess long-term implications of Cold War interventions.

Era #10: The Contemporary United States (1968-present):

This Era first takes students through the Vietnam War, Watergate, and the economic inflation that gripped America during the 1970s. It then discusses the rebirth of Conservatism and the Reagan years and the causes of the Gulf War. It culminates with the Clinton Administration and Americans at the dawn of a new century.

Learning Expectations: The student will

- understand the causes, course, and the effects of the Vietnam War at home and abroad.
- investigate domestic and foreign policy trends since 1968.

Performance Indicators: The student will be able to

- identify Vietnam and the reasons for American interest in the region.
- construct a timeline of American interest in Vietnam since World War II.
- investigate both sides of the debate concerning American involvement in Vietnam.

- evaluate how the Vietnam War affected United States foreign policy.
- differentiate between the major parties' domestic and foreign policies.
- design a policy responding to a contemporary domestic or foreign issue.

California Curriculum for Secondary U.S. History (Grade Eleven)

The State of California subtitles its curriculum for secondary U.S. History: "Continuity and Change in the Twentieth Century" and is made up of eleven conceptual standards. This information was retrieved from the official website of the California Department of Education:

http://www.cde.ca.gov

The standards and concepts were listed and described below:

Standard 11.1

- Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

This standard encompasses the following elements of United States History:

- The Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- The ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- The history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

- The effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

Standard 11.2

- Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

This standard encompasses the following elements of United States History:

- The effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
- The changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- The effects of the Americanization movement.
- The effects of urban political machines and responses to them by immigrants and middle-class reformers.
- Corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
- The economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
- The similarities and differences between the ideologies of Social Darwinism and Social Gospel.

- The effect of political programs and activities of Populists.
- The effects of political programs and activities of the Progressives.

Standard 11.3

- Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

This standard encompasses the following elements of United States History:

- The contributions of various religious groups to American civic principles and social reform movements.
- The great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
- Incidents of religious intolerance in the United States.
- The expanding religious pluralism in the United States and California that resulted from large-scale immigration in the 20th century.
- The principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and states.

Standard 11.4

- Students trace the rise of the United States to its role as a world power in the 20th century.

This standard encompasses the following elements of United States History:

- The purpose and the effects of the Open Door policy.
- The Spanish-American War and U.S. expansion in the South Pacific.
- America's role in the Panama Revolution and the building of the Panama Canal.
- Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.
- The political, economic, and social ramifications of World War I on the home front.
- The declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

Standard 11.5

- Students analyze the major political, social, economic, technological, and cultural developments in the 1920s.

This standard encompasses the following elements of United States History:

- The policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
- The international domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "Back-to-Africa" Movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the ACLU, the NAACP, and the Anti-Defamation League to those attacks.
- The passage of the 18th Amendment to the Constitution and the Volstead Act.
- The passage of the 19th Amendment to the Constitution and the changing role of women in society.

- The Harlem Renaissance and new trends in literature, music, and art.
- The growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- The rise of mass production techniques, the growth of cities, the impact of new technologies, and the resulting prosperity and effect on the American landscape.

Standard 11.6

- Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

This standard encompasses the following elements of United States History:

- The monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
- The explanations of the principle causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Roosevelt to combat the economic crisis.
- The human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right.
- The effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s.
- The advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues

of a postindustrial, multinational economy, including the United Farm Workers in California.

Standard 11.7

- Students analyze America's participation in World War II.

This standard encompasses the following elements of United States History:

- The origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- The roles and sacrifices of individual American soldiers, as well as unique contributions of the special fighting forces.
- Roosevelt's foreign policy during World War II.
- The constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
- Major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
- The decision to drop atomic bombs and the consequences of the decision.
- The effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

Standard 11.8

- Students analyze the economic boom and social transformation of post-World War II America.

This standard encompasses the following elements of United States History:

- The growth of service sector, white collar, and professional sector jobs in business and government.
- The significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- Truman's labor policy and congressional reaction to it.
- New federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
- The increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
- The diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
- The effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
- Forms of popular culture, with emphasis on their origins and geographic diffusion.

Standard 11.9

- Students analyze U.S. foreign policy since World War II.

This standard encompasses the following elements of United States History:

- The establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and GATT and their importance in shaping modern Europe and maintaining peace and international order.
- The role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
- The origins and geopolitical consequences of the Cold War and containment policy.
- The effects of foreign policy on domestic policies and vice versa.
- The role of the Reagan administration and other factors in the victory of the West in the Cold War.
- U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
- Relations between the United States and Mexico in the 20th century, including key economic, political, immigration, and environmental issues.

Standard 11.10

- Students analyze the development of federal civil rights and voting rights.

This standard encompasses the following elements of United States History:

- How demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries

in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

- Key events, policies, and court cases in the evolution of civil rights.
- The collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- The roles of civil rights advocates, including the significance of Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech.
- The diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- The passage and effects of civil rights and voting rights legislation and the 24th Amendment, with an emphasis on equality of access to education and to the political process.
- The women's rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the 19th Amendment to the movement launched in the 1960s.

Standard 11.11

- Students analyze the major social problems and domestic policy issues in contemporary American society.

This standard encompasses the following elements of United States History:

- The reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- The significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton.
- The changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
- The constitutional crisis originating from the Watergate scandal.
- The impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- The persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- How the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

New York Standards for History of the United States and New York

New York lists its curriculum for U.S. History as Standard 1, which is broken down into four Key Ideas and numerous respective Performance Indicators. The

following information was retrieved from the official website of the New York State Education Department:

http://www.nysed.gov

The standard and key ideas were listed and defined below:

New York Social Studies Standard 1: History of the United States and New York Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators--Students will:

- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.
- explain those values, practices, and traditions that unite all Americans.
- explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
- interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

- analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.
- describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicators--Students will:

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.
- recognize how traditions and practices were passed from one generation to the next.
- distinguish between near and distant past and interpret simple timelines.
- describe the reasons for periodizing history in different ways.
- investigate key turning points in New York State and United States history and explain why these events or developments are significant.
- understand the relationship between the relative importance of United States domestic and foreign policies over time.
- analyze the role played by the United States in international politics, past and present.
- discuss several schemes for periodizing the history of New York State and the United States.

- develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.
- compare and contrast the experiences of different groups in the United States.
- examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions.
- analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies.
- compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law.

Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators--Students will:

- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.
- classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.

- identify individuals who have helped to strengthen democracy in the United States and throughout the world.
- complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations.
- gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.
- describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.
- classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.
- compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians in the United States, explaining their contributions to American society and culture.
- research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New

National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).

- prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.
- understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicators--Students will:

- consider different interpretations of key events and/or issues in history and understand the differences in these accounts.
- explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

- understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
- compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.
- describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4).
- analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.
- consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.
- evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History).

Texas Essential Knowledge and Skills for High School U.S. History

The social studies element of the Texas State Curriculum Standards guide was found in Chapter 113 of the T.E.K.S. It was formatted into standards that were followed by lists of student expectations. This document was retrieved from the official State of Texas Education Association website:

http://www.tea.tx.us/rules/tac/chapter113/ch113c.html

The 26 standards and related student expectations were listed and defined below:

TEKS Standard 113.32.1: History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods, and

(C) explain the significance of the following dates: 1898, 1914-1918,1929, 1941-1945, and 1957.

TEKS Standard 113.32.2: History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and

(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

TEKS Standard 113.32.3: History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt,

moved the United States into the position of a world power (listed in glossary as "United States as a World Power");

(B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare;

(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John Pershing during World War I; and

(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.

TEKS Standard 113.32.4: History. The student understands the effects of reform and third party movements on American society. The student is expected to:

(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;

(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and

(C) evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.

TEKS Standard 113.32.5: History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:

(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.

TEKS Standard 113.32.6: History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;

(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;

(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;

(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift;

(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;

(F) describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;

(G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and

(H) identify the origins of major domestic and foreign policy issues currently facing the United States.

TEKS Standard 113.32.7: History. The student understands the impact of the American civil rights movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the 18th,19th, and 20th centuries, including the 13th, 14th, 15th amendments;

(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;

(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and

(D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.

TEKS Standard 113.32.8: Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

TEKS Standard 113.32.9: Geography. The student understands the impact of geographic factors on major events. The student is expected to:

(A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and

(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

TEKS Standard 113.32.10: Geography. The student understands the effects of migration and immigration on American society. The student is expected to:

(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and

(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.

TEKS Standard 113.32.11: Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution and predict future effects on the physical environment; and

(B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.

TEKS Standard 113.32.12: Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) analyze the relationship between private property rights and the settlement of the Great Plains;

(B) compare the purpose of the Interstate Commerce Commission with its performance over time;

(C) describe the impact of the Sherman Antitrust Act on businesses;

(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and

(E) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

TEKS Standard 113.32.13: Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s;

(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;

(C) analyze the effects of the Great Depression on the U.S. economy and government;

(D) evaluate the effectiveness of New Deal measures in ending the Great Depression; and

(E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.

TEKS Standard 113.32.14: Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:

(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;

(B) identify the causes and effects of prosperity in the 1950s;

(C) describe the impact of the Cold War on the business cycle and defense spending;

(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and

(E) describe the dynamic relationship between U.S. international trade policies and the U.S..free enterprise system.

TEKS Standard 113.32.15: Government. The student understands changes in the role of government over time. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;

(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;

(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and

(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.

TEKS Standard 113.32.16: Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government; and

(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.

TEKS Standard 113.32.17: Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as Brown v. Board of Education, Regents of the University of California v. Bakke, and Reynolds v. Sims; and

(B) analyze reasons for the adoption of 20th-century constitutional amendments.

TEKS Standard 113.32.18: Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;

(B) evaluate various means of achieving equality of political rights, including the19th, 24th, and 26th amendments; and

(C) explain how participation in the democratic process reflects our national identity.

TEKS Standard 113.32.19: Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) describe qualities of effective leadership;

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and

(C) identify the contributions of Texans who have been President of the United States.

TEKS Standard 113.32.20: Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's The Grapes of Wrath.

(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;

(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;

(D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and

(E) identify the impact of popular American culture on the rest of the world.

TEKS Standard 113.32.21: Culture. The student understands how people from various groups, including racial, ethnic, and religious groups adapt to life in the United States and contribute to our national identity. The student is expected to:

(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;

(B) explain efforts of the Americanization movement to assimilate immigrants into American culture;

(C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and

(D) identify the political, social, and economic contributions of women to American society.

TEKS Standard 113.32.22: Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;

(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and

(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

TEKS Standard 113.32.23: Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:

(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and

(B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.

TEKS Standard 113.32.24: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;

(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(F) identify bias in written, oral, and visual material;

(G) support a point of view on a social studies issue or event; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

TEKS Standard 113.32.25: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

TEKS Standard 113.32.26: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Quality Core Curriculum Standards of the State of Georgia

The Georgia curriculum guide for secondary social studies is an intricate list of topics that lead to standards in a strictly chronological order. Differing from each of the others, it appeared to the researcher to be the curriculum that was best suited to the textbooks examined in this study. The Georgia Q.C.C. was retrieved from the official website of the Georgia Department of Education:

http://www.glc.k12.ga.us

The U.S. History topics and their respective standards were listed and defined below:

Social Studies QCC 1: Topic: Colonization

Standard: Identifies and describes the native inhabitants the Europeans found in the New World.

Social Studies QCC 2: Topic: Colonization

Standard: Identifies the factors that led to the colonization of the continent of North America.

- national rivalry (example: defeat of Spanish Armada 1588)
- religious persecution
- economic opportunity, and
- political unrest.

Social Studies QCC 3: Topic: Colonization

Standard: Identifies and analyzes the social, political, religious and economic patterns that developed in the American colonies.

Social Studies QCC 4: Topic: Colonial Rivalry

Standard: Explains the causes and effects of the French and Indian War.

Social Studies QCC 5: Topic: Independence

Standard: Explains the causes of the American Revolution (1763-1775).

Social Studies QCC 6: Topic: Independence

Standard: Identifies and analyzes the Declaration of Independence.

- basis for self-evident truths and inalienable rights
- obtain support of the uncommitted Americans, and
- gain foreign support.

Social Studies QCC 7: Topic: Revolutionary War

Standard: Describes the major events, military campaigns and influential persons of the American Revolution. Develops a beliefs and values profile, including George Washington and Benjamin Franklin.

Social Studies QCC 8: Topic: Constitutionalism

Standard: Discusses the limitations of the Articles of Confederation and the reasons for the calling of the Constitutional Convention.

Social Studies QCC 9: Topic: Compromise

Standard: Summarizes the debates and resulting compromises of the Constitutional Convention.

- large v. small states
- Hamilton and Madison, and
- north-south division

Social Studies QCC 10: Topic: Ratification

Standard: Summarizes the Constitutional ratification process.

- role of the Federalist Papers
- foundations of political parties
- the Bill of Rights, and
- Anti-Federalist arguments.

Social Studies QCC 11: Topic: Individual Rights

Standard: Identifies the Bill of Rights as the first 10 amendments to the U.S. Constitution and states their importance.

Social Studies QCC 12: Topic: Presidential Leadership Party System

Standard: Explains the importance of Washington's and John Adams' administrations.

-cabinet appointments

-federal judiciary completed / judicial review -Hamilton's financial system

-first American party system

-Whiskey Rebellion

-Neutrality Proclamation

-"Farewell Address"

-"XYZ" Affair, and

-Virginia and Kentucky resolutions.

Social Studies QCC 13: Topic: Territorial Expansion

Standard: Traces and describes the growth of a nation.

- Louisiana Purchase

- War of 1812

- Convention of 1818

- Florida acquired (Adams-Onis Treaty)

- The Monroe Doctrine, and

- Trail of Tears

Social Studies QCC 14: Topic: Party Formation

Standard: Traces the development of political parties in the United States.

- the era of Good Feelings/Nationalism

- election of 1824

- formation of the modern-day Democratic party and the Whig party

- Clay's American System, and

- Jacksonian Democracy

Social Studies QCC 15: Topic: Manifest Destiny

Standard: Examines the concept "Manifest Destiny" as it applies to U.S. history between 1830-1860.

- Texas and Oregon

- election of 1844

- Mexican War

- California gold rush of 1849, and

- Gadsen Purchase

Social Studies QCC 16: Topic: National Reform

Standard: Identifies the intellectual, cultural and social movements between 1830-1860.

- Transcendentalism

- Second Great Awakening

- Abolitionist Movement

- Women's Movement, and

- Nativist Movement.

- Develops a beliefs and values profile, including Ralph Waldo Emerson, Elizabeth Cady Stanton, Harriet Tubman, and Frederick Douglass.

Social Studies QCC 17: Topic: Economic Development

Standard: Identifies and examines the industrial and transportation improvements from 1820-1860.

Social Studies QCC 18: Topic: Sectionalism

Standard: Identifies and analyzes the causes and events leading to the Civil War:

- compromises of 1820, 1833, 1850

- Kansas - Nebraska Act

- formation of the present day Republican Party

- Dred Scott Decision

- Lincoln-Douglas Debate

- John Brown's raid

- Lincoln's Election, and

- secession of South Carolina.

Social Studies QCC 19: Topic: Leadership

Standard: Examines the values and beliefs of major Civil War personalities, including Lincoln and Lee.

Social Studies QCC 20: Topic: Civil War

Standard: Discusses and analyzes reasons for the military defeat of the Confederacy.

- Southern advantages and disadvantages

- Southern victories from Bull Run to Chancellorsville

- Emancipation Proclamation

- Union victories at Gettysburg and Vicksburg

- Sherman's capture of Atlanta and "March to the Sea," and

- Lee's surrender at Appomattox.

Social Studies QCC 21: Topic: Reconstruction

Standard: Analyzes the social, political and economic results of Reconstruction.

Social Studies QCC 22: Topic: Industrial Revolution

Standard: Traces the development of the Industrial Revolution in the United States.

- population shifts from rural

-problems of urbanization

-entrepreneurship and the growth of business

-problems of monopolies, and

-rise of labor unions

Social Studies QCC 23: Topic: Expansion

Standard: Traces the Westward Expansion from 1865-1900.

- transcontinental railroads

- defeat of the Plains Indians, and

- homesteading on the Plains

Social Studies QCC 24: Topic: Social Change

Standard: Describes and analyzes the social changes in the United States from 1870-1910.

- "Jim Crow" laws in the South

- The New Immigration

- Plessy vs. Ferguson (1896), and

- W.E.B. DuBois opposes views of Booker T. Washington.

Social Studies QCC 25: Topic: Political Reform

Standard: Describes and analyzes the political reforms in the United States from 1870-1910.

- Greenback Party (silver issue) and

- Populist Movement

Social Studies QCC 26: Topic: Imperialism

Standard: Traces and analyzes the developments that led to United States emerging as a world power.

-international trade

-rise of world imperialism

-US expansionist sentiment, and

-Spanish-American War and resulting territorial acquisitions

Social Studies QCC 27: Topic: Progressivism

Standard: Identifies and states the significance of the national reforms of Teddy Roosevelt and Woodrow Wilson during the Progressive Era.

- antitrust legislation

- "Square Deal"

- conservation movement, and

- the New Freedom.

Social Studies QCC 28: Topic: Interventionism

Standard: Evaluates the foreign policies of Teddy Roosevelt, Taft and Wilson.

- Panama Canal

- Big Stick diplomacy in Latin America

- "Dollar Diplomacy" (Taft), and

- Wilson's "Missionary Diplomacy" in Haiti and Mexico.

Social Studies QCC 29: Topic: World War

Standard: Explains American entry into World War I and describes the impact of the war on life in the United States.

- sinking of the Lusitania

- U-Boat / Zimmerman note

- women and blacks enter the arms industries

- suppression of pacifists and dissenters

- 18th (prohibition) and 19th (womens' suffrage) amendments ratified

- rejection of Wilson's League of Nations, and

- isolationism vs. interventionist.

Social Studies QCC 30: Topic: Social Change

Standard: Analyzes social upheavals in the United States in the 1920's and 1930's.

- Scopes Trial

- rise of KKK

- anti-foreign sentiment

- women suffrage

- prohibition and gangsterism, and

- changes in lifestyles.

Social Studies QCC 31: Topic: Economic Depression

Standard: Analyzes the causes and effects of the Great Depression.

Social Studies QCC 32: Topic: New Deal Reforms

Standard: Analyzes the development and implementation of Franklin Delano Roosevelt's programs and relates their impact on present day social and economic policies.

Social Studies QCC 33: Topic: Global Conflict

Standard: Analyzes the causes and results of America's participation in World War II.

- rise of dictatorships

- totalitarian aggressions and extermination policies of Hitler

- Fall of France, Battle of Britain

- Pearl Harbor

- women and minorities in the military and defense jobs

- rationing of resources to support war effort

- U.S. military contributions to allied victory

- creation of the United Nations, and

- Nuremburg war trials.

Social Studies QCC 34: Topic: Cold War

Standard: Traces the causes and effects of the Cold War period 1945-1960.

- Berlin Airlift

- NATO vs. Warsaw Pacts

- Nuclear Arms Race

- Space Race

- Korean War, and

- McCarthyism.

Social Studies QCC 35: Topic: Foreign Relations

Standard: Analyzes United States foreign relations from 1961 to present:

- Cuba (Bay of Pigs, Missile Crisis)

- Latin America (Panama, Nicaragua-Contras)

- Mexico and Canada (Trade Agreements, immigration)

- Vietnam and Southeast Asia (Vietnam War: origins, issues, results)

- Middle East (oil embargoes, Iranian hostage crisis, Gulf War)

- U.S.

- Israel Relations (Camp David Accords)

- China (Nixon policies), and

- Africa (Apartheid).

Social Studies QCC 36: Topic: Social Protest

Standard: Evaluates social protest movements and the demand for reforms in the post-World War II period to the present.

- rock-n-roll
- Counter cultures
- Feminist movement, and
- Environmentalism.

Social Studies QCC 37: Topic: Civil Rights

Standard: Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present.

- Integration of military
- Brown vs. Board of Education 1954 (Plessy vs. Ferguson)
- Montgomery bus boycott
- Central High, Little Rock
- Freedom Rides and sit-ins
- Selma
- Washington March, "I Have a Dream" Speech
- Rosa Parks
- Malcolm X
- Dr. Martin Luther King, Jr.
- Jesse Jackson, and
- Farakhan.

Social Studies QCC 38: Topic: Role of Government in the Economy

Standard: Analyzes how conflicting philosophies affect the US government's role in solving domestic problems.

-fiscal and monetary policy

-impact of the Great Society

-debate on the welfare state

-debate over social issues, and

-1994 Congressional "revolution"

Social Studies QCC 39: Topic: Technological Advancement Economics

Standard: Evaluates the impact of technological changes in the post-World War II period to the present.

Social Studies QCC 40: Topic: Skill Development

Standard: Locates and explains the location and expansion of the original colonies.

Traces the advance of the frontier and the territorial expansion of the United States and explains how it was influenced by the physical environment.

Locates new states as they were added to the union.

Social Studies QCC 41: Topic: Skill Development

Standard: Compares patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.

Social Studies QCC 42: Topic: Skill Development

Standard: Analyzes the political, social, and economic implications of demographic changes in the nation over time.

Social Studies QCC 43: Topic: Skill Development

Standard: Interprets the significance of excerpts from famous speeches and documents in U.S. history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick...," "The Gettysburg Address," and "The Virginia Statute of Religious Freedom."

Social Studies QCC 44: Topic: Skill Development

Standard: Formulates historical questions and defends findings based on inquiry and interpretation.

Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.).

Social Studies QCC 45: Topic: Skill Development

Standard: Communicates findings orally, in brief analytical essays, and in a comprehensive paper.

Social Studies QCC 46: Topic: Skill Development

Standard: Develops skills in discussion, debate, and persuasive writing with respect to enduring issues and determines how divergent viewpoints have been addressed and reconciled. Such issues include:

- civil disobedience vs. the rule of law
- slavery and its impact
- the relationship of government to the individual in economic planning and social programs
- freedom of the press vs. the right to a fair trial
- the tension between majority rule and minority rights
- problems of intolerance toward racial, ethnic, and religious groups in American society

- the evolution of rights, freedoms, and protections through political and social movements.

Social Studies QCC 47: Topic: Skill Development

Standard: Translates dates into centuries.

Social Studies QCC 48: Topic: Skill Development

Standard: Makes timelines sequencing a series of events.

Social Studies QCC 49: Topic: Skill Development

Standard: Uses annotated timelines to relate people and events.

Social Studies QCC 50: Topic: Skill Development

Standard: Uses flow chart

-to show cause/effect

-to show origin and completion of a cycle, and

-to show change over time.

Social Studies QCC 51: Topic: Skill Development

Standard: Formulates generalizations and conclusions about time in studying the development of U.S. history.

Social Studies QCC 52: Topic: Skill Development

Standard: Relates past to present in the study of change and continuity in U.S. history.

Appendix B: Line Count Tallies From the Test of the Instrument (Chapter 3)

Era #6 was covered in the pilot textbook from chapter 13 through chapter 18. The historical periods addressed by this era included Reconstruction through the end of the 19th century.

Era #6 Learning Expectations and Performance Indicators:

- The student will investigate the dynamics of the post-Reconstruction era and the people and events that influenced the country.
- Identify the events and impact of the westward movement and the Indian Wars.

Discuss how the Civil War and prior wars promoted change.

- 14th and 15th Amendments – 72 lines (Chapter 14).
- Changes involving national politics, "Black Codes", and the Freedman's Bureau – 171 lines (Chapter 14).

List contributors to the technological, industrial, and social advancements of the era.

- Development and growth of national railroads – 140 lines (Chapter 16).
- Business contributions of Rockefeller, Morgan, Carnegie, Ward, and Sears – 162 lines (Chapter 16).
- Inventions of Bell, Sellers, Taylor, and Edison – 226 lines (Chapter 16).
- Social reform of Addams, Willard, Washington, and Du Bois, and the growth of schools and colleges – 278 lines (Chapter 17).

Explain the significance of landmark events and innovations of the era.

- Bridge-building heroes – 195 lines (Chapter 17).
- The elevator and skyscrapers – 115 lines (Chapter 17).

Appraise the long-term impact of the Gilded Age on American life.

- The lasting effects of the administrations of Garfield and Arthur – 31 lines (Chapter 18).
- The growth of labor unions and the contributions of Gompers – 183 lines (Chapter 16).
- The impact of the Cleveland administration and the Interstate Commerce Act – 36 lines (Chapter 18).
- The effects of the Sherman Antitrust Act and the "Billion-Dollar Congress" – 64 lines (Chapter 18).
- Granger laws and the Farmers' Alliances – 47 lines (Chapter 18).
- Bryan and the Gold Standard – 58 lines (Chapter 18).

Trace the cultural conflict between Native Americans and American settlers.

- Indians on the Great Plains and settlers' agendas – 78 lines (Chapter 15).

Describe the engagements that occurred between the American Indians and the United States government.

- The Indian Wars – 246 lines (Chapter 15).
- Indian policy, old and new – 89 lines (Chapter 15).

Evaluate the origins of environmentalism and the conservation movement in the 19th century West.

- Roosevelt's conservation movement – 49 lines (Chapter 20).

Era #7 was covered in the pilot textbook from chapter 19 through chapter 21. The historical periods addressed by this era included the turn of the 20th century through the end of World War I.

Era #7 Learning Expectations and Performance Indicators:

- The student will understand the role of the United States in world affairs.
- The student will understand the causes for WWI and the reasons for America's entry into the war.

Review the policy of neutrality and the Monroe Doctrine.

- American neutrality up to 1917 – 65 lines (Chapter 21).
- The new Monroe Doctrine – 113 lines (Chapter 19).

Analyze the causes, course, and consequences of the Spanish-American War and Filipino insurrection.

- Causes of the Spanish-American War – 63 lines (Chapter 19).
- The course of the Spanish-American War – 67 lines (Chapter 19).
- The consequences of the Spanish-American War – 102 lines (Chapter 19).
- The Filipino Insurrection – 20 lines (Chapter 19).

Evaluate the effectiveness of the Roosevelt/Taft foreign policies on United States-Latin American relations.

- Roosevelt's foreign policies with Latin America – 96 lines (Chapter 20).
- Taft's foreign policies with Latin America – 9 lines (Chapter 20).

Judge the moral arguments and impact of Wilson's foreign policies.

- Moral arguments of Wilson's foreign policy – 29 lines (Chapter 20).
- The Impact of Wilson's foreign policy – 125 lines (Chapters 20 and 21).

Describe how naval rivalries affect international relations.

- Naval rivalries and international relations – 100 lines (Chapter 21).

Classify the causes and course of World War I.

- Causes of WWI – 178 lines (Chapter 21).
- Course of WWI. – 262 lines (Chapter 21).

Formulate the progression of United States policy from neutrality in 1914 to direct involvement in 1917.

- U.S. foreign policy from 1914 to 1917 regarding war involvement – 188 lines (Chapter 21).

Weigh the strength of the isolationist position versus the intervention arguments.

- Strengths of the isolationist position before WWI – 39 lines (Chapter 21).

Era #8 was covered in the pilot textbook from chapter 22 through chapter 27. The historical periods addressed by this era included the late 1920s through the end of World War II.

Era #8 Learning Expectations and Performance Indicators:

- The student will investigate the causes, effects, and attempts to deal with the Great Depression.
- The student will investigate the causes and significance of World War II.

Name certain conditions that may likely bring about economic declines as in recessions and depressions.

- Causes of economic decline and depression – 101 lines (Chapter 23).

Discuss the causes of the Great Depression.

- Causes of the Great Depression – 260 lines (Chapter 23).

Organize a timeline of Depression Era events.

- Events of the Great Depression – 1354 lines (Chapters 23 and 24).

Determine why the economic crisis of the 1930s is considered to be the "Great Depression".

- Why it's called the "Great Depression" – 187 lines (Chapters 23 and 24).

List reasons for international conflict.

- International conflict leading to WWII – 207 lines (Chapters 25 and 26).

Describe the causes of World War II.

- Causes of WWII – 492 lines (Chapters 25 and 26).

Explain why appeasement failed to prevent war.

- Appeasing Hitler and Germany – 53 lines (Chapter 26).

Assess the character of the war at home and abroad and the reshaping of the United States role in world affairs.

- The U.S. role abroad in world affairs – 1334 lines (Chapters 26 and 27).
- The home front during WWII – 209 lines (Chapter 27).

Era #9 was covered in the pilot textbook from chapter 28 through chapter 33. The historical periods addressed by this era included the origins of the Cold War through the early 1970s.

Era #9 Learning Expectations and Performance Indicators:

- The student will understand the causes, course, and effects of the Cold War.

- The student will investigate and understand the active theaters of conflict during the Cold War.

Identify past international rivalries and alliances.

- International rivalries and alliances – 787 lines (Chapter 28).

Trace the roots of the Cold War.

- Roots of the Cold War – 366 lines (Chapter 28).

Discuss the United Nations' role in reducing international tensions and conflict.

- Role of the United Nations – 94 lines (Chapter 28).

Formulate alternative solutions to solving the conflicts of the Cold War other than conventional military interventions.

- Alternative solutions to war – 262 lines (Chapters 28 and 29).

Recall actions not defined as actual war that illustrate conflict and tension between rival groups.

- The Truman Doctrine – 47 lines (Chapter 28).
- The Red Scare – 66 lines (Chapter 28).
- McCarthyism – 86 lines (Chapters 28 and 29).
- Control of nuclear power – 34 lines (Chapters 28 and 29).
- The McCarran-Walter Act – 58 lines (Chapter 28).

Identify the causes, course, and effect of the Korean Conflict.

- Causes of the Korean War – 123 lines (Chapter 28).
- Course of the Korean War – 133 lines (Chapter 28).
- Effect of the Korean War – 120 lines (Chapter 29).

Explain how Germany remained an active theater of conflict after World War II.

- Conflict in Germany after WWII – 116 lines (Chapters 28, 29 and 31).

Assess long-term implications of Cold War interventions.

- Implications for U.S. involvement in the Cold War – 782 lines (Chapters 28, 29 and 31).

Era #10 was covered in the pilot textbook from chapter 31 through chapter 36. The historical periods addressed by this era included the Vietnam War years to the present.

Era #10 Learning Expectations and Performance Indicators:

- The student will understand the causes, course, and the effects of the Vietnam War at home and abroad.
- The student will investigate domestic and foreign policy trends since 1968.

Identify Vietnam and the reasons for American interest in the region.

- Identification of Vietnam – 25 lines (Chapter 31).
- Reasons for American interest in Vietnam – 60 lines (Chapter 31).

Construct a timeline of American interest in Vietnam since World War II.

- Events of American involvement in Vietnam – 610 lines (Chapters 31, 32, and 33).

Investigate both sides of the debate concerning American involvement in Vietnam.

- Pro-war sentiment – 45 lines (Chapters 31 and 32).
- Anti-war sentiment – 133 lines (Chapters 32 and 33).

Evaluate how the Vietnam War affected United States foreign policy.

- The war and foreign policy – 550 lines (Chapters 31, 32, and 33).

Differentiate between the major parties' domestic and foreign policies.

- Foreign policies of the parties – 224 lines (Chapters 31, 32 and 33).
- Domestic policies of the parties – 611 lines (Chapters 31, 32 and 33).

Design a policy responding to a contemporary domestic or foreign issue.

- Information on contemporary policies, foreign and domestic – 2254 lines (Chapters 33, 34, 35 and 36).

Appendix C: Line Count Tallies From the Study (Chapter 4)

Era #6 – Industrial Development of the United States (1870-1900)

Learning Expectations: The student will

- investigate the dynamics of the post-Reconstruction era and the people and events that influenced the country.
- Identify the events and impact of the westward movement and the Indian Wars.

Performance Indicators: The student will be able to

6.1- discuss how the Civil War and prior wars promoted change.

- (1) *The American Nation.* 477 total lines (Chapter 13).
- (2) *The Americans.* 547 total lines (Chapter 12).
- (3) *Pathways to Present.* 770 total lines (Chapter 13).
- (4) *A History of the U.S.* 243 total lines (Chapter 14).

6.2- list contributors to the technological, industrial, and social advancements of the era.

- (1) *The American Nation.* 518 total lines (Chapters 14, 15, 16, and 17).
- (2) *The Americans.* 384 total lines (Chapters 14 and 15).
- (3) *Pathways to Present.* 503 total lines (Chapters 14 and 16).
- (4) *A History of the U.S.* 806 total lines (Chapters 16 and 17).

6.3- explain the significance of landmark events and innovations of the era.

- (1) *The American Nation.* 92 total lines (Chapter 15).
- (2) *The Americans.* 301 total lines (Chapters 14 and 15)
- (3) *Pathways to Present.* 288 total lines (Chapter 14).
- (4) *A History of the U.S.* 310 total lines (Chapter 17).

6.4- appraise the long-term impact of the Gilded Age on American life.

- (1) *The American Nation.* 316 total lines (Chapters 16).
- (2) *The Americans.* 638 total lines (Chapter 14).
- (3) *Pathways to Present.* 812 total lines (Chapters 16 and 17).
- (4) *A History of the U.S.* 419 total lines (Chapters 16 and 18).

6.5- trace the cultural conflict between Native Americans and American settlers.

- (1) *The American Nation.* 440 total lines (Chapter 14).
- (2) *The Americans.* 260 total lines (Chapter 13).
- (3) *Pathways to Present.* 291 total lines (Chapter 15).
- (4) *A History of the U.S.* 178 total lines (Chapter 15).

6.6- describe the engagements that occurred between the American Indians and the United States government.

- (1) *The American Nation.* 414 total lines (Chapter 14).
- (2) *The Americans.* 159 total lines (Chapter 13).
- (3) *Pathways to Present.* 242 total lines (Chapter 15).
- (4) *A History of the U.S.* 335 total lines (Chapter 15).

6.7- evaluate the origins of environmentalism and the conservation movement in the 19th century West.

- (1) *The American Nation.* 67 total lines (Chapter 18).
- (2) *The Americans.* 76 total lines (Chapter 17).
- (3) *Pathways to Present.* 54 total lines (Chapters 15 and 19).
- (4) *A History of the U.S.* 47 total lines (Chapter 20).

Era #7 – Emergence of Modern America (1890-1930)

Learning Expectations: The student will

- understand the role of the United States in world affairs.
- understand the causes for World War I and the reasons for America's entry into the war.

Performance Indicators: The student will be able to

7.1- review the policy of neutrality and the Monroe Doctrine.

- (1) *The American Nation.* 166 total lines (Chapters 19 and 20).
- (2) *The Americans.* 90 total lines. (Chapters 18 and 19).
- (3) *Pathways to Present.* 99 total lines (Chapters 18 and 20).
- (4) *A History of the U.S.* 178 total lines (Chapters 19 and 21).

7.2- analyze the causes, course, and consequences of the Spanish-American War and Filipino insurrection.

- (1) *The American Nation.* 220 total lines (Chapter 19).
- (2) *The Americans.* 403 total lines (Chapter 18).
- (3) *Pathways to Present.* 389 total lines (Chapter 18).
- (4) *A History of the U.S.* 252 total lines (Chapter 19).

7.3- evaluate the effectiveness of the Roosevelt/Taft foreign policies on United States-Latin American relations.

- (1) *The American Nation.* 110 total lines (Chapters 18 and 19).
- (2) *The Americans.* 122 total lines (Chapter 18).
- (3) *Pathways to Present.* 124 total lines (Chapter 18).
- (4) *A History of the U.S.* 105 total lines (Chapter 20).

7.4- judge the moral arguments and impact of Wilson's foreign policies.

- (1) *The American Nation.* 197 total lines (Chapter 19).
- (2) *The Americans.* 81 total lines (Chapter 18).
- (3) *Pathways to Present.* 174 total lines (Chapters 20 and 21).
- (4) *A History of the U.S.* 154 total lines (Chapters 20 and 21).

7.5- describe how naval rivalries affect international relations.

- (1) *The American Nation.* 42 total lines (Chapters 19 and 20).
- (2) *The Americans.* 119 total lines (Chapter 18).
- (3) *Pathways to Present.* 101 total lines (Chapters 18 and 20).
- (4) *A History of the U.S.* 100 total lines (Chapter 21).

7.6- classify the causes and course of World War I.

- (1) *The American Nation.* 554 total lines (Chapter 20).
- (2) *The Americans.* 697 total lines (Chapter 19).
- (3) *Pathways to Present.* 606 total lines (Chapter 20).
- (4) *A History of the U.S.* 440 total lines (Chapter 21).

7.7- formulate the progression of United States policy from neutrality in 1914 to direct involvement in 1917.

- (1) *The American Nation.* 144 total lines (Chapter 20).
- (2) *The Americans.* 166 total lines (Chapters 18 and 19).
- (3) *Pathways to Present.* 197 total lines (Chapter 20).
- (4) *A History of the U.S.* 188 total lines (Chapter 21).

7.8- weigh the strength of the isolationist position versus the intervention arguments.

- (1) *The American Nation.* 92 total lines (Chapter 20).

- (2) *The Americans.* 72 total lines (Chapter 20).
- (3) *Pathways to Present.* 148 total lines (Chapters 19 and 20).
- (4) *A History of the U.S.* 39 total lines (Chapter 21).

Era #8 – The Great Depression and World War II (1929-1945)

Learning Expectations: The student will

- investigate the causes, effects, and attempts to deal with the Great Depression.
- investigate the causes and significance of World War II.

Performance Indicators: The student will be able to

8.1- name certain conditions that may likely bring about economic declines as in recessions and depressions.

- (1) *The American Nation.* 181 total lines (Chapter 23).
- (2) *The Americans.* 171 total lines (Chapter 22).
- (3) *Pathways to Present.* 169 total lines (Chapter 22).
- (4) *A History of the U.S.* 101 total lines (Chapter 23).

8.2- discuss the causes of the Great Depression.

- (1) *The American Nation.* 107 total lines (Chapter 23).
- (2) *The Americans.* 374 total lines (Chapter 22).
- (3) *Pathways to Present.* 245 total lines (Chapter 22).
- (4) *A History of the U.S.* 260 total lines (Chapter 23).

8.3- organize a timeline of Depression Era events.

- (1) *The American Nation.* 1198 total lines (Chapters 23 and 24).
- (2) *The Americans.* 1485 total lines (Chapters 22 and 23).
- (3) *Pathways to Present.* 2416 total lines (Chapters 22 and 23).

- (4) *A History of the U.S.* 1354 total lines (Chapters 23 and 24).

8.4- determine why the economic crisis of the 1930s is considered to be the "Great Depression".

- (1) *The American Nation.* 118 total lines (Chapter 23).
- (2) *The Americans.* 190 total lines (Chapter 22).
- (3) *Pathways to Present.* 232 total lines (Chapters 22 and 23).
- (4) *A History of the U.S.* 187 total lines (Chapters 23 and 24).

8.5- list reasons for international conflict.

- (1) *The American Nation.* 333 total lines (Chapter 25).
- (2) *The Americans.* 239 total lines (Chapter 24).
- (3) *Pathways to Present.* 416 total lines (Chapter 24).
- (4) *A History of the U.S.* 207 total lines (Chapters 25 and 26).

8.6- describe the causes of World War II.

- (1) *The American Nation.* 609 total lines (Chapter 25).
- (2) *The Americans.* 410 lines (Chapter 24).
- (3) *Pathways to Present.* 444 total lines (Chapter 24).
- (4) *A History of the U.S.* 492 total lines (Chapters 25 and 26).

8.7- explain why appeasement failed to prevent war.

- (1) *The American Nation.* 67 total lines (Chapter 25).
- (2) *The Americans.* 42 total lines (Chapter 24).
- (3) *Pathways to Present.* 39 total lines (Chapter 24).
- (4) *A History of the U.S.* 53 total lines (Chapter 26).

8.8- assess the character of the war at home and abroad and the reshaping of the United States role in world affairs.

- (1) *The American Nation.* 1190 total lines (Chapter 26).
- (2) *The Americans.* 1576 total lines (Chapters 24 and 25).
- (3) *Pathways to Present.* 2408 total lines (Chapters 24 and 25).
- (4) *A History of the U.S.* 1543 total lines (Chapters 26 and 27).

Era #9 – Post World War II Era (1945-1970s)

Learning Expectations: The student will

- understand the causes, course, and effects of the Cold War.
- investigate and understand the active theaters of conflict during the Cold War.

Performance Indicators: The student will be able to

9.1- identify past international rivalries and alliances.

- (1) *The American Nation.* 363 total lines (Chapters 26 and 27).
- (2) *The Americans.* 371 total lines (Chapters 25 and 26).
- (3) *Pathways to Present.* 708 total lines (Chapters 24 and 26).
- (4) *A History of the U.S.* 787 total lines (Chapter 28).

9.2- trace the roots of the Cold War.

- (1) *The American Nation.* 101 total lines (Chapter 27).
- (2) *The Americans.* 268 total lines (Chapter 26).
- (3) *Pathways to Present.* 296 total lines (Chapter 26).
- (4) *A History of the U.S.* 366 total lines (Chapter 28).

9.3- discuss the United Nations' role in reducing international tensions and conflict.

- (1) *The American Nation.* 190 total lines (Chapters 27 and 28).

- (2) *The Americans.* 131 total lines (Chapter 26).
- (3) *Pathways to Present.* 285 total lines (Chapter 26).
- (4) *A History of the U.S.* 94 total lines (Chapter 28).

9.4- formulate alternative solutions to solving the conflicts of the Cold War other than conventional military interventions.

- (1) *The American Nation.* 386 total lines (Chapters 27, 28, and 29).
- (2) *The Americans.* 255 total lines (Chapter 26).
- (3) *Pathways to Present.* 604 total lines (Chapters 26, 28, and 32).
- (4) *A History of the U.S.* 262 total lines (Chapters 28 and 29).

9.5- recall actions not defined as actual war that illustrate conflict and tension between rival groups.

- (1) *The American Nation.* 173 total lines (Chapters 27, 28, and 29).
- (2) *The Americans.* 323 total lines (Chapters 26, 27, and 28).
- (3) *Pathways to Present.* 222 total lines (Chapters 26, 28, and 32).
- (4) *A History of the U.S.* 291 total lines (Chapters 28 and 29).

9.6- identify the causes, course, and effect of the Korean Conflict.

- (1) *The American Nation.* 199 total lines (Chapters 27 and 28).
- (2) *The Americans.* 135 total lines (Chapter 26).
- (3) *Pathways to Present.* 137 total lines (Chapter 26).
- (4) *A History of the U.S.* 376 total lines (Chapters 28 and 29).

9.7- explain how Germany remained an active theater of conflict after World War II.

- (1) *The American Nation.* 125 total lines (Chapters 27 and 29).
- (2) *The Americans.* 74 total lines (Chapter 26 and 28).

- (3) *Pathways to Present.* 186 total lines (Chapter 26).
- (4) *A History of the U.S.* 116 total lines (Chapters 28, 29, and 31).

9.8- assess long-term implications of Cold War interventions.

- (1) *The American Nation.* 392 total lines (Chapters 27, 28, 29, and 32).
- (2) *The Americans.* 660 total lines (Chapters 26, 28, and 33).
- (3) *Pathways to Present.* 793 total lines (Chapters 26, 28, and 32).
- (4) *A History of the U.S.* 782 lines (Chapters 28, 29, and 31).

Era #10 – The Contemporary United States (1968-present)

Learning Expectations: The student will

- understand the causes, course, and the effects of the Vietnam War at home and abroad.
- investigate domestic and foreign policy trends since 1968.

Performance Indicators: The student will be able to

10.1- identify Vietnam and the reasons for American interest in the region.

- (1) *The American Nation.* 584 total lines (Chapter 30).
- (2) *The Americans.* 342 total lines (Chapters 29 and 30).
- (3) *Pathways to Present.* 377 total lines (Chapters 26, 28, and 31).
- (4) *A History of the U.S.* 85 total lines (Chapter 31).

10.2- construct a timeline of American interest in Vietnam since World War II.

- (1) *The American Nation.* 640 total lines (Chapter 30).
- (2) *The Americans.* 1077 total lines (Chapters 28, 29, and 30).
- (3) *Pathways to Present.* 984 total lines (Chapters 26, 28, 31, and 32).
- (4) *A History of the U.S.* 610 total lines (Chapters 31, 32, and 33).

10.3- investigate both sides of the debate concerning American involvement in Vietnam.

- (1) *The American Nation.* 253 total lines (Chapter 30).
- (2) *The Americans.* 730 total lines (Chapter 30).
- (3) *Pathways to Present.* 359 total lines (Chapters 28, 31, and 32).
- (4) *A History of the U.S.* 178 total lines (Chapters 31, 32, and 33).

10.4- evaluate how the Vietnam War affected United States foreign policy.

- (1) *The American Nation.* 196 total lines (Chapter 30).
- (2) *The Americans.* 492 total lines (Chapters 29 and 30).
- (3) *Pathways to Present.* 651 total lines (Chapters 31 and 32).
- (4) *A History of the U.S.* 550 total lines (Chapters 31, 32, and 33).

10.5- differentiate between the major parties' domestic and foreign policies.

- (1) *The American Nation.* 737 total lines (Chapters 31, 32, and 33).
- (2) *The Americans.* 1241 total lines (Chapters 31-36).
- (3) *Pathways to Present.* 1651 total lines (Chapters 31-42).
- (4) *A History of the U.S.* 1335 total lines (Chapters 31-36).

10.6- design a policy responding to a contemporary domestic or foreign issue.

- (1) *The American Nation.* 647 total lines (Chapters 31, 32, and 33).
- (2) *The Americans.* 1101 total lines (Chapters 31-36).
- (3) *Pathways to Present.* 1588 total lines (Chapters 31-42).
- (4) *A History of the U.S.* 2254 total lines (Chapters 31-36).

Vita

Michael Glen Lovorn was born in Pasadena, Texas on August 25, 1971. He was raised in Maynardville, Tennessee and attended Big Ridge Elementary School. He graduated from Horace Maynard High School in Maynardville in 1989. From there, he attended Carson-Newman College in Jefferson City, Tennessee where he earned a Bachelor of Arts degree in history and political science in 1993. He earned his Master of Science degree in social studies education from the University of Tennessee, Knoxville in 2000.

Michael is currently pursuing his doctorate in social studies education at the University of Tennessee, Knoxville.