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THE EFFECTS OF GROUPING IN SOCIAL STUDIES ON THE ENJOYMENT,
MOTIVATION, AND SUCCESSFUL LEARNING
WHEN READING INFORMATIVE TEXTS

by
Pamela D. Pitt

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree of The Graduate School
At Rowan University
July 3, 2002

Approved by

Professor

Date Approved

July 3, 2002

ABSTRACT

Pamela D. Pitt

THE EFFECTS OF GROUPING IN SOCIAL STUDIES ON THE ENJOYMENT, MOTIVATION, AND SUCCESSFUL LEARNING WHEN READING INFORMATIVE TEXTS

2002

Dr. Randall Robinson

Master of Science in Teaching, Rowan University.

The purpose of the study was to determine whether grouping when reading informative texts during social studies lessons gave students enjoyment and motivation, which, in turn, would provide more success in learning for the students. It explored a method that is not whole class instruction, but is sometimes used in the classroom. The researcher of this study did not attempt to determine which method is better to use during social studies instruction, but rather how students perceive reading informative texts in social studies after being exposed to peer-assisted group instruction. The forty-eight participants of the study were taken from two fourth grade classrooms in the same elementary school. The procedure of the study was conducted using a survey to measure the students' attitudes toward social studies and the students' chapter test scores. The data was analyzed using independent *t* tests, nonindependent *t* tests, and validity and reliability measures to compare the results of the treatment group and control group. There was no indication of any significant difference between the achievement level of those subjects who experienced peer-assisted group instruction during social studies and those who did not experience peer-assisted group instruction during social studies. Also,

there was no indication of any significant difference in the motivational level of those subjects who experienced peer-assisted group instruction during social studies and those who did not.

MINI-ABSTRACT

Pamela D. Pitt

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2002

Dr. Randall Robinson

Master of Science in Teaching, Rowan University.

The purpose of the study was to determine whether grouping when reading informative texts during social studies lessons gave students more enjoyment, motivation, and educational success than when they are not grouped. No significant difference was found between the achievement level and motivation of those subjects who experienced peer-assisted group instruction and those subjects who did not experience peer-assisted group instruction.

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Chapter 1

Scope of Study

Introduction

Comprehension of information after reading informative texts is sometimes difficult for children. This may be due to many reasons, such as difficulties in reading itself. “Because of the importance of reading in history classes,...weak readers may struggle. Difficulty with reading may partially explain why some students dislike history” (Wilson and Memory, 2001, p. 161). The types of instruction delivered and tasks developed by the teacher are key aspects in how successful the students will be with learning the information in informative texts, such as social studies textbooks, and becoming motivated to learn the information (Miller and Meece, 1999, p. 20).

Research done on the preference of grouping and whole class instruction has not been successful in proving that one study is definitely better than the other. However, it has proven some benefits of each. Whole class instruction “can lead to higher achievement in vocabulary, comprehension, and decoding” (Morrow and Smith, 1990, p. 216), while grouping provides the students with “...achievement and productivity and yields strong social and attitudinal benefits” (p. 216).

With the growing number of schools who are adopting the concept of inclusion and in-class support, teachers need to adjust their instructional strategies to meet the needs of all the students in the class. When planning instruction for students, the teacher

has to select methods that will meet the needs of all students, especially in heterogeneous classrooms (Klingner, Vaughn, and Schumm, 1998, p. 3). When selecting these methods of instruction for reading informative texts in social studies, and any other subject, the teacher has to keep in mind what methods will motivate the students to learn and get them on a road to educational success. “Academic achievement is ultimately influenced by a number of factors, with motivation being among the most significant” (Sideridis and Padeliadu, 2001, p. 1).

Statement of the Problem

Most informative texts provide a lot of information that the students may have trouble learning or comprehending. Some students are also not motivated to read informative texts, such as social studies textbooks, that give a lot information that may be hard to remember or comprehend. The research problem that exists is that students have a hard time learning and comprehending the reading material when they are not presented with an enjoyable and motivational environment for reading informative texts in social studies. Sometimes children can have a hard time understanding this factual material when it is not the way that they are used to thinking or is information that conflicts with what they may have previously learned from outside forces. This problem can affect their learning and achievement in social studies. For this reason, “...students need to be motivated to understand conflicting information and alternative theories” (Cowie and van der Aalsvoort, 2000, p. 163). What instructional methods may teachers provide for their students that will motivate students to learn the material presented in social studies textbooks? What types of instructional methods and tasks may teachers use to make the

students feel that learning the information in their social studies textbooks is not something beyond which they are capable?

Purpose of the Study

The purpose of the study was to determine whether grouping when reading informative texts during social studies lessons gives students enjoyment and motivation, which, in turn, will provide more success in learning for the students. It explores a method that is not whole class instruction, but is sometimes used in the classroom. The researcher of this study did not attempt to determine which method is better to use during social studies instruction, but rather how students perceive reading informative texts in social studies after being exposed to peer-assisted group instruction.

Statement of the Hypothesis

When reading informative texts in social studies, students who experienced peer-assisted group instruction (PAGI) will score significantly higher on social studies chapter tests than students who did not experience PAGI. It was also hypothesized that students who experience PAGI will reflect higher levels of enjoyment and motivation for social studies than students who did not experience PAGI.

Limitations

There were some limitations of this study. First, the students in the treatment group were already accustomed to a certain routine before the study began. Changing this routine in the middle of the school year could have affected the students' learning abilities. Any affect on the students' learning disabilities could have then made the results for achievement scores less reliable. Secondly, the population was a small sample

of the whole, and more subjects may have needed to participate in the study to determine whether the results were true for the whole population.

Definition of Terms

The terms used in this study were identified based upon what was being measured and compared. These terms explained the purpose of the study and the procedures in which the study was implemented.

Enjoyment- delight or pleasure; the use or benefit of; experience of pleasure.

Informative texts- giving information or data in textual form.

Motivation- stimulation of the interest (a person in an activity).

Success- the accomplishment of an aim; a favorable outcome; a thing or person that turns out well.

PAGI- peer-assisted group instruction. The students worked in groups to discuss and decipher answers to specific assignments.

Tests- chapter tests that assessed the learning of the students after studying the information provided in the social studies textbook.

Cooperative learning- students working together in small groups on a clearly defined task that requires the participation of everyone in the group (Klingner, Vaughn, and Schumm, p. 5)

Chapter 2

Review of Related Literature

Introduction

The types of instruction delivered and tasks developed by the teacher are key aspects in how successful the students will be with learning the information in informative texts, such as social studies textbooks, and becoming motivated to learn the information (Miller and Meece, 1999, p. 20). The purpose of the study is to determine whether grouping when reading informative texts during social studies lessons gives students enjoyment and motivation which, in turn, will provide more success in learning for the students. It is hypothesized that students will score significantly higher on social studies tests after experiencing PAGI than students who do not experience PAGI. Students who experience PAGI will also be more motivated to learn social studies than students who do not experience PAGI.

The Benefits of Peer-Assisted Group Instruction

“...[Children] in small groups appears to offer as much interaction...and (surprisingly) appears to lead to greater comprehension than whole-class...” (Morrow and Smith, p. 213). In the article “The effects of group size on interactive storybook reading,” Lesley Mandel Morrow and Jeffrey K. Smith examine the benefits of group instruction and whole class instruction. One benefit of small group instruction is that students can sometimes accomplish a learning task better when working in groups and being instructed

by their peers than when working alone (p. 216). Working alone is usually the option that teachers result to after using whole class instruction. The students usually have independent seatwork and homework assignments to complete. “Young children use language and nonverbal signals that other children understand easily...Such child-to child interaction tends to occur in small groups, but is unlikely to occur in whole class settings...” (Morrow and Smith, p. 216).

Even though grouping has been proved to provide benefits to children and their comprehension of social studies and other informative texts, it can be useless if not done correctly. David and Roger Johnson’s Cooperative Learning Model is one model that is used to help one “...understand how cooperative group work can be structured in the classroom...” (Baloche, p. 26). In the article “Breaking Down the Walls: Integrating Creative Questioning and Cooperative Learning into Social Studies,” Lynda Baloche describes how the Johnsons feel that positive interdependence, individual accountability, interpersonal and small group skills, face-to-face promotive interactions, and group processing are elements needed to correctly incorporate a cooperative learning experience into any lesson (p. 26). During group work, students should experience a positive interdependence, in which they have the internal pressure that whatever work they do will affect the success of not only them, but others in their group. It is positive because it “...promotes a situation in which individuals work together in small groups to maximize the learning of all members” (p. 26). The students now have a personal motivation and purpose for learning the information, and that is to not let the other group members down. However, if a student is not accountable for doing work, he or she will not feel pressured

to participate. The Johnsons feel that during group work, there should be individual accountability that is implemented by the teacher. In the group work assignment, each student in that group should be accountable for getting work done to promote the learning of all individuals in that group.

Another element of the Johnson's model, interpersonal and small group skills, involves the teaching of children to work collaboratively in small groups. Sometimes children do not know how to work collaboratively or what their role should be. Then the pressure of not letting down their group members is not a reality to them, therefore, not a purpose for learning. The Johnson's feel that cooperative learning skills should be modeled and studied in order for the students to learn how to work cooperatively (p. 27). Face-to-face promotive interaction means simply that the children are promoting each others learning, which will lead to achievement and success. The teacher's role is to monitor the groups, encourage questions and the interaction of the group members (p. 27). Group processing is an element of the Johnsons' model of cooperative learning, which deals with the group members' assessment of what they have learned and how well they worked together as a group (p. 28). By combining all five elements of the Johnsons' cooperative learning model, the students should exhibit the motivational and achievement factors that are being strived by using PAGI when reading social studies or other informative texts.

In a heterogeneous classroom there may be children with abilities ranging from all different levels. The teacher has the responsibility to find what instructional strategies will provide learning experiences that are effective in promoting motivation and

achievement for each individual child. In “Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth Grade Classrooms,” it is described how teachers need to provide structure when using group instruction. “The extent to which the interaction in groups is structured affects the quality of student discourse and the academic outcomes...Ideally, comprehension strategies can provide a structure for conducting text-related discussions that should increase group productivity and factual and conceptual learning” (Klingner, Vaughn, and Schumm, p. 5).

Social Interaction in Learning and Instruction: The Meaning of Discourse for the Construction of Knowledge examines social interaction as a means of learning. In “Learning the Communication Skills and Social Processes of Peer Support: A Case Study of Good Practice,” Paul Naylor and Helen Cowie describe how peer-assisted instruction provide social and academic benefits. Also, by viewing how others learn when in a group setting, students have the opportunity to reflect on how they are learning compared to their peers. “[The] young person’s development as a learner reflects his or her social experience in the group; in turn, significant group experiences become internalised into the structure of the young person’s intellect” (Cowie and van der Aalsvoort, p. 94). In “Deep Processing in a Collaborative Learning Environment,” Carla van Boxtel, Jos van der Linden, and Gellof Kanselaar describe how peer-assisted group instruction influences the knowledge of students. These authors also describe how collaborative group work should, once again, show positive interdependence, where the children are motivated because they are striving for a common goal (p. 164).

In Classroom Interaction and Social Learning, the benefits of PAGI on the

motivational factors and understanding of informative texts is further examined.

According to Kristiina Kumpulainen and David Wray, PAGI provides the students to deal with issues, such as silence and non-participation, with which teachers often have to deal. This puts more pressure on the students from their peers to participate. During PAGI, the concept of taking turns to instruct others provides the students with the pressure to participate. In turn, this participation enhances knowledge within the students (p. 14).

“...[They] can build on each other’s contributions to re-construct new interpretations and views that were yet to be discovered. The practice of sharing and constructing perspectives in collaborative interaction is also assumed to promote reflection, planning, and metacognition...” (p. 15).

The Benefits Resulting From Student and Teacher Roles in Group Instruction

As it has been aforementioned, teachers cannot simply put children into groups and expect them to gain the benefits of PAGI. It is the role of the teachers to facilitate the learning environment, providing structure and control. It is the job of the teacher to set time limits for PAGI, and to determine how much group instruction is needed and when to resume a whole class setting. The teacher must make sure that the students are learning the information. In “Implementing a Cooperative Learning Research Model: How It Applies to a Social Studies Unit,” Joanna Sullivan quotes Robert Slavin in stating, “[for] cooperative learning to succeed, teachers and students need to create short-term goals. When students see their task carry over for an undetermined amount of time, students tend to lose direction and motivation” (p. 211)

It is also the teacher’s role to make sure that all types of learners are benefiting

from the type of instruction implemented, whether it be PAGI or whole class instruction. This is especially essential in heterogeneous classrooms, where the inclusion of children with learning disabilities is a possibility. In Jacqueline McFarland's article, "Instructional Ideas for Social Studies Teachers of Inclusion Students," the benefits of cooperative learning and PAGI on students with learning disabilities is described. A PAGI setting provides the students to participate in different ways. For example, if a student is not as proficient in writing as another student, he or she can orally present the group assignment (p. 152). When a student has trouble performing a task, he or she may use this stress factor as a distraction from his or her learning process. PAGI takes this stress factor away from the student, providing more motivation and a better learning experience.

Students with reading disabilities can have serious trouble with the comprehension of social studies texts and other informative texts. In "Accommodating Weak Readers in History Research Projects: Using Varied Types of Sources," Warren J. Wilson and David M. Memory "...take the position that one of the best ways to assist such readers and motivate them is through the use of varied types of source materials in small group settings" (p. 161). These varied types of instruction include using non-print materials, such as films, and then having groups of students discuss what they have learned amongst each other. This approach provides an advantage for children who have reading disabilities because they are able to use other skills to gather information to participate in class. Once again, the students' focus on the stress of not being able to read is released and replaced with the motivation from being able to participate. With participation, the students are able to assess how much they have learned by analyzing

what they have discussed in the group setting (p. 161).

When discussing the teacher and students roles in PAGI, it is important to look at the goals that teachers and students must have. Setting goals is an effective way to establish purpose in the lesson, which can lead to motivation and academic success. In “Teacher and Student Evaluations of Cooperative Learning and Observed Interactive Behaviors,” by Susan M. McManus and Maribeth Gettinger, student goals during PAGI are discussed. Some goals of the students include exhibiting leadership skills, equal participation, cooperating with and encouraging positive interaction with group members, enhancing academic achievement, and gaining self-esteem (p. 13).

Achievement Factors Resulting From Peer-Assisted Group Instruction

Making learning of any subject authentic for students is imperative for the achievement and success of students. It is also a major factor in the motivation of students. It is important to mention that McManus and Gettinger’s article describes some of the achievement factors gained from PAGI.

Many experts have maintained that [cooperative learning] encourages students to engage in verbal learning behaviors, thus enhancing their achievement...For example, because students are required to discuss class material, oral rehearsal of information often occurs during [cooperative learning]. Furthermore, group members facilitate learning by providing support, feedback, and encouragement to one another. (p. 14)

Students not only need to be successful in what they learn in class, but also be able to use what they have learned in their everyday lives. Using assessment as a tool for strengthening students achievement in social studies, and all subjects for that matter, is not a new concept in education. Linda Karen Superville explains how oral assessment

can actually be a factor in motivating students and helping them be successful in the subject throughout their lives. In her article, “Oral Assessment as a Tool for Enhancing Students’ Written Expression in Social Studies,” Superville argues that students need more than lectures and reading the texts. Instead, students need to orally express their thoughts about the content of social studies, which will prepare them to become active citizens in society. “Oral assessment helps students become adults who can articulate their thoughts and formulate their ideas and solutions to problems” (p. 121). In this case, it is important to encourage students to not only learn, but also to let them know the purpose for learning the content.

In “Effects of Peer-Assisted Learning Strategies in Reading With and Without Training in Elaborated Help Giving,” it is stated that a student’s competency in academics can be improved by PAGI (Fuchs, Fuchs, Kazdan, and Allen, p. 201-202). However, teacher guidance during PAGI is detrimental to the achievement factors of grouping. The collaborative learning environment must be structured (p. 202).

Motivational Factors of Peer-Assisted Group Instruction

It has been stated that if a student is motivated, his or her achievement and success in learning will be more evident. The subject area becomes less threatening because that motivation is instilled in the student. In the aforementioned article, “Teacher and Student Evaluations of Cooperative Learning and Observed Interactive Behaviors,” a study by Johnson and Johnson found that “[students] specifically reported feeling liked and supported by other students in their group. Johnson and Johnson also found that [cooperative learning] promotes positive attitudes toward the subject matter and toward

school in general” (p. 14).

Children’s attitudes towards subject matter is also reflected from their parents attitudes of a particular subject. Therefore, not only must the teachers play their role in motivating the students in a particular subject, but the parents must also play this important role. Parent’s can help students use their personal experiences in life as an motivational determinant of the material that is read, whether it be in social studies or any other subject (Wang, p. 1). Reading is also an important factor in learning the content in social studies. In “Children’s attitudes toward reading and their literacy development,” Yuxiang Wang stresses that if “...children do not like reading or they think that reading is boring, their negative attitude toward reading will hinder their reading improvement” (p. 1). In light of the fact that social studies requires much reading from the student, a motivation to read must also be instilled to help prevent a student from disliking social studies or anything else that involves reading.

“Currently, many motivation theorists propose that individuals’ competence and efficacy beliefs, intrinsic and extrinsic motivation, and purposes for achievement play a crucial role in their decisions about which activities to do, how long to do them, and how much effort to put into them” (Baker and Wigfield, p. 452). In this case, if a student is not motivated to learn in social studies, he or she will not put any effort into or take the time that he or she needs to become successful in his or her learning. In . “Dimensions of children’s motivation for reading and their relations to reading activity and reading achievement,” by Linda Baker and Allan Wigfield, it further discussed that when a student feels that he or she is capable of doing the work, then he or she is more successful

at it (p. 455). This intrinsic motivation is something that the teacher must instill into the students through instructional methods of curriculum.

The type of climate or atmosphere in which the students work in is also a motivational determinant that will lead to academic achievement. In “Third Graders’ Motivational Preferences for Reading and Writing Tasks,” Samuel D. Miller and Judith L. Meece compare students attitudes towards tasks done in groups and alone. They discuss how collaborative work, such as PAGI, was beneficial in motivating the students because it gave them “...an opportunity to share ideas while receiving feedback from classmates...This sharing of ideas helped students to see how they might overcome any difficulties with the completion of an academic task, thereby challenging them to improve the quality of their work” (p. 21-22). Miller and Meece go on to mention that PAGI supplies a positive environment in which there is minimal competition and more motivation to learn (p. 22).

Chapter 3

Procedure and Design of Study

Introduction

For some students reading and comprehending the information in social studies textbooks can be a difficult task. Working in peer-assisted groups can not only motivate the students to learn from their teacher and their peers, but also make the students more successful in learning and comprehending the information presented in these texts (Morrow and Smith, 1990, p. 216).

Cooperative learning is an appropriate instructional approach for culturally diverse, heterogeneous classrooms. In comparison with competitive or individualistic methods, cooperative learning has been found to improve academic performance, lead to greater motivation toward learning, increase time on task, improve self-esteem, and yield more positive social behaviors. (Klingner, Vaughn, and Schumm, p. 5).

A cooperative learning method of instruction, such as peer-assisted group instruction (PAGI), will help make the learning experience more authentic and beneficial for the students than learning in a whole class instruction. In this quantitative study, requiring experimental research, it was hypothesized that students will score significantly higher on social studies tests after experiencing PAGI than students who do not experience PAGI. Students who experience PAGI will also be more motivated to learn social studies than students who do not experience PAGI.

Population and Sample

The population for this study was an elementary school in a suburban environment. Based upon the school district's updated web site, the community in which this elementary school exists consisted of more than thirty-three thousand people. Many citizens are employed in the agricultural industry. Other positions of employment were available in places such as health, retail, fast food, and educational services. The socio-economic level of the community was predominantly middle class. There was a mixture of white collar and blue collar workers. The community in which this elementary school exists was full of out-of-school activities, such as little league, cheerleading organizations, and midget football, which provide funds for scholarships and special events given by the schools. Some of the students who participated in this study were members of these activities.

The school in which the study was conducted consisted of kindergarten through fifth grade classes. There were seven fourth grade classes. The sample for this study was selected from the school's fourth grade population and consisted of two fourth grade elementary classrooms. These two fourth grade classrooms provided forty eight subjects ($n=48$) for the sample population. The majority of the subjects (n), 81%, were Caucasian. The rest of the subjects (n) were of African American (13%), Asian (2%), Indian (2%), and Egyptian (2%) descent.

Among the subjects (n) of this study 40% were males and 60% were females. Each classroom was made up heterogeneously, with abilities differing among the students. These ability levels are based on an analysis by regular and basic skills teachers

in each of the two fourth grade classrooms used as a sample of this study. Twenty-three percent of the subjects (*n*) had above average abilities. Thirty-three percent had average abilities. Thirty-eight percent of the students were performing academically below average. Six percent of the subjects (*n*) required pull-out resource assistance.

The sample population was randomly divided into two heterogeneous classes, or groups, by the school system. One of the classes, Group A, was used as a treatment group that was manipulated by the researcher. Out of the twenty-four students in this classroom, 79% were Caucasian, 13% were African American, and 8% were Indian or Egyptian. The other fourth grade classroom, Group B, was used in this study as a control group that was not manipulated by the researcher. Out of the twenty-four students in this classroom, 83% were Caucasian, 13% were African-American, and 4% were Asian.

Procedure

Before the implementation of the study all parents of the subjects (*n*) in this study were notified by letter about the anonymous participation of their children in the study (see appendix A and B). The subjects of this study then completed a survey about their attitudes toward social studies (see appendix C). This survey was the pre-test and post-test for the study. The participants of the study received this survey as a pre-test in March before the unit began.

Group A (Treatment Group)

Two days after the subjects completed the pretest, the researcher began to manipulate Group A by using different methods of grouping as the treatment for the study. The first treatment was a grouping procedure involving literature circles.

Group A was randomly divided into small groups of six students. Each student in each group was given a literature circle packet containing instructions and worksheets for the following job positions: discussion leader, vocabulary builder, paragraph master, and connector (see appendix D). After explaining each job to the class as a whole, the researcher assigned randomly assigned a job position to each student in each group by using sticks containing the names of the job positions. The researcher then assigned the third section of a social studies chapter to the class as a whole. Each student independently read the section and completed his or her job position requirements. The students then took turns discussing with their group members the information that they read. All students were required to write down information discussed in their group. After group discussion the researcher used whole class instruction to reinforce what the students learned in their groups. During this discussion the researcher called out job positions and asked those students who held those positions to recall information that they learned. The literature circle group activity lasted for two days. The next two days the researcher repeated this activity using the last section of the same chapter. The students were able to randomly select new job positions using the sticks with the job positions names on them. The next school day the students reviewed the whole chapter together as a class. The students took the chapter test the next day (see appendix G).

At the beginning of the next chapter the researcher exposed Group A to another grouping method known as Know/Want to Know/ and Learned (KWL). Students were grouped exactly the same as they were when doing the literature circle activity. To begin the activity, the researcher gave all of the students a KWL packet (see appendix E)

and wrote the topic of the chapter on the board. The researcher then asked all students in the class to take a minute to write down independently what they knew about the topic. The researcher then instructed the students to discuss what they wrote with their group members. After this short group discussion the researcher instructed the students to write what they wanted to know about the topic on the board. Again, the students did this independently and then came together as a group to discuss it with their group members. The researcher instructed the students to read the first section of the chapter orally. This was done in a round-robin fashion. When the section was completed, the researcher instructed the students to write down independently what they learned. Then the students came together as a group and discussed the information. At the end of the lesson the teacher reinforced information learned in the section using an oral review. Over the next few days the students used the literature circle activity to study and learn the next three sections in the chapter. As in the previous chapter, the students reviewed the chapter and were assessed using the chapter test.

For the first section of the next chapter, Group A was exposed to group activity entitled Estimate/Read/Respond/Question (ERRQ). During this group activity the researcher instructed the students to look over the title, subtitles, and pictures in the section. Using the same groups as in the previous group activities, the researcher instructed the students to discuss what they felt the section would be about. The researcher then used a “round robin” method to read the section orally with the class as a whole. After reading the section the researcher distributed the ERRQ worksheet (see appendix F). The students silently wrote down a personal response to what they just read.

The response could have included information that they learned and their opinions about certain events that were discussed in the section. After completing this worksheet, the students discussed what they wrote with their group members. Over the next few days, the students used the literature circle activity to complete the last three sections of the chapter. Finally, they reviewed for the chapter test and then were assessed.

Group A was given the post-test (see appendix C) in May after completing three chapters in the social studies unit. The pretests completed in March by Group A and posttests completed in May by Group A were compared to see if there were any differences in the attitudes towards social studies after receiving the treatment from the attitudes they had about the information in social studies texts before the treatment was implemented.

Group B (Control Group)

After completing the pretest, a survey on the students attitudes towards social studies, in March the students in Group B went on with their regular instruction during social studies. The researcher did not expose this group to any group treatments. Instead, the teacher of this particular class used predominantly whole class instruction to help the students learn the information in their social studies textbooks.

In May all students in Group B were given the exact same survey as the pretest on their attitudes towards social studies as a posttest (see appendix C). The researcher then used the information from the pretests and posttests of all subjects to compare Group A and Group B with one another to determine whether the students acquired more enjoyment, motivation, and educational success in PAGI during social studies than in

whole class instruction. The independent variables were the PAGI and the dependent variables were enjoyment, motivation, and educational success. The study was designed to last for two months during the spring of the 2001-2002 school year.

The researcher then examined the chapter tests scores of Group A to see if there was any increase in student achievement between the beginning of the study to the end of the study. Out of the three chapter tests taken during the study, only two were in common between the two groups. These two chapter tests for both groups were analyzed. The test scores of Group A and Group B were evaluated to determine whether students were learning more during PAGI or whole class instruction.

Description of Instruments

The only instrument used in this study was the survey, entitled “How Do You Feel About Social Studies?” (see appendix C). This survey consisted of ten questions. The researcher divided the questions into the following categories: Acquisition of Knowledge, Working in Groups, and Attitude Towards Social Studies. Questions 1, 4, 6, and 8 focused on the students’ attitudes toward how they acquire knowledge during social studies. Questions 2, 3, 5, 7, and 9 focused on the students’ attitudes toward working in groups during social studies. The last question on the survey required the subjects to give a self-evaluation of their achievement on social studies assignments.

Chapter 4

Analysis of Findings

Introduction

The research problem that exists is that students have a hard time learning and comprehending the reading material when they are not presented with an enjoyable and motivational environment for reading informative texts in social studies. The purpose of the study was to determine whether grouping when reading informative texts during social studies lessons gave students enjoyment and motivation, which, in turn, provided more success in learning for the students. It was hypothesized that students would score significantly higher on social studies tests after experiencing PAGI than students who did not experience PAGI. Students who experienced PAGI would also be more motivated to learn social studies than students who did not experience PAGI.

Analysis of Data

The pretest and posttest consisted of a survey, each containing ten questions (see appendix C). Questions 1, 4, 6, and 8 focused on the students' attitudes toward how they acquire knowledge during social studies. Questions 2, 3, 5, 7, and 9 focused on the students' attitudes towards working in groups during social studies. Question 10 of the survey focused on the students' attitude toward social studies. From these questions, the researcher divided the results into the following categories: Acquisition of Knowledge, Working in Groups, Attitude Towards Social Studies, and Sum of Scores. The students

were provided a Likert scale ranging from one to five in order to score their responses to each question. Number one on the Likert scale represented a positive score, which meant that the student strongly agreed with the question. Number five on the Likert scale represented a negative score, which meant that the student strongly disagreed with the question. Therefore, the lower the number of the score, the more the student agreed with the questions.

For Group A, each students' responses to the questions for Acquisition of Knowledge were calculated and totaled into a mean score. Each individual mean score for Acquisition of Knowledge was added together to get a total sum of the mean score (74.75 out of 120.00). From this total sum of the individual mean scores, a final mean score for each category was developed. The same was done for the other three categories. For Group B, the researcher performed the same tasks in order to get the mean scores of the students' responses (refer to table 1 for mean distribution).

table 1

Mean Scores for Students' Attitudes Towards Acquisition of Knowledge, Working in
Groups, and Social Studies
(Pretests)

	<u>Sum of the Means (Group A)</u>	<u>Mean Score (Group A)</u>	<u>Sum of the Means (Group B)</u>	<u>Mean Score (Group B)</u>
<u>Acquisition of Knowledge</u>	74.75	3.11	67.50	2.81
<u>Working in Groups</u>	60.80	2.53	61.80	2.58
<u>Attitude Towards Social Studies</u>	50.00	2.08	55.00	2.29
<u>Sum of Scores</u>	64.90	2.70	63.40	2.64

Note. Maximum score=120

The researcher performed the same tasks to find the mean score for the posttests of Group A and Group B as was done for the pretests of these groups (refer to table 2 for mean distribution).

table 2

Mean Scores for Students' Attitudes Towards Acquisition of Knowledge, Working in Groups, and Social Studies
(Posttests)

	<u>Sum of the Means</u> <u>(Group A)</u>	<u>Mean Score</u> <u>(Group A)</u>	<u>Sum of the Means</u> <u>(Group B)</u>	<u>Mean Score</u> <u>(Group B)</u>
<u>Acquisition of Knowledge</u>	72.25	3.01	68.50	2.85
<u>Working in Groups</u>	61.80	2.58	58.80	2.45
<u>Attitude Towards Social Studies</u>	42.00	1.75	53.00	2.21
<u>Sum of Scores</u>	62.90	2.62	62.20	2.59

Note. Maximum score=120

From these mean scores, it can be noted that there is a decline of the mean in the categories of Acquisition of Knowledge, Attitude Towards Social Studies, and Sum of Scores for Group A. This decline means that there was a more positive response to the survey questions in these categories after the treatment was implemented.

The researcher performed an independent *t* test to determine if there was any significant difference in the attitudes of the students in Group A, before the treatment was implemented, and Group B. For the pretest, the individual mean scores of each category were compared. A *t* score was developed for each category to show if there were any

significant differences between the categories of each group. For example, in Acquisition of Knowledge, $t=1.29$ and $df=46$. It was found that $p>.05$. The same procedure was done for all four categories. As a result, there was no significant difference between the attitudes toward social studies of the students in Group A and Group B before the treatment was implemented (refer to table 3 for distribution of t score).

table 3

t Test Scores for Attitudes Towards Social Studies
Between Group A and Group B

(Pretests)

	<u>t</u>	<u>df</u>	<u>p</u>
<u>Acquisition of Knowledge</u>	1.29	46	*n. s
<u>Working in Groups</u>	-0.19	46	*n. s.
<u>Attitude Towards Social Studies</u>	-0.61	46	*n. s.
<u>Sum of Scores</u>	0.39	46	*n. s.

df=degrees of freedom

* $p>.05$ or n.s. (not significant)

The researcher then performed an independent t test to determine if there was any significant difference in the attitudes of the students in Group A, after the treatment was implemented, and Group B. For the posttest, the individual mean scores of each category were compared. A t score was developed for each category to show if there were any significant differences between the categories of each group. For example, in Acquisition

of Knowledge, $t=0.90$ and $df=46$. It was found that $p>.05$. The same procedure was done for all four categories. As a result, there was no significant difference between the attitudes toward social studies of the students in Group A and Group B after the treatment was implemented (refer to table 4 for distribution of t score).

table 4

t Test Scores for Attitudes Towards Social Studies
Between Group A and Group B

(Posttests)

	t	df	p
<u>Acquisition of Knowledge</u>	0.90	46	*n. s
<u>Working in Groups</u>	0.66	46	*n. s.
<u>Attitude Towards Social Studies</u>	-1.36	46	*n. s.
<u>Sum of Scores</u>	0.52	46	*n. s.

df =degrees of freedom

* $p>.05$ or n. s. (not significant)

To examine the effects of the treatment, PAGI, on the test scores of Group A compared to the test scores of Group B, the researcher performed an independent t test on test scores of the students in each group. The researcher first calculated the mean of Chapter 5 test scores and Chapter 7 test scores of each student. The possible mean for each students' test scores was 100. After performing a t test on these scores, it was found that $df=46$ and $t=-.68$. With $p>.05$, it was found that there was no significant difference in the

achievement levels of the students in Group A, who experienced PAGI, and those in Group B who did not experience PAGI (refer to table 5 for mean distribution and t score).

table 5

Mean Differences and t Test Scores for Chapter Test Scores
of Group A and Group B

	<u>Mean of Chapters 5 and 7</u> <u>Test Scores</u>	<u>t</u>
Group A $n=24$	84.60	-0.68*
Group B $n=24$	86.10	

Note. Maximum score=100

df=46

* $p > .05$ or n. s. (not significant)

The researcher compared the pretests and posttests of the subjects in Group A to see if there was a significant difference in the students' attitudes before implementing PAGI and after implementing PAGI. The same procedure used to find any significant differences between the two groups was also used to determine the t scores. When comparing Acquisition of Knowledge for the pretest and posttest of Group A, it was found that $t=-0.48$ and $df=23$. It was found that $p > .05$. After the pretests and posttests for all four categories were compared, it was found that there was no significant difference between the subjects' attitudes towards social studies before and after the implementation of the PAGI (refer to table 6 for distribution of t score).

table 6

t Test Scores for Attitudes Towards Social Studies
Between Pretest and Posttest of Group A

	<u>t</u>	<u>df</u>	<u>p</u>
<u>Acquisition of Knowledge</u>	-0.48	23	*n. s.
<u>Working in Groups</u>	0.28	23	*n. s.
<u>Attitude Towards Social Studies</u>	-1.36	23	*n. s.
<u>Sum of Scores</u>	-0.48	23	*n. s.

df=degrees of freedom

* $p > .05$ or n. s. (not significant)

The researcher performed another *t* test to compare the pretests and posttests of the subjects in Group B to see if any significant difference in the students attitudes occurred during the timeframe of the beginning of the study and the end of the study. Again, the same procedure used to find any significant differences between the two groups was also used to determine the *t* sores. When comparing Acquisition of Knowledge for the pretest and posttest of Group B, it was found that $t=0.34$ and $df=23$. It was found that $p>.05$. After the pretests and posttests for all four categories were compared, it was found that there was no significant difference between the subjects' attitudes towards social studies from the time the study began until the time it ended (refer to table 7 for distribution of *t* score).

table 7

t Test Scores for Attitudes Towards Social Studies
Between Pretest and Posttest of Group B

	<u>t</u>	<u>df</u>	<u>p</u>
<u>Acquisition of Knowledge</u>	0.34	23	*n. s.
<u>Working in Groups</u>	-0.80	23	*n. s.
<u>Attitude Towards Social Studies</u>	-0.28	23	*n. s.
<u>Sum of Scores</u>	-0.45	23	*n. s.

df=degrees of freedom

*p> .05 or n. s. (not significant)

It was hypothesized that students would score significantly higher on social studies tests after experiencing PAGI than students who did not experience PAGI. This hypothesis was found to be null because there was no significant difference in the achievement levels of the students in Group A, who experienced PAGI, and those in Group B who did not experience PAGI. It was also hypothesized that students who experienced PAGI would also be more motivated to learn social studies than students who did not experience PAGI. There was no significant difference between the attitudes toward social studies of the students' in Group A and Group B before the treatment was implemented and after the treatment was implemented. There was also no significant difference between the attitudes of the subjects in Group A towards social studies before and after the implementation of the PAGI. Finally, there was no significant difference

between the attitudes of the subjects in Group B towards social studies from the time the study began until the time it ended.

Chapter 5

Summary, Conclusions, & Recommendations

Introduction

Comprehension of information after reading informative texts is sometimes difficult for children. This may be due to many reasons, such as difficulties in reading itself (Wilson and Memory, 2001, p. 161). When selecting methods of instruction for reading informative texts in social studies, and any other subject, the teacher has to keep in mind what methods will motivate the students to learn and get them on a road to educational success. “Academic achievement is ultimately influenced by a number of factors, with motivation being among the most significant” (Sideridis and Padeliadu, 2001, p. 1).

Summary of the Problem

The research problem that exists is that students have a hard time learning and comprehending the reading material when they are not presented with an enjoyable and motivational environment for reading informative texts in social studies. Sometimes children can have a hard time understanding this factual material when it is not the way that they are used to thinking or is information that conflicts with what they may have previously learned from outside forces. This problem can affect their learning and achievement in social studies. For this reason, “...students need to be motivated to understand conflicting information and alternative theories” (Cowie and van der

Aalsvoort, 2000, p. 163). What instructional methods may teachers provide for their students that will motivate students to learn the material presented in social studies textbooks? What types of instructional methods and tasks may teachers use to make the students feel that learning the information in their social studies textbooks is not something beyond which they are capable?

Summary of the Hypothesis

When reading informative texts in social studies, students who experienced peer-assisted reading instruction (PAGI) will score significantly higher on social studies chapter tests than students who did not experience PAGI. It is also hypothesized that students who experience PAGI will reflect higher levels of enjoyment and motivation for social studies than students who did not experience PAGI.

Summary of the Procedures

The survey “How Do You Feel About Social Studies?” was used to measure the students’ attitudes toward how they acquire knowledge during social studies instruction, how they felt about working in groups during social studies, and how they felt about social studies in general. This survey was given as a pretest and posttest to all subjects in the study. Group A, the treatment group, received the following grouping tasks during social studies instruction: literature circle activities, KWL group activities, and ERRQ group activities. The students completed three chapter tests during the time of the study. Group B, the control group, did not experience the treatment of group instruction. After all chapter tests were taken, the researcher used only the two chapter tests that Group A and Group B had in common. Using an independent *t* test, the chapter tests were

compared to determine whether students were learning more during PAGI or whole class instruction. Independent and nonindependent t tests were used to analyze the data from the pretests and posttests. This series of tests were used to determine whether students in Group A were more motivated to learn after experiencing PAGI than students in Group B. They were also used to determine whether the students' attitudes towards social studies were changed during the time between the pretests and the posttests.

Summary of the Findings

The results from the independent and nonindependent t tests show that there was no significant difference between the attitudes toward social studies of the students in Group A and Group B before and after the treatment was implemented. There was also no significant difference between the attitudes of any of the subjects when analyzing the pretests and posttests of the subjects. Finally, there was no significant difference in the achievement levels of the students in Group A, who experienced PAGI, and those in Group B who did not experience PAGI.

Conclusions

Since the results indicate that students who experience PAGI are not necessarily more motivated or to learn social studies or score higher on chapter tests, it can be concluded that group instruction is not a better method of instruction to use than whole class instruction. However, it has not been proven that group instruction is not an effective method to use during social studies instruction or any other instruction of informative texts. As stated by the researcher, it is the responsibility of the teacher to determine what type of instruction is best to use in a classroom.

Implications and Recommendations

Since this study did not occur over an extensive period of time which would have been an appropriate research design, it is recommended in order to produce more substantial results that research be done on the topic of peer-assisted group instruction. More group instruction activities, other than the ones used in this study, could make a difference in the motivation of the students. Teachers should make an effort to find the different strategies of instruction that will be more likely to motivate learning in the students of a classroom.

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Appendix A
Letter to Parents of Group A

March 1, 2002

Dear Parent/Guardian,

I am a student teacher attending Rowan University. I am currently under the training of Mrs. Del Douglas and have been teaching your child's class since January. As a graduate student in the Master of Science in Teaching program, I am expected to implement a graduate thesis project in the classroom. The thesis topic examines the benefits of children working together in groups to learn the information in social studies lessons. The groups will work together during class time and then discuss what they have learned with the rest of the students in the class. As a part of my thesis project, I will need to examine the social studies grades of the students. I will statistically refer to the grades as a whole in my project, and all students will remain anonymous throughout the entire project. As usual, you will continue to be notified of the social studies grades of your child.

If you have any questions about having your child anonymously participate in my thesis project, please contact me at (856) 728-8650 ex. 6201.

Sincerely,

Pamela Pitt
Rowan University Student Teacher

Appendix B

Letter to Parents of Group B

March 1, 2002

Dear Parent/Guardian,

I am a student teacher attending Rowan University. I am currently under the training of Mrs. Del Douglas, a fourth grade teacher of Radix Elementary School. As a graduate student in the Master of Science in Teaching program, I am also expected to implement a graduate thesis project in the classroom. The thesis topic examines the benefits of children working together in groups to learn the information in social studies lessons. Your child will not be a participant in these group lessons; however, I will need to examine his or her grades in social studies in comparison with another class. I will statistically refer to the grades as a whole in my project, and all students will remain anonymous throughout the entire project. As usual, you will continue to be notified of the social studies grades of your child.

If you have any questions about having your child anonymously participate in my thesis project, please contact me at (856) 728-8650 ex. 6201.

Sincerely,

Pamela Pitt
Rowan University Student Teacher

Appendix C

Survey: “How Do You Feel About Social Studies?”

Name _____

Date _____

**HOW DO YOU FEEL ABOUT SOCIAL STUDIES?
(A SURVEY)**

1-agree very much

2-agree

3-agree sometimes

4-disagree

5-disagree very much

Directions: Circle the number that best fits how you feel about each question. Use the number key above to help you make your choice.

1. I find it hard to understand the information in my social studies textbook.

1 2 3 4 5

2. I like to read and work in groups when learning social studies.

1 2 3 4 5

3. I like working on my own when reading the chapters in the social studies book and when doing class work.

1 2 3 4 5

4. The information in the social studies book is easier to understand when the whole class takes turns reading it together.

1 2 3 4 5

5. It would be easier to read the social studies information in smaller groups with my classmates than with the whole class taking turns.

1 2 3 4 5

6. Doing the check-up questions and worksheets for seatwork or homework by myself help me to understand the information in the social studies textbook.

1 2 3 4 5

7. I believe that I can learn a lot from my classmates when reading the social studies textbook with them.

1 2 3 4 5

8. Listening to the ideas and suggestions from my classmates about the information in the textbook helps me to learn.

1 2 3 4 5

9. Doing group work and group projects in social studies help make the information and the learning of it more fun.

1 2 3 4 5

10. I am satisfied with the grades that I have received in social studies.

1 2 3 4 5

Appendix D
Literature Circle Packet

Name: _____

Literature Circle-Student Positions

Discussion Leader

Reading for meaning can be done in groups. As we discuss with others, we can have a better understanding of the information that we read. Your job is to write five open-ended questions to lead your group in a discussion of what they have read.

Vocabulary Builder

Good readers develop a new vocabulary as they read. Understanding the vocabulary in the text also helps the reader to understand the information better. Your role is to look for all of the bold-printed vocabulary words, and any other unfamiliar, interesting, or puzzling words that you read in the text.

Paragraph Master

Good readers give opinions and ideas about what they have read and reflect on the information that they have read in the text. Your job is to choose information, ideas, phrases, and words from the text that you feel are good to think about and discuss. These ideas, phrases, and words can be puzzling, humorous, interesting, something with which you may agree or disagree, or something you learned.

Connector

Good readers make connections between important information and ideas in the text and their lives, the lives of others, and events that have taken place. You may wish to make connections between people you read about, settings, problems in the text and the problems of today, and how those problems were solved in the text and today. You may also want to make comparisons of events in the text to events of today, or you may make comparisons to other events in history that you have learned about.

Discussion Leader

Reading for meaning can be done in groups. As we discuss with others, we can have a better understanding of the information that we read. Your job is to write five open-ended questions to lead your group in a discussion of what they have read.

Sample open-ended questions might include:

1. What might happen if...?
2. How is ...like...?
3. What do you think is going to happen next?
4. Do you agree with...and why?
5. What feelings did you have when ...?
6. What was your first reaction to...?
7. Would you like to be friends with...? Why or why not?
8. What would you do if ...?

How to present the question to your group:

1. Ask one question at a time and try to get as many responses from you group as possible.
2. Do not let one person dominate the group.
3. Encourage your group members to tell their responses to the question to others, not just you.
4. You do not have to use all of these questions. You can make up some of your own, also.

Work Area for Open-ended Questions

Vocabulary Builder

Good readers develop a new vocabulary as they read. Understanding the vocabulary in the text also helps the reader to understand the information better. Your role is to look for all of the bold-printed vocabulary words, and any other unfamiliar, interesting, or puzzling words that you read in the text.

WORD	PAGE/PARAGRAPH	SENTENCE WORD IS IN	MEANING
1.			
2.			
3.			
4.			

How to present the vocabulary to your groups:

1. Tell your group the vocabulary word, page number, and paragraph.
2. Call on someone to read the sentence that contains the word, and the sentences before and after the word, to give the word its context.
3. Ask for predictions of what the word means based on the context.
4. Tell the group the meaning and read your own sentences.
5. Discuss the rest of the words in the same manner.

Paragraph Master

Good readers give opinions and ideas about what they have read and reflect on the information that they have read in the text. Your job is to choose information, ideas, phrases, and words from the text that you feel are good to think about and discuss. These ideas, phrases, and words can be puzzling, humorous, interesting, something with which you may agree or disagree, or something you learned.

PARAGRAPH	PAGE	YOUR THOUGHTS
1.		
2.		
3.		
4.		

How to present your paragraph to the group:

1. Share one paragraph at a time and have the group talk about it.
2. Call on a member of your group to read the paragraph aloud and then discuss it.
3. Have the group read the paragraph to themselves, followed by discussion.

Connector

Good readers make connections between important information and ideas in the text and their lives, the lives of others, and events that have taken place. You may wish to make connections between people you read about, settings, problems in the text and the problems of today, and how those problems were solved in the text and today. You may also want to make comparisons of events in the text to events of today, or you may make comparisons to other events in history that you have learned about.

1. Using the space below, write the word, idea, or event from the text to which you want to respond. On the reverse side, write your response or connection to the information that you have read. Give evidence from the text and elaborate on your answers.

Respond on the reverse side

How to present your connections to the group:

Use the strategy, "Save the Last Word for Me!" Place your connection in the center of the circle and have each person respond to it by making a connection to their own lives, events that have happened currently, or something in the community. You get the last word. Turn your connection over and read or tell the connection you make, elaborating on it, based on what you heard from the others.

*Literature Circle
Packet Evaluation*

Name: _____

Least Proficient	Limited Proficiency	Somewhat Proficient	Proficient	Strong Proficiency
1	2	3	4	5
<ul style="list-style-type: none"> May not have good discussion questions. 	<ul style="list-style-type: none"> May not have good discussion questions. 	<ul style="list-style-type: none"> May not have good discussion questions. 	<ul style="list-style-type: none"> Made up good discussion questions. 	<ul style="list-style-type: none"> Made up strong discussion questions.
<ul style="list-style-type: none"> Provided some bold-printed vocabulary words, but none of your own. 	<ul style="list-style-type: none"> Provided some bold-printed vocabulary words, but none of your own. 	<ul style="list-style-type: none"> Provided some bold-printed vocabulary words and some of your own. 	<ul style="list-style-type: none"> Provided all bold-printed vocabulary words, but none of your own. 	<ul style="list-style-type: none"> Provided all bold-printed vocabulary words and some of your own.
<ul style="list-style-type: none"> Chose passages that did not aid the group's understanding of the information as a whole. 	<ul style="list-style-type: none"> Chose passages that did not aid the group's understanding of the information as a whole. 	<ul style="list-style-type: none"> Chose some insightful passages to aid the group's understanding of the information as a whole. 	<ul style="list-style-type: none"> Mostly chose insightful passages to aid the group's understanding of the information as a whole. 	<ul style="list-style-type: none"> Always chose insightful passages to aid the group's understanding of the information as a whole.
<ul style="list-style-type: none"> Made unrelated connections between the events of the text and the events of today. 	<ul style="list-style-type: none"> Made unrelated connections between the events of the text and the events of today. 	<ul style="list-style-type: none"> Made some valuable connections between the events of the text and the events of today. 	<ul style="list-style-type: none"> Mostly made valuable connections between the events of the text and the events of today. 	<ul style="list-style-type: none"> Always made valuable connections between the events of the text and the events of today.
<ul style="list-style-type: none"> Did not relate any written ideas to the information in the text. 	<ul style="list-style-type: none"> Related some written ideas to the information in the text. 	<ul style="list-style-type: none"> Related some written ideas to the information in the text. 	<ul style="list-style-type: none"> Related most written ideas to the information in the text. 	<ul style="list-style-type: none"> Related all written ideas to the information in the text.
<ul style="list-style-type: none"> Did not record the responses of the group members. 	<ul style="list-style-type: none"> Did not record the responses of the group members. 	<ul style="list-style-type: none"> Recorded the responses of some the group members. 	<ul style="list-style-type: none"> Recorded the responses of some of the group members. 	<ul style="list-style-type: none"> Recorded the responses of all the group members.

Comments: _____

Appendix E

Know/Want to Know/Learned (KWL) Packet

Name _____

Topic _____

Know

[illegible]

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page. The lines are thin and consistent in thickness. There are no margins, text, or other markings present on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix F

Estimate/Read/Respond/Question (ERRQ) Packet

Name _____

ERRQ-RESPONSE WORKSHEET

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix G
Chapter Study Guides and Tests

Name _____

Study Guide-Chapter 5 The Lenape Indians of New Jersey

1. The “three sisters” were maize, squash, and _____. (p. 93)
2. The first people to come to New Jersey arrived about _____ years ago. (p. 89)
3. Phratries were made up of _____. (p. 96)
4. The Lenape worshipped _____. (p. 96)
5. Ancestors of the Lenape once lived in _____. (p. 89)
6. The Lenape made all their clothes from _____. (p. 95)
7. Lenape women and girls _____. (p. 93)
8. The last Lenape Indians left New Jersey in _____. (p. 99)
9. The Lenape had at least _____ phratries. (p. 96)
10. Slash and burn was a way the Lenape _____. (p. 93)
11. The Lenape Indians were also called the _____. (p. 88)
12. When the Lenape left New Jersey, they went to Oklahoma, Wisconsin, and _____. (p. 99)
13. Some Lenape Indians went to a reservation in New Jersey at _____. (p. 99)
14. The Lenape longhouses were up to _____ feet long. (p. 91)

15. The Lenape Indians hunted bows and arrows, spears, and _____ . (p. 94)
16. The sachem was _____ . (p. 96)
17. The Lenape built their homes out of _____ . (p. 91)
18. The Lenape caught fish with nets, spears, fishhooks, and _____ . (p. 94)
19. Children of the Lenape always became members of their _____ . (p. 96)
20. The first Indians in New Jersey lived in _____ . (p. 90)

Questions to think about for your essay:

1. Why did the Lenape build their villages near rivers, streams, and forests?
2. Why did the Indians move their villages from time to time?
3. What was the clothing and appearance of the Lenape like?
4. Why did the Lenape become weak after the European settlers arrived?
5. What are some reminders of the Indian heritage in New Jersey?

Name _____

Date _____ Score _____



NEW JERSEY YESTERDAY AND TODAY

Part A / Content

There are four choices for each of the following test items. Each choice has a letter in front of it. Fill in the answer space that has the same letter as the answer that you picked.

1. The Lenape Indians were also called the (a) New Jersey Indians (b) Unami (c) Munsee (d) Delaware Indians. (p. 88)
2. Ancestors of the Lenape once lived in (a) Mexico (b) Africa (c) Australia (d) Asia. (p. 89)
3. The first people to come to New Jersey arrived about (a) 120 years ago (b) 1,200 years ago (c) 12,000 years ago (d) 120,000 years ago. (p. 89)
4. The first Indians in New Jersey lived in (a) longhouses (b) tents and caves (c) large towns (d) huts made of grass. (p. 90)
5. The Lenape built their homes out of (a) brick (b) stone (c) saplings and bark (d) large trees. (p. 91)
6. The Lenape longhouses were up to (a) 60 feet long (b) 200 feet long (c) 20 feet long (d) 600 feet long. (p. 91)
7. Lenape women and girls (a) hunted (b) fished (c) built the longhouses (d) planted gardens. (p. 93)
8. Slash and burn was a way the Lenape (a) caught animals for food (b) prepared the land for planting (c) built their longhouses (d) selected a sachem. (p. 93)
9. The "three sisters" were maize, squash, and (a) wheat (b) beans (c) pumpkins (d) fish. (p. 93)
10. The Lenape Indians hunted with bows and arrows, spears, and (a) guns (b) celts (c) traps (d) maize. (p. 94)
11. The Lenape caught fish with nets, spears, fishhooks, and (a) celts (b) weirs (c) bows and arrows (d) sachem. (p. 94)
12. The Lenape made all their clothes from (a) skins of animals (b) cotton (c) wool (d) cloth obtained from early explorers. (p. 95)

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13. Phratries were made up of (a) villages (b) hunting groups (c) ancestors (d) clans. (p. 96)
14. The Lenape had at least (a) 2 phratries (b) 3 phratries (c) 4 phratries (d) 5 phratries. (p. 96)
15. The sachem was (a) the symbol for the phratry (b) the chief of the phratry (c) a member of a phratry (d) one of the clans in a phratry. (p. 96)
16. Children of the Lenape always became members of their (a) mothers' sachems (b) mothers' phratries (c) fathers' clans (d) fathers' phratries. (p. 96)
17. The Lenape worshipped (a) plants (b) animals (c) their sachem (d) a Great Spirit or Creator. (p. 96)
18. Some Lenape Indians went to a reservation in New Jersey at (a) Trenton (b) Brotherton (c) Succasunna (d) Kittatinny. (p. 99)
19. The last Lenape Indians left New Jersey in (a) 1602 (b) 1702 (c) 1802 (d) 1902. (p. 99)
20. When the Lenape left New Jersey, they went to Oklahoma, Wisconsin, and (a) Mexico (b) California (c) Ontario, Canada (d) Delaware. (p. 99)

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Part B / Content

1. Why did the Lenape build their villages near rivers, streams, and forests?
2. Why did the Indians move their villages from time to time?
3. What was the clothing and appearance of the Lenape like?
4. Why did the Lenape become weak after the European settlers arrived?
5. What are some reminders of the Indian heritage in New Jersey?

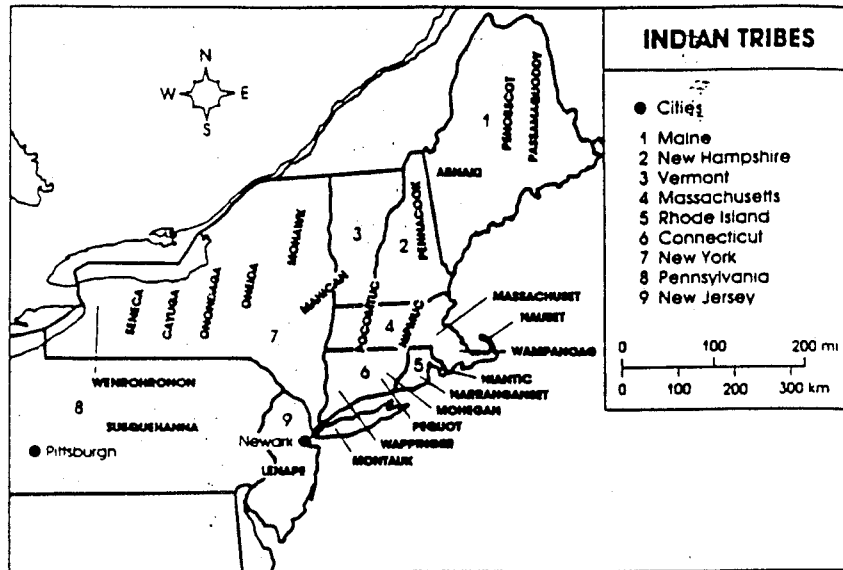
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NEW JERSEY YESTERDAY AND TODAY

Part C / Skills

Use the map below to answer questions 1-8.



- The Penobscot Indians lived in what is now (a) Maine (b) Connecticut (c) New York (d) New Hampshire.
- To visit the Susquehanna, the Lenape travelled (a) west (b) south (c) east (d) north.
- The Mohawk Indians lived in what is now (a) New Jersey. (b) Vermont (c) New York (d) Connecticut.
- Maine was the home of (a) 2 Indian tribes (b) 3 Indian tribes (c) 4 Indian tribes (d) 5 Indian tribes.
- The Wampanoags lived in what is now (a) Pennsylvania (b) New York (c) New Jersey (d) Massachusetts.
- The Onondaga Indians lived next to the (a) Seneca (b) Lenape (c) Cayuga (d) Passamaquoddy.
- The area around Pittsburgh was once the home of (a) Mohawks (b) Penobscot (c) Abnaki (d) Susquehanna.
- The land east of Newark was once the home of (a) Mahicans (b) Montauks (c) Susquehannas (d) Penobscots.

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Use the paragraphs below to answer questions 9-15.

The Lenape Indians got most of their food from farming. They got other food from hunting, fishing, and gathering berries, nuts, and other seeds.

The Lenape did not use horses or other animals for farming. All the work was done by hand. The men cut down the trees using their celts, and then burned the logs to clear the land. The women and children used hand tools to prepare the ground, plant seeds, weed the garden, and harvest the crops. Their tools were the hoe and digging stick. They loosened the earth with the hoe. Then they used the pointed end of the digging stick to make a hole in the ground. They dropped seeds into the hole and covered it with soil. Their main crops were maize, squash, and beans.

9. The main idea is (a) the Lenape were good farmers (b) women and children did all the farming (c) the Lenape farmed with hand tools (d) Lenape had many ways of getting food.
10. Lenape farm work was done (a) entirely by women (b) entirely by hand (c) with the help of horses (d) only when hunting was poor.
11. Among the Lenape (a) certain jobs were done by women (b) horses were sometimes used for farming (c) farming was the only way to get food (d) only men farmed.
12. The digging stick was a (a) hoe (b) pointed stick used for planting seeds (c) celt (d) ax.
13. Lenape farming (a) involved men, women, and children (b) was only done by women and children (c) took up all their time (d) was important only after European settlers arrived.
14. Only women and children (a) cooked (b) used celts (c) used the digging stick (d) worked at farming.
15. The Lenape got most of their food by (a) hunting (b) fishing (c) farming (d) gathering berries.

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15. a b c d
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Name _____

Study Guide-Chapter 7 The English Colony of New Jersey

1. Many settlers came from France and Germany because they wanted _____ . (p. 121)
2. The Duke of York gave the land that is now New Jersey to Lord Berkeley and _____ . (p. 118)
3. The wars between France and England were mostly over _____ . (p. 128)
4. The capital of West New Jersey was _____ . (p. 123)
5. Governor Carteret promised the colonists they would _____ . (p. 118)
6. The first Assembly in New Jersey met in _____ . (p. 121)
7. New Jersey was once called _____ . (p. 116)
8. A person who had his or her travel to America paid for by a person living in America was a _____ . (p. 126)
9. Most of the wars between France and England were fought _____ . (p. 128)
10. The town of Bergen was settled by the _____ . (p. 120)
11. Governor Nicolls promised new settlers _____ . (p. 116)
12. During the French and Indian War, most Indians fought in _____ . (p. 128)

13. The Assembly and the governor argued about _____.
(p. 121)
14. Most New Jersey colonists were _____. (p. 124)
15. Newark was started by settlers from _____. (p. 120)
16. The first Assembly in New Jersey met in _____. (p. 121)
17. Queen Anne made New Jersey _____. (p. 123)
18. When the war was over, France _____
_____. (p. 129)
19. The capital of East New Jersey was _____. (p. 123)
20. The Duke of York named the colony New Jersey after _____
_____. (p. 118)

Questions to think about for your essay:

1. Why were the colonists unhappy when the proprietors told them they must pay a land tax?
2. Why is the Concessions and Agreements an important document?
3. How did the government of New Jersey change when it was made a royal colony?
4. How did farmers get the goods they couldn't produce themselves?
5. Why did people become apprentices?

Name _____

Date _____ Score _____

7

TEST

NEW JERSEY YESTERDAY AND TODAY**Part A / Content**

There are four choices for each of the following test items. Each choice has a letter in front of it. Fill in the answer space that has the same letter as the answer that you picked.

1. New Jersey was once called (a) New Amsterdam (b) New York (c) Albania (d) New Hampshire. (p. 116)
2. Governor Nicolls promised new settlers (a) free land (b) they could make their own laws (c) they would not have taxes (d) help in clearing the land for farming. (p. 116)
3. The Duke of York gave the land that is now New Jersey to Lord Berkeley and (a) Richard Nicolls (b) the Duke of Albania (c) Sir George Carteret (d) the Quakers. (p. 118)
4. The Duke of York named the colony New Jersey after (a) the Duke of Jersey (b) the island of Jersey (c) the city of Jersey (d) his father. (p. 118)
5. Governor Carteret promised the colonists they would (a) have religious freedom (b) have free land (c) return to England (d) elect their own governor. (p. 118)
6. Governor Carteret told the colonists they would (a) not pay taxes (b) have to pay taxes (c) not have their own assembly (d) not own their own land. (p. 119)
7. The town of Bergen was settled by the (a) Dutch (b) Swedes (c) English (d) French. (p. 120)
8. Newark was started by settlers from (a) Holland (b) New Hampshire (c) Connecticut (d) Sweden. (p. 120)
9. Many settlers came from France and Germany because they wanted (a) free land (b) religious freedom (c) to become merchants (d) to escape unfair taxes. (p. 121)
10. The first Assembly in New Jersey met in (a) Newark (b) Bergen (c) Piscataway (d) Elizabethtown. (p. 121)

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11. The Assembly and the governor argued about (a) taxes (b) land ownership (c) religious freedom (d) where the capital should be. (p. 121)
12. The capital of West New Jersey was (a) Elizabethtown (b) Bergen (c) Burlington (d) Salem. (p. 123)
13. The capital of East New Jersey was (a) Elizabethtown (b) Bergen (c) Burlington (d) Perth Amboy. (p. 123)
14. Queen Anne made New Jersey (a) the property of proprietors (b) a royal colony (c) independent of England (d) separate from New York. (p. 123)
15. Most New Jersey colonists were (a) merchants (b) craftworkers (c) traders (d) farmers. (p. 124)
16. A person who had his or her travel to America paid for by a person living in America was a (a) slave (b) indentured servant (c) apprentice (d) proprietor. (p. 126)
17. The wars between France and England were mostly over (a) fishing rights (b) taxes (c) trading rights (d) land rights. (p. 128)
18. Most of the wars between France and England were fought in (a) the colonies (b) America (c) Europe (d) Canada. (p. 128)
19. During the French and Indian War, most Indians fought (a) against France (b) with the British (c) with the colonists (d) with France. (p. 128)
20. When the war was over, France (a) gave up all its land in Canada and east of the Mississippi (b) took control of Canada (c) was the most powerful country in the world (d) took over all of England's territories. (p. 129)

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Part B / Content

1. Why were the colonists unhappy when the proprietors told them they must pay a land tax?
2. Why is the Concessions and Agreements an important document?
3. How did the government of New Jersey change when it was made a royal colony?
4. How did farmers get the goods they couldn't produce themselves?
5. Why did people become apprentices?

Name _____

Date _____ Score _____

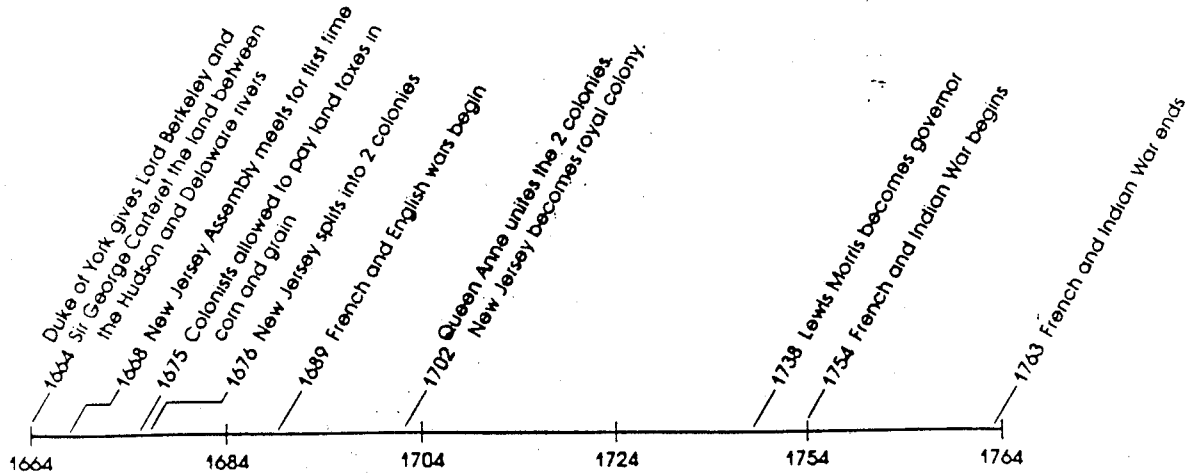


TEST

NEW JERSEY YESTERDAY AND TODAY

Part C / Skills

Use the time line below to answer questions 1-7.



- The French and Indian War lasted about (a) 5 years (b) 9 years (c) 10 years (d) 20 years.
- The first meeting of the Assembly in New Jersey took place 8 years before (a) New Jersey became a royal colony (b) Lewis Morris became governor (c) New Jersey became 2 colonies (d) the beginning of the French and Indian War.
- Lewis Morris became governor in (a) 1664 (b) 1702 (c) 1738 (d) 1744.
- The time line is divided into 5 sections; each section stands for (a) 5 years (b) 10 years (c) 20 years (d) 50 years.
- The end of the French and Indian war (a) is the last event on the time line (b) is the first event on the time line (c) is the most important event on the time line (d) occurs while New Jersey is 2 colonies.
- New Jersey was divided into 2 colonies for (a) 12 years (b) 26 years (c) 35 years (d) 52 years.
- The French and English wars began in (a) 1676 (b) 1684 (c) 1689 (d) 1702.

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Use the paragraphs below to answer questions 8-15.

The last and most important of the French and English wars was the French and Indian War, which began in 1754. The two countries disagreed on who controlled the land between the Allegheny Mountains and the Mississippi River. This disagreement was the main cause of the war.

To strengthen their claim, the French built forts along the Allegheny River. George Washington was sent to demand that the French leave. When they refused, Washington returned with an army to fight the French soldiers. The French won this battle.

The English lost many battles early in the war. The French had a larger army and better leaders. Later the English got the upper hand. Much better leaders were put in charge, and their army was made larger. The English won the war in 1763.

8. The main cause of the French and Indian War was a disagreement over (a) land (b) trade (c) forts (d) fishing rights.
9. The French forts on the Allegheny (a) caused the war (b) were built to strengthen France's land claim (c) caused France to lose its land (d) helped end the war.
10. George Washington fought the French because (a) he knew he could win (b) the French wouldn't leave their forts (c) he needed supplies (d) Parliament ordered him to.
11. The French and Indian War was (a) the last of the French and English Wars (b) a colonial victory (c) fought mainly in Europe (d) between the French and the Indians.
12. The war lasted (a) 5 years (b) 6 years (c) 8 years (d) 9 years.
13. The English were (a) poor soldiers (b) defeated in many battles early in the war (c) allies of the Indians (d) unfairly attacked.
14. The French and Indian War (a) ended the Indian wars in the United States (b) was fought mainly in Europe (c) began in 1763 (d) was the last of the French and English wars.
15. One reason the English won was because (a) they found better leaders (b) the French were poor soldiers (c) George Washington led the English (d) the colonies entered the war.

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13. a b c d
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14. a b c d
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15. a b c d
 ☐ ☐ ☐ ☐

Name _____

Study Guide-Chapter 8 New Jersey During the American Revolution

1. The Townshend Acts taxed _____. (p. 29)
2. The Continental army was formed by the _____.
(p. 136)
3. The Stamp Act taxed sugar and _____. (p. 133)
4. New Jersey was the winter home of the Continental army _____ times.
(p. 142)
5. The battle of Trenton was fought against the _____. (p. 139)
6. Hannah Caldwell was shot by mistake during the battle of _____.
(p. 144)
7. The Declaration of Independence was written by _____.
(p. 137)
8. In 1774, New Jersey colonists burned shipments of British tea in _____.
(p. 134)
9. The first two battles of the Revolutionary War took place at Lexington and _____. (p. 136)
10. The number of New Jersey delegates at the Second Continental Congress was _____. (p. 136)
11. The last major battle of the Revolutionary War was fought at _____. (p. 144)
12. New Jersey was the site of almost _____ battles. (p. 138)
13. The battle of Connecticut Farms was won by the _____.
(p. 144)

14. The commander in chief of the Continental army was _____ . (p. 136)
15. The American colonies were taxed to help pay for _____ . (p. 132)
16. The First Continental Congress met in _____ . (p. 135)
17. Before the battle of Trenton, George Washington's troops crossed _____ . (p. 139)
18. The battle of Monmouth was not won by _____ . (p. 141)
19. The Sugar Act taxed sugar and _____ . (p. 133)
20. The Continental army spend its worst winter of the war at _____ . (p. 143)

Question to think about for your essay:

Use any of the school's character themes from March (perseverance and effort) and April (patience and responsibility) to describe something about the war in Chapter 8. You may want to focus on the people, a particular group, an event, or the war itself. Use specific facts from the text to support your ideas.

Name _____

Date _____ Score _____

8**TEST****NEW JERSEY YESTERDAY AND TODAY****Part A / Content**

There are four choices for each of the following test items. Each choice has a letter in front of it. Fill in the answer space that has the same letter as the answer that you picked.

1. The American colonies were taxed to help pay for (a) the French and Indian War (b) the Continental Congress (c) new ships (d) roads and schools. (p. 132)
2. The Sugar Act taxed sugar and (a) books (b) legal papers (c) tea (d) molasses. (p. 133)
3. The Stamp Act taxed (a) tea (b) sugar (c) newspapers (d) molasses. (p. 133)
4. The Townshend Acts taxed (a) molasses (b) tea (c) sugar (d) cotton. (p. 134)
5. In 1774, New Jersey colonists burned shipments of British tea in (a) Newark (b) Greenwich (c) Princeton (d) Trenton. (p. 134)
6. The First Continental Congress met in (a) New York (b) Trenton (c) Boston (d) Philadelphia. (p. 135)
7. The first two battles of the Revolutionary War took place at Lexington and (a) Greenwich (b) Philadelphia (c) Concord (d) Trenton. (p. 136)
8. The Continental army was formed by the (a) Provincial Congress (b) British Parliament (c) First Continental Congress (d) Second Continental Congress. (p. 136)
9. The commander in chief of the Continental army was (a) George Washington (b) Thomas Jefferson (c) Ben Franklin (d) John Witherspoon. (p. 136)
10. The number of New Jersey delegates at the Second Continental Congress was (a) 6 (b) 5 (c) 4 (d) 3. (p. 136)

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11. The Declaration of Independence was written by (a) Richard Stockton (b) Benjamin Franklin (c) Thomas Jefferson (d) John Witherspoon. (p. 137)
12. New Jersey was the site of almost (a) 50 battles (b) 100 battles (c) 150 battles (d) 200 battles. (p. 138)
13. Before the battle of Trenton, George Washington's troops crossed (a) the Hudson River (b) New Jersey (c) New York (d) the Delaware River. (p. 139)
14. The battle of Trenton was fought against the (a) Hessians (b) English (c) Loyalists (d) French. (p. 139)
15. The battle of Monmouth was (a) won by the British (b) won by the Continental army (c) not won by either side (d) won by the New Jersey militia. (p. 141)
16. New Jersey was the winter home of the Continental army (a) 2 times (b) 3 times (c) 4 times (d) 5 times. (p. 142)
17. The Continental army spent its worst winter of the war at (a) Princeton (b) Trenton (c) Morristown (d) Valley Forge. (p. 143)
18. The battle of Connecticut Farms was won by the (a) Continental army (b) New Jersey militia (c) Hessians (d) British army. (p. 144)
19. Hannah Caldwell was shot by mistake during the battle of (a) Monmouth (b) Springfield (c) Princeton (d) Connecticut Farms. (p. 144)
20. The last major battle of the Revolutionary War was fought at (a) Monmouth (b) Trenton (c) Princeton (d) Yorktown. (p. 144)

11. ☐ a ☐ b ☐ c ☐ d

12. ☐ a ☐ b ☐ c ☐ d

13. ☐ a ☐ b ☐ c ☐ d

14. ☐ a ☐ b ☐ c ☐ d

15. ☐ a ☐ b ☐ c ☐ d

16. ☐ a ☐ b ☐ c ☐ d

17. ☐ a ☐ b ☐ c ☐ d

18. ☐ a ☐ b ☐ c ☐ d

19. ☐ a ☐ b ☐ c ☐ d

20. ☐ a ☐ b ☐ c ☐ d

Part B / Content

Use a separate piece of paper to respond to the following journal topic:

Use any of Radix Elementary School's character themes from March (perseverance and effort) and April (patience and responsibility) to categorize any aspect of the war in Chapter 8 "New Jersey During the American Revolution." You may want to focus on the people, a particular group, an event, or the war itself. Use specific facts from the textbook to support your ideas.

Name _____

Date _____ Score _____

8

TEST

NEW JERSEY YESTERDAY AND TODAY**Part C/Skills***Use the table below to answer questions 1-8.*

SOME MAJOR BATTLES OF THE REVOLUTIONARY WAR				
NAME OF BATTLE	DATE	PLACE	COMMANDER	
			British	American
Brandywine	1777	Pennsylvania	Howe	Washington
Bunker Hill	1775	Massachusetts	Howe	Prescott
Freeman's Farm	1777	New York	Burgoyne	Gates
Guilford Courthouse	1781	North Carolina	Cornwallis	Greene
Monmouth	1778	New Jersey	Clinton	Washington
Trenton	1776	New Jersey	Rail	Washington
Yorktown	1781	Virginia	Cornwallis	Washington

- The table lists the battles (a) by dates (b) alphabetically by battle (c) alphabetically by American commander (d) by importance.
- The battle of Trenton happened after the battle of (a) Bunker Hill (b) Freeman's Farm (c) Guilford Courthouse (d) Brandywine.
- The British commander at the battle of Yorktown was (a) Washington (b) Howe (c) Burgoyne (d) Cornwallis.
- The battle of Brandywine was fought in (a) New Jersey (b) New York (c) Pennsylvania (d) Virginia.
- The American commander at the battle of Freeman's Farm was (a) Greene (b) Washington (c) Burgoyne (d) Gates.
- Among the battles listed, the first to be fought was the battle of (a) Monmouth (b) Trenton (c) Yorktown (d) Bunker Hill.
- General Washington commanded the American army in (a) 3 battles (b) 4 battles (c) 5 battles (d) 6 battles.
- Two major battles on the list were fought in (a) New Jersey (b) North Carolina (c) New York (d) Pennsylvania.

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Use the paragraphs below to answer questions 9-15.

In 1781, the British commander, General Cornwallis, moved his army to Yorktown, Virginia. Yorktown is located on a piece of land that is surrounded on three sides by Chesapeake Bay. Cornwallis made his headquarters there because he could only be attacked on one side.

At this time, French soldiers joined the American army led by General Washington. The army of 17,000 men marched to Virginia. Meanwhile, the French navy blocked the entrance to Chesapeake Bay. They fought off a British navy that was sent to help General Cornwallis and his 8,000 soldiers escape by sea. General Washington attacked the British. Because the British could not escape either by land or by sea, Cornwallis surrendered. The British defeat brought about the end of the Revolutionary War.

9. General Washington headed for Virginia (a) before Cornwallis (b) before the French joined him (c) after the French joined him (d) after the British navy was defeated.

9. a b c d
 ☐ ☐ ☐ ☐

10. Yorktown is on the (a) Chesapeake Bay (b) Atlantic Ocean (c) Delaware Bay (d) Hudson Bay.

10. a b c d
 ☐ ☐ ☐ ☐

11. Yorktown was a good place for the British because (a) it was mountainous (b) it was small (c) they could only be attacked on one side (d) it could not be reached by land.

11. a b c d
 ☐ ☐ ☐ ☐

12. Washington's army was (a) the same size as Cornwallis's (b) over twice the size of Cornwallis's (c) three times the size of Cornwallis's (d) one half the size of Cornwallis's.

12. a b c d
 ☐ ☐ ☐ ☐

13. General Cornwallis surrendered because (a) he was outnumbered (b) his fleet had been defeated (c) Washington was a better general (d) he couldn't escape.

13. a b c d
 ☐ ☐ ☐ ☐

14. Without the help of the French navy (a) the British could have escaped by sea (b) Cornwallis wouldn't have gone to Yorktown (c) Washington would have surrendered (d) the battle would have been at Trenton.

14. a b c d
 ☐ ☐ ☐ ☐

15. The main idea is (a) Cornwallis had fewer soldiers (b) the French and Americans worked together to defeat the British (c) Washington led the American army (d) the French navy defeated the British navy.

15. a b c d
 ☐ ☐ ☐ ☐

Vita

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