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Social Studies Literacy

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Social Studies Literacy

A Project Presented to the Graduate Faculty of Minnesota State University Moorhead

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ABSTRACT

The field of education is constantly evolving. It is the role of professionals in education to provide students with the best opportunity to be successful learners. One major element of modern American Education, literacy instruction in the content areas, has become a key point in the discussion of how to best educate students. For the better part of one-hundred years, the notion that every teacher is a teacher of literacy has been considered best practice. Within the last thirty years alternative methodologies for literacy instruction within the content areas have become more prevalent as the literacy scores of the American student steadily decline. Thus, begging the question, is the "every teacher" model best practice and do other literacy methodologies provide opportunity for student content literacy growth? The purpose of this research study is to evaluate one such alternative research methodology, disciplinary literacy in a comparative study against the "every teacher" methodology to analyze which method provides larger growth for student's Social Studies literacy in my local school district. Content area literacy is especially important in the field of social studies because of the skills the content teaches students and how those skills will assist students in their understanding of the modern world.

Keywords: disciplinary literacy, content literacy, social studies

CHAPTER 1

INTRODUCTION

Introduction

Literacy is the gateway to all other parts of education. If a student cannot properly comprehend the material, their lives as students will be significantly more difficult. This is a fact that is even more prevalent since the turn of the 21st century. Students face new challenges in their educational lives, now more so than any previous generation. This study will take place in a charter school district in on the suburban border with North Minneapolis in Minnesota, an area that fits many textbook definitions of 'urban' or 'inner-city'. The school has placed significant focus on increasing the literacy rates of students, most of whom are the children or grandchildren of immigrants or even immigrants themselves. This research study focuses on how to increase the literacy of students in the content areas, specifically in an eighth-tenth grade social studies classroom, using a method known as disciplinary literacy. Disciplinary literacy suggests that students will become more content literate if they focus on using the practices that are unique to the professionals of the specific discipline they are studying. The literacy initiative within the school has an overall goal of increasing student ability. The administration desire that literacy have a place in each classroom, however, each educator has the autonomy to decide how to approach the literacy initiative. The overall goal for the school was that every student show improvement in their literacy and approach the 'meets' category for the Minnesota Comprehensive Assessment (MCA) standardized exam taken each spring. This study analyzed on the local level if there is a significant difference in achievement between students taught using the disciplinary literacy method or General English Language Arts (ELA) literacy practices for expanding content literacy in social studies.

Literacy is a hot button issue in education, for the better part of the last one-hundred years it has been a point of emphasis in classrooms across the country. When it comes to literacy in the content areas there are two major schools of thought. George Sampson argued in his 1922 book *English for the English* that "every teacher is a teacher of English" (as cited in Bromley, 2017, p.1). Others who hold this belief generally argued that content area educators should use basic English Language Arts (ELA) practices in their classroom to teach students how to read and write in that content area (Heller, 2010). The second school of thought acts as a direct challenge to the former and argued that content area teachers should teach their students to read and write in that content area using skills and knowledge unique to professionals in the discipline. This school of thought is known as disciplinary literacy (Moje, 2008; Shanahan & Shanahan 2008, 2012). There are also others that maintained that the teaching of literacy should be a melding of the two schools of thought that use not only the basic strategies found in ELA but also the more advanced and discipline specific skills of disciplinary literacy (Gillis, 2014).

Statement of the Problem

The research problem compared the effectiveness of two methods of literacy instruction, general ELA practices and disciplinary literacy. Based on the research, both methods have their place in the literacy instruction of today's students. This action research study aims to discover to what degree each methodology is effective with a local population of students who meet a very specific set of parameters. Most students are English Language Learners (ELL), of a minority ethnic group and live in an economically disadvantaged area.

The study was conducted using two major student groupings, the first was the control group where every student in the control was taught using general ELA methods for literacy. The second group of students were taught to engage with reading and writing using the disciplinary literacy methodology that focuses on content specific skills and practices. The action

research study compared the results of the summative exams for the two units to evaluate the effectiveness of each method on a local level.

Purpose of the Study

Literacy is a necessity of secondary education that requires it to be taught in just an English classroom, but in the content areas as well. The way in which it is taught outside of ELA may look, sound and feel different. The school where the study took place school focuses very heavily on literacy instruction, especially as a school with a large ELL population. The school administration believes that literacy opens doors for students and find this especially the case for students from minority ethnic groups. The study consisted of the use of the two methodologies mentioned in the above section. The research compared their effectiveness based on student summative exam results, which will be reading and writing intensive exams. The averages of each class period will be compared to determine if one method is more effective on a class-by-class basis and individual, per student results were compared to examine if one methodology was more effective on an individual student basis to improve content literacy.

Research Question:

What is the impact of using disciplinary literacy versus using general ELA strategies on the content knowledge of secondary school students in a social studies classroom?

Definition of Variables

Content Knowledge. Content knowledge in a secondary social studies classroom was the dependent variable for this action research study. Content knowledge was measured by students' scores on a summative examination. A summative examination is defined as assessments that are used by educators to 'sum up' what a student knows or has learned about a given body of course material and are usually found at the end of units in the form of exams,

projects, presentations, or extended writing (Garrison & Ehringhaus, 2007). This study used reading and writing intensive summative examination that included passages that required students to use literacy skills, either specific to the content or ELA, in order to evaluate source material.

Disciplinary Literacy. Disciplinary literacy was the independent variable of the action research study. Disciplinary Literacy is defined as the use of skills and knowledge that are common to the professionals in a specific field to best understand the content that encompasses the discipline (Herber, 1970).

General English Language Arts (ELA) Strategies. General ELA strategies were the control for this action research study. General ELA strategies are defined as strategies commonly used in ELA classrooms for reading comprehension (Heller, 2010). The study compared the independent variable against the control to determine which methodology was more effective at increasing literacy scores in a local social studies classroom.

Significance of the Study

The dichotomy between disciplinary literacy and general ELA practices in content area classrooms developed out of a need for improve literacy instruction in that setting. Literacy rates in students decreased even though the system educators have been using for the better part of a century are cited on multiple occasions as being the most effective means to improve literacy scores. This research is significant because these traditional methods have been deemed effective and best practice, even though student literacy in the content areas decrease. Based on these facts and statistical evidence an alternative method of literacy instruction in the content areas may be necessary. Disciplinary literacy is one possible alternative method that educators may implement to assist students in conquering content. The purpose of this study was to address an ongoing initiative to improve student literacy at a local educational institution.

Research Ethics

Permissions and IRB Approval. To conduct this study, the researcher sought MSUM's Institutional Review Board (IRB) approval to ensure ethical conduct of research involving human subjects (Mills & Gay, 2019). Likewise, authorization to conduct this study was sought from the school district where the research project too place (See Appendix B).

Informed Consent. Protection of human subjects who participated in research will be assured. Participant minors were informed of the purpose of the study via the Method of Assent (See Appendix C) that the researcher read to the participants before the beginning of the study. Participants were aware that this study was conducted as part of the researcher's master's degree program and that it benefited his teaching practice. Informed consent means that the parents of the participants were fully informed of the purpose and procedures of the study for which consent is sought and that parents understood and agreed, in writing, to their child participating in the study (Rothstein & Johnson, 2014). Confidentiality was protected using pseudonyms (e.g. Student A) without the use of any identifying information. The choice to participate or withdraw at any time were outlined both, verbally and in writing.

Limitations. Many limitations exist that affected the results of this research study. The first limitation was the sample size of student data collected. Many parents or participants themselves opted out of the research study the data sample size was too small to draw any significant conclusions about the use of disciplinary literacy in a secondary social studies classroom. Action research is meant to, by its nature, develop solutions and conclusions for the local level and not for the field of education.

Another limitation for this research study was the language barrier that exists between the researcher and many of the parents and guardians of the students who participated in the study. This limited the number of participants in the study due to the researcher's inability to

effectively communicate the parameters of the study, even with the use of translated informed consent and study purpose documents.

A third and final limitation to the study was the distance learning setting mandated by local governments. This research study would provide the most effective and accurate results in an in-person instructional setting. The distance or eLearning model required that students take the initiative in their own education, which if students are struggled with difficult content the results of a content knowledge examination may see a decline.

CHAPTER 2

LITERATURE REVIEW

Introduction

Literacy instruction is the job of all educators. While all teachers are educated on strategies for teaching, not all content area teachers are trained on delivering and implementing literacy strategies. Implementation is further complicated by diverse student populations at local levels. This literature review explored the dichotomy between the methodologies of using general English Language Arts (ELA) strategies in the content-area classroom and disciplinary literacy. The literature review helped focus the research to better address local literacy initiatives put in place at the studied district. The goal of the action research study was to better inform the researcher's instructional practice. The research was conducted to discover what strategy is most effective in increasing student literacy, general ELA strategies or disciplinary literacy.

Context.

The current research on the topics of literacy, direct instruction and disciplinary literacy evaluates the effectiveness of instruction and cite ways for improved practice by educators for the benefit of their students. During the literature review process, several search queries were used to find the cited information 'disciplinary literacy and the social studies classroom', 'disciplinary literacy in the content areas', 'every teacher is a teacher of literacy', and general ELA strategies in the content classrooms. The information discovered from these queries yielded large numbers of prior research. Most of the research was theoretical in nature and focused on the possible applications of both disciplinary literacy and general ELA strategies within the content classrooms. Some of the research also outlined how the two methodologies could be combined to best address the needs of students in content area classrooms.

Disciplinary Literacy.

Disciplinary literacy as an effective way to increase student content knowledge is disputed by educational researchers. There is a very stark dichotomy among educational researchers on effective literacy practice in the content classrooms. On one side of the dichotomy, researchers outlined disciplinary literacy as an effective alternative to using general English Language Arts (ELA) strategies for content area literacy (Niles, 1965; Herber, 1970; Moje, 2008; Shanahan and Shanahan 2012; Gillis, 2014). The opposed side maintained that general English Language Arts (ELA) strategies have been established as educational best practice under the viewpoint of "every teacher is a teacher of literacy" (Bromley, 2017; Heller and Greenleaf, 2008; Heller, 2010). For example, in his seminal work on disciplinary literacy, *Teaching Reading in the Content Areas,* Harold Herber discusses the idea that for students to gain the best understanding of the content they are studying they must use the skills and knowledge that are common to the professionals in that field. Disciplinary literacy stems from the seminal work of Olive Niles (1965), where she stated that reading (literacy) be mainly taught in the content areas using methods common to that field. Once disciplinary literacy was adapted and expanded by Herber, a discourse began among literacy researchers. In more modern research on disciplinary literacy, it was suggested that as students move beyond elementary schooling, the literacy strategies they should be taught must go beyond the general (Shanahan & Shanahan, 2012). A disciple of Herber (1970), Victoria Gillis (2014) suggested that the content must determine the process, thus, echoing the views held by her mentor, Herber.

Disciplinary literacy is a new concept in the framework of literacy education, having only been around for the last fifty years, while the General ELA approach that uses general English Language Arts (ELA) practices has been a function of educational best practice for the better part of the last century. It was not until the last 15 years that disciplinary literacy gained traction as a viable alternative for literacy education outside the ELA classroom. One of the more recent articles advocated that once students are in secondary schooling, the goal of literacy education

should be "teaching students what the privileged discourses are, when and why these

discourses are useful and how these discourses came to be valued" (Moje, 2008, p.100). Moje

(2008) described the privileged discourses through references to her prior research (Moje,

1996) the field of science requires accuracy and precision in experimentation. The reference to

value of the "privileged discourses", value goes well beyond the application that for the current

study to on disciplinary literacy in the High School Social Studies classroom, but it does help to

provide grounds and justification for further research.

      Disciplinary literacy is an advanced literacy theory; both proponents and opponents of

the disciplinary literacy model believe it to be and advanced method of instruction (Shanahan &

Shanahan, 2008; Heller, 2010; Gillis, 2014). One key article mentioned that disciplinary literacy

as an advanced literacy method of literacy is most appropriately implemented in the middle and

high school settings (Shanahan & Shanahan, 2008). The same study further explained that

while disciplinary literacy was an advanced form of literacy, it was the peak of the literacy

pyramid where the most generalized skills and methods will find themselves at the bottom.

Movement to more specific skills coincide with movement towards the top of the pyramid (See

Appendix A) (Shanahan & Shanahan, 2008). The rigor of disciplinary literacy was

acknowledged by opponents of the disciplinary literacy model. Some opponents argued that

disciplinary literacy was too advanced for high school students. Therefore, the more general

skills taught in the English Language Arts (ELA) classroom should be used to better inform

content specific readings and literacy requirements (Heller, 2010). The discourse on when and

where disciplinary literacy should be used is important to be aware of because it is possible that

based on student populations and their literacy levels they could struggle with the advanced

forms of disciplinary literacy.

      As an alternative to picking a side in the disciplinary literacy discourse a healthy middle

ground may be required to bridge the gap that has arisen between the idea that "every teacher

is a reading teacher" and those who believe in discipline dependent literacy (disciplinary literacy). Some research supported finding a healthy middle ground between the two sides of the dichotomy (Brozo et al., 2013; Gillis, 2014). The split between traditional content literacy and disciplinary literacy is a two-factor issue. First, was content teachers outside of ELA were resistant to the traditional "every teacher" method because they felt as though they were being forced to be literacy instructors without proper preparation, while subsequently having to abandon what made literacy in their content area unique (Brozo et al, 2013, p. 355). Second, they also argued that Moje (2008) and Shanahan & Shanahan (2010) had a point that generic literacy instruction was often inadequate when approached in the content areas. The authors advocated for the adaptation of the two models and that literacy instruction should blend the two in what they discussed as the radical center. The theme of adaptation was also a key point of the Gillis (2014) argued that a marriage of the two theories must be considered before an all or nothing approach, because each side, content instructors and literacy instructors bring skills and strategies that can help all educators regardless of content in their instruction (p.622). It is important to note that evolution occurs over time. In the modern world, what worked for the past one-hundred years may no longer be a viable solution to the literacy problem. What is best for this generation of learners may be an adaptation of two similar, yet different approaches to literacy instruction.

Content-Area Literacy Using General ELA Strategies.

The notion that every teacher is a teacher of literacy has a wide range of support in academia, it has been considered best practice for the better part of one-hundred years. Although newer research brings to light concerns with the "every teacher" methodology (Herber, 1970; Gillis, 2014; Shanahan & Shanahan, 2008; Shanahan & Shanahan 2012). The research supported that the use of general ELA methods worked effectively when applied to the content areas (Heller, 2010; ACSD, 2013; Brozo et al., 2013). The article by Heller (2010) acts as a

direct rebuttal to the themes outlined by Moje in her 2008 and 2010 articles. The two researchers go back and forth with multiple critiques of the others research about the viability of literacy methods. Heller (2010) advocated for a continuation of the "every teacher" model while Moje (2008, 2010) was in favor of disciplinary literacy. The two debated the very trends that are the focus of this research study, that while using general ELA practices for content literacy has been considered best practice for many years, its effectiveness has been called into question by those who support disciplinary literacy. Heller (2010) argued that the skills required for disciplinary literacy go well beyond the knowledge, interest and ability of high school students. On the other hand, Moje (2010) argued in her response to Hellers critique of her original 2008 work that, "he (Heller) challenges the idea of approaching secondary literacy instruction from a disciplinary perspective by arguing that rather than teach young people the literature practices… in various secondary subjects the teachers should focus on developing 'amateurs' who are well versed in general liberal arts" (p.275). Moje's (2010) writing highlighted not only the weakness of Heller's argument and that of many of his like-minded peers, but also informed the reader and allowed them to draw conclusions about her research as well. By no means is either method, general ELA in the content areas or disciplinary literacy something that can be perfect or infallible, but something that can improve instruction of secondary students when considered with that specific content.

The theme that the two sides are opposed to one another continues in the sense that discipline specific strategies do not allow for students to achieve and comprehend at the same level, especially in the case of struggling readers because of the lack of carryover of a generalized skill from one content area to another (Faggella-Luby, 2012). Literacy is a hot topic in education today and must be addressed in schools and by educators at a local level and on a class-by-class basis for what methods will be most effective for select populations of students. The concerns of those on both sides of this discourse help to inform the other side of its

shortcomings and possibilities for improvement, because at the end of the day this is about doing what is in the best interest of students.

Theoretical Framework

Assessment comes in many forms in the secondary classroom, from during a lesson to at the end of a unit. Much research has been performed on assessment, its many forms and purposes as educators examine how to best evaluate their students. Michael Scriven (1967) first coined the terms formative and summative assessment to describe different ways of evaluating student progress. It is important to note that formative and summative assessments differ in many ways. For the purpose of this research, summative assessment data will be used to evaluate the validity of disciplinary literacy in a secondary social studies classroom. Summative assessments were defined as assessments that educators use to sum up what a student knows or has learned about a given body of course material and are usually found at the end of units in the form of exams, projects, presentations, or extended writing (Garrison & Ehringhaus, 2007). Garrison and Ehringhaus (2007) concluded that summative assessment and formative assessment must be used alongside one another to create proper instructional models and when used effectively educators will see improved results as a means of this implementation (p.1). When assessment data was collected for literacy it was often a function of state and national standardized assessments, which are considered summative because they evaluate how much a particular student knows. In the above research, both general ELA practices and disciplinary literacy used summative exams as the evaluation tool and saw positive results showing to their effectiveness at the local level.

Conclusions

The education profession is full of contradictions and competing theories that allow for educators to select those theories that are best applied at their local level. Disciplinary literacy

certainly has its faults especially when implementing these strategies to a student population

that may not yet have mastered the basics being taught in ELA, but it allows for a more

significant engagement with the content area presented. The generic ELA for all approach also

has its faults, by focusing on general ELA strategies, educators may miss out on an opportunity

to engage their students in the content areas using literacy strategies specific to the content

area, however, as the recognized best practice it has provided positive results. The faults and

benefits of each of these methodologies needed to be considered when conducting research.

Evaluation of each of these methodologies was conducted using summative assessments at the

conclusion of the unit of study. The next chapter will outline the methods used by the researcher

when they conducted their study.

CHAPTER 3
METHODOLOGY

Introduction

Literacy instruction is a hot button issue in modern education. Much evidence is available for both the success and failures of Literacy education, not only in the English Language Arts (ELA) classroom, but also in the content classes. English literacy and content literacy are particularly important for immigrant students. There are two competing theories as to the best way to provide literacy instruction to students in the content area classroom. The first using general ELA strategies, defined in Chapter 1 of this text. The second being disciplinary literacy strategies, also defined in Chapter 1. Following the conclusion of the literature review the researcher recognized that most of the studies conducted were theoretical in nature. The researchers in the literature being reviewed were drawing their conclusions based on their professional experience as educational researchers. This study focused on quantitative results to validate the theoretical approaches of prior educational research. Because the research study was conducted on the literacy outcomes, quantitative results could assist the local school district in the evaluation of their literacy initiative.

Research Question

What is the impact of using disciplinary literacy versus content-area literacy using general ELA strategies on the content knowledge of secondary school students in a social studies classroom?

Research Design

Practical Action research was defined as research planned to tackle a specific issue, initiative, or problem. Action Research was not for finding generalizations for the whole field of education, but rather, what will work specifically at the local level (Frankel et al., 2019). The

researcher's study was experimental in nature, as it worked to discern what method, either general English Language Arts (ELA) strategies or disciplinary literacy was more effective when trying to improve student content literacy in the social studies.

The groups were split up by class period, this was the only way that I could use groups given my current classroom schedule. The groups consisted of both male and female students who are between the ages of fourteen and eighteen. Each of the classes are homogeneous in terms of ages but follow the previously mentioned range. I used the Static-Group Comparison Design to ensure validity of the study (Frankel et al., 2019). This research design was chosen due to the students being assigned to class periods by school administration.

Table 1.

The Static-Group Comparison Design

X Disciplinary Literacy Strategies	O Improvement in Content Literacy
Traditional ELA Strategies	O Improvement in Content Literacy

(Frankel et al., 2019, p.264)

Note: The Static-Group Comparison Design displayed in the chart above displays how the researcher will group students for the research study.

Frankel et al (2019) describe the nature of The Static-Group Comparison Design in the chart above as follows, "The dashed line indicates that the two groups are already formed-that is, the subjects are not randomly assigned to the two groups. X symbolizes the experimental treatment (independent variable). The blank space in the design indicates that the "control" group does not receive the experimental treatment; it may receive a different treatment or no treatment at all. The two O's are placed exactly vertical to each other, indicating that the observation or measurement of the two groups occurs at the same time" (p.264). For my study,

the "X" experimental treatment (independent variable) is disciplinary literacy. The "O" observation is average student growth in content literacy. The control group will not have the independent variable applied to them. I will have over one-hundred-eighty participants, but due to class sizes each group will not number more than forty students. The students will take a baseline content examination prior to the implementation of the control and independent variable to establish a baseline. I will implement disciplinary literacy and ELA strategies, congruently over a four-week period to the independent variable and control groups, respectively. At the end of the four-week period students will be given an exit examination to determine growth in content knowledge attributed to the teaching strategies used in their classes. According to Fraenkel et al. (2019) the Static-Group Comparison Design "provides better control over history, maturation, testing and regression threats, but it is more vulnerable not only to mortality and location. But also, more importantly, to the possibility of differential subject characteristics" (p.264).

Setting

The setting of this study was an urban, Minnesota community. The town where the district was located has a population of roughly 81,000. It was a public charter school, that school aims to serve immigrant and minority populations from across the Twin Cities, Metro Area. The area is known for being more residential to support the growing need for labor in Minneapolis, due to the area being a major metropolis the main source of employment in the area is manufacturing. Prairie Seeds Academy (PSA) is a K-12 public Charter School established in 2004. The high school where the study took place has a total of four-hundred students. Of those students, 60% are Asian, 20% are African, African American, or Black, while 15% are Hispanic and the remaining 5% of students come from various ethnicities including Caucasian and American Indian. 75% of the students in the high school are classified as requiring free/reduced lunch, 30% are considered English Language Learners (ELL), and 15%

of students receive special education services (SPED). The classroom where the study took

place was a heterogeneous mixture of each of the previously mentioned groups up to forty

students in each class period. This classroom setting provides for a unique opportunity to

address many research subjects, but that same opportunity can also be a limitation.

Participants

The students that this Static-Group Comparison Design is intended for come from a wide

variety of ethnic backgrounds, socioeconomic statuses, educational abilities, and language

comprehension statuses. The study was conducted on all seven class periods the researcher

taught. Each class has between 19 and 40 students. The intent of this study is to address a

school wide initiative to increase both content literacy and English literacy. Distance learning

exacerbates the challenges of teaching in an economically disadvantaged school with a large

minority population. About 30% of students do not participate in class regularly enough to

receive a passing grade. Each class period that includes a student with special education needs

does have paraprofessional assistance.

Sampling

A convenience sampling of the students and the class was conducted after knowing the

class size and roster for second semester. The research on the effectiveness of disciplinary

literacy vs. general ELA strategies on content knowledge was directly related to the schoolwide

literacy initiative, classroom social studies content, and the students taught.

Instrumentation

The instrument that was used for data collection was a unit examination created in

collaboration with the social studies department and instructional coaches at the local school

district. Then unit assessments were developed to gauge student content knowledge in the

social studies content area. Average student content knowledge growth was calculated against

the baseline examination students took prior to the implementation of the independent variable and control measures. The average content knowledge growth of disciplinary literacy was compared against the average student growth of the control group (general ELA strategies) to determine at the local level which methodology was more effective to increase student content literacy. This testing instrument was used because of its adaptability to the scope and sequence of classes the students took. This instrument allows researchers to apply the general format of the examination to any unit of study.

Data Collection

Baseline data was collected with unit pre-examination prior to the implementation of the controls and the independent variable. The baseline was scored by the researcher according to the examination answer key. Once the study period begins the control, general ELA strategies; and the independent variable, disciplinary literacy, are in place data will be collected through the unit exam and excel spreadsheet.

Data Analysis

After the data was collected, scores from the baseline were averaged by class period. The final unit assessment data was also averaged by class period. The scores from the independent variable group testing and the control group testing were compared against one another to determine which method was more successful at addressing the literacy needs of students in the studied school district.

Procedures

The study was conducted in five phases. Phase 1, a baseline examination was conducted to establish how much students currently know about the studied topic. This occurred in week zero of the study. Following the baseline examination student baseline data was entered into the spreadsheet and averaged by class period. By doing this, the researcher was

able to not only analyze growth in content knowledge based on class averages but also based on individual data when comparing the baseline to the final examination. Phase two, the researcher established the independent variable and controls in the selected classes. Establishing the independent variable and controls included introducing specific strategies for both the disciplinary literacy and general ELA methodologies. This stage included the introduction of the strategies and the initial instruction on process for the students conducted either disciplinary literacy or ELA literacy strategies. Phase three was the four-week instructional period students conducted at least one lesson each week where they practiced using the specified strategy either for the disciplinary literacy or general ELA methodology. Students got to apply the skills they learned to content specific texts to better practice the skills they were taught. It was important for the researcher to model each skill, so that students knew how to properly use each skill and when to use them. Lastly, phase four, was the final examination phase. Students will complete a final unit examination where they were required to use the skills of disciplinary literacy, they learned over the past four weeks in congruence with the content topics covered in class. They demonstrated knowledge of both the content and the literacy skill. Phase four included data analysis, where class averages and individual student scores for disciplinary literacy were compared against the baseline data and against the general ELA strategies methodology. It was during this phase that the researcher determined based on the data which strategy is more effective at the local level.

Ethical Considerations

Protection of human subjects who participated in research will be assured. Participant minors were informed of the purpose of the study that the researcher read to the participants before the beginning of the study. The students involved in the study were minors, it was imperative that the parents were informed of the purpose of the study. Participants were aware that the study was conducted as part of the researcher's master's degree program and that it

benefited his teaching practice. Parents were informed that regardless of the group their student was associated with the researcher created lessons that parallel one another to meet the child's educational goals. When referring to specific student data, the researcher used pseudonyms such as "Student A". Parents and legal guardians were informed of the benefit that this study had on their child's education.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Description of Data

The purpose of my research was to determine if disciplinary literacy instruction in a secondary social studies classroom created more growth in student content knowledge when compared to traditional English Language Arts (ELA) literacy strategies. For the disciplinary literacy strategies in my secondary social studies class, I started with trying to change my students' mindset and the whole approach they took to historical texts. The researcher first asked the students to 'think like a historian.' This approach was helpful in setting the expectation for how disciplinary literacy would differ from the previous approaches to content literacy the students took in class. The traditional English language arts methods acted as a control for the data collection because those strategies were ones that the classroom instructor used daily prior to the research study. The students are familiar with traditional ELA literacy strategies. Baseline data for students was collected via a preexamination of content knowledge to determine what if anything they already knew about the prescribed topics. For the eighth-grade students in Global Studies they were tested on their knowledge of the Sub-Saharan Africa region. For the students in World/Human Geography they were tested on their prior knowledge about culture. For the students in United States History, they were tested on their previous knowledge of World War One. After conducting the units of study where the students were instructed on the content material using either disciplinary literacy or traditional ELA literacy strategies, they were then post tested on their content knowledge with each grade level being tested on content regarding the previously mentioned units of study. Each unit of study lasted approximately four weeks.

Literacy instruction was administered to each grade level of students broken into two groups. Half of the students would receive disciplinary literacy instruction and half would receive traditional ELA literacy instruction. On the first day of the instructional unit a pretest was administered to the students to test their background knowledge and establish a baseline for the researcher. For those students who were in the disciplinary literacy group they were instructed over the next three weeks using various disciplinary literacy strategies that embodies the "think like a historian, geographer or sociologist" mindset. The goal of the researcher was to get student to approach historical, geographical, and sociological texts and data through the eyes of the experts in the field. The activities that the researcher used were the HIPP-LO sourcing method, Inquiry cycle and point of view. For the HIPP-LO model the researcher would give the participants a passage from a primary or secondary source based on the unit of study for each grade level. The students were tasked with answering the following questions for the acronym HIPP-LO. The H stands for historical context, the students were asked, "What is the historical context?" For the I, which stands for Intended audience, the students were asked, "Who was the authors intended audience? Why were they the intended audience?" For the first P, which stands for purpose, the students were asked, "What is the purpose of this article? Is it to inform? To persuade? To argue?" The second P stands for point of view, the students were asked, "What is the authors point of view?" The L stands for limitations, the students were asked, "What are the limitations of the document? Does it leave anything out?" The O stands for outside information, the students were asked, "Is there any outside information that you have learned from our study that helps you better understand the excerpt from our book?" This was the how the researcher introduced and continued to use the disciplinary literacy strategy with the participants. For an example of how the HIPP-LO model was used with the Geography students (see appendix D) for their culture unit. Although this was not part of the way that the data was taken it was a key part of the process for building the participants confidence with the disciplinary literacy process. The data for the participants was collected using]a posttest

following the disciplinary literacy instruction where they were presented with various primary and secondary sources and had to engage in the HIPP-LO method to answer a series of multiple-choice questions (see appendix D). Following the unit of study where the disciplinary literacy method was used students took a post- examination to determine growth and understanding of unit content.

For the participants in the control group, they were taught using traditional English Language Arts (ELA) methods. These methods were used by the researcher to help the students approach the primary and secondary source material using methods learned in their English classes to promote a crossover of skills between the two content areas. Just like the students who learned the disciplinary literacy methods the participants who used traditional ELA methods to approach literacy in social studies classes began the unit of study by taking a pre-examination. The results from the pre-examination were recorded as the baseline data for what the participants knew prior to instruction in social studies using traditional ELA methods. The researcher focused on using the close reading method as the main ELA strategy for learning because it was a method already in place and used regularly by the participants local school district (see appendix E). Participants were very familiar with the close reading method. Following the unit of study where the close reading method was used students took a post-examination to determine growth and understanding of unit content.

The participants results on the post-examination were calculated and compared to the base line data and percentage of growth was also calculated. The data was arranged so that not only was individual participant data used to determine individual growth, but whole class data was recorded to determine if the control group or the independent variable group saw a larger percentage of growth, determining which method of instruction was more effective at the local school district based on participant students.

Results

Grade A.

This grade level focused on the culture unit. The researcher had two sections of

participants and the section selected for the control and independent variable were done so

using random selection. A pretest was administered to both sections of participants. For four

weeks participants underwent instruction on using the methods of instruction selected by the

researcher. A sample of the pre-test and posttest can be seen in Appendix F. Table 1, Below

depicts individual participant performance for Grade A.

Table 2.

Grade A Disciplinary Literacy Data: Four Week Collection Period

Grade Level A			
Participant	Pretest Score	Post test score	Percentage improvement
A	23	50	49%
B	35	48	23%

(Hingst, 2021)

Note: This table represents the scores for Grade Level A during the 4-week collection period. It measures the overall student

improvement from pre-examination to post examination.

The data for Grade A shown above shows the results of two individual participants. Both

participants are from immigrant households. Both participants are English Language Learner

(ELL) students. Participant A is an "A" average student with involved guardians. Participant B is

a B+ average student, with involved guardians. Participant A was part of the control group and

Participant B was part of the class section that received disciplinary literacy instruction.

Participant A scored a 23/55 on the initial pretest for an initial percentage of 41%. On the

posttest Participant A scored a 50/55 for a final percentage of 90%. The overall growth for

Participant A of forty-nine percentage points. Participant B was part of the class section of

students who received literacy instruction based on traditional English Language Arts (ELA)

methods. Participant B scored an initial 35/55 for a percentage of 64%. Participant B scored

48/55 on the posttest for a percentage of 87%. Participant B showed a growth of twenty-three

percentage points. When comparing the limited data of the two students, the data would

suggest that the use of the traditional ELA methods were more effective for Grade A. However,

the data set is limited to only two separate data points from two individual participants who have

very different educational backgrounds. Neither method either disciplinary literacy or traditional

ELA instruction can definitively be proven more effective at improving content literacy based on

the current data set.

Grade B.

This grade focused on a unit on Sub-Saharan Africa. The researcher had three sections

of this class. Two sections acted as the control, traditional ELA methods and one section acted

as the independent variable, disciplinary literacy. The reason for this class breakdown was to

ensure equal number of participants in each variable section. A pretest was administered to

both sections of participants. For four weeks participants underwent instruction on using the

methods of instruction selected by the researcher. A sample of the pre-test and posttest can be

seen in Appendix F. Table 2. Below shows the whole class performance for Grade B.

Table 3.

Grade B Disciplinary Literacy Data: Four Week Collection Period

Grade Level B			
Participant	Pretest Score	Post test score	Percentage improvement
A	18	37	31%
B	19	0	N/A
C	15	58	61%

(Hingst, 2021)

Note: This table represents the scores for Grade Level B during the 4-week collection period. It measures the overall student

improvement from pre-examination to post examination.

The data for Grade B shown above shows the individual data for three individual

participants from class B. Two students, Participants B and C were in the class sections taught

using disciplinary literacy and one student Participant A was on the class section that acted as

the control group. Being taught using traditional ELA methods. Participant A is African American

and requires special education services. Participant A took a modified version of the pre-and posttest based on state and local requirements of the Individualized Education Plan (IEP). Participant A is a B- average student but requires significant modification and accommodation to achieve that level of understanding and mastery. Participant B is Asian-American, an English language Learner and comes from an immigrant household where English is not spoken at home. Participant B was a sporadic participant in class throughout the distance learning environment, which lasted from March of 2020 to April of 2021 at the local school. Participant B is currently and F average student, due to lack of attendance and participation. Participant C is Hispanic, an English Language Learner and comes from an immigrant family where English is not spoken in the home. Participant C is an A average student and was a regular attendee and participant in virtual lessons. Participant A scored and initial 18/60 on the pretest for a percentage of 30%. Participant A scored 37/60 on the posttest for a percentage of 61%. Participant A saw a total growth of thirty-one percentage points. Participant B scored an initial 19/70 on the pretest for a percentage of 27%. Participant B did not complete the post test, so no data was recorded. Participant B's improvement cannot be recorded without a posttest score. Participant C scored an initial 15/70 on the pretest for a percentage of 21%. Participant C scored a 58/70 on the post test for a final percentage of 82%. Participant C saw a total growth of sixty-one percentage points. Based on the data for Class B the disciplinary literacy method was the more effective instructional method, seeing student growth of almost thirty percentage points more than traditional ELA methods. However, the data was inconclusive because it was only collected from three participants in the study.

Grade C.

This grade focused on a unit on the United States in WWI. The researcher had two sections of this class. One section acted as the control, traditional ELA methods and one section acted as the independent variable, using disciplinary literacy methods. The reason for

this class breakdown was to ensure equal number of participants in each variable section. Each

of the class sizes of the participants were about the same size. A pretest was administered to

both sections of participants. For four weeks participants underwent instruction on using the

methods of instruction selected by the researcher. A sample of the pre-test and posttest can be

seen in Appendix C. Table 3, below shows the performance of an individual participant in Grade

C.

Table 4.

Grade C Disciplinary Literacy Data: Four Week Collection Period

Grade Level C			
Participant	Pretest Score	Post test score	Percentage improvement
A	N/A	28	N/A

(Hingst, 2021)

Note: This table represents the scores for Grade Level C during the 4-week collection period. It measures the overall student

improvement from pre-examination to post examination.

The data for one participant from Grade B is shown above. Participant A is Asian-

American, an English Language Learner, and requires special education services. Participant A

comes from an immigrant household where English is not spoken. Participant A took a modified

version of the pre-and posttest based on state and local requirements of the Individualized

Education Plan (IEP). Participant A is a C- average student but requires significant modification

and accommodation to achieve that level of understanding and mastery. Participant A did not

take the pretest and was a sporadic attendee throughout the distance learning period that

encompassed when this study took place. Participant A scored a 28/60 on the posttest for a

percentage of 47%. No student growth data was recorded due to the lack of a pretest score for

the participant. For Class C no comparison between the control group and the independent

variable group can occur due to the lack of additional data points.

Research Questions

After evaluating the data collected above, I reconsider my initial research question. Did my data prove that either disciplinary literacy or traditional ELA literacy instruction had a greater impact on student content knowledge in the social studies classroom? The data was inconclusive. I had limited number of data points and could not compile a data set that was reliable enough to develop solid conclusions about the effectiveness of either instructional method.

Conclusions

When I first consider the disciplinary literacy and traditional ELA methods in the social studies classroom, I find that I do not have a large data set. It is difficult to develop conclusions based on the results of six participants, when the original data pool was over 200 students that I instruct daily. My study faced significant limitations due to distance learning, which was the educational model my school found itself in from March of 2020 to April of 2021. About thirty percent of all students at our school currently do not participate in any classroom activities and about fifty percent of students are failing at least one class due to lack of participation and attendance. I received only nine percent of my consent forms back and of that nine percent only six parents/guardians granted their consent for their student to participate in my study.

CHAPTER 5

ACTION PLAN AND PLAN FOR SHARING

Plan for Taking Action

After studying disciplinary literacy and traditional ELA methods and their effects on student content knowledge growth in the social studies classroom. I plan to duplicate this study on future units of instruction in hopes of having a larger data set and to provide data that more accurately represents the capabilities of the participants. Distance learning made conducting research especially difficult in an urban, multi-cultural school. In the future I would also decrease the size of my data pool to only a single grade level. While this time I am thankful I started with a large number in the participant pool, I would find data collection and analysis more manageable if the number of participants were smaller. In the future I would also like to include data that shows the improvement of individual students and compare it to whole class data.

What I appreciate the most about the research process is that it changed the way that I think and approach my instruction. I have discovered many new ways to find academic resources, many of which I did not know existed before this process began. I would also like to find ways to modify this research study to better approach students who have learning disabilities and are under the ELL classification. This was something that I did not consider as part of my initial analysis, which should have been a major consideration due to the population of student I have in my classrooms.

Plan for Sharing

Based on what I have learned from my research study I would feel confident sharing my methods with my fellow instructors. Disciplinary literacy is so varied within each subject area that I would feel most comfortable staring with the social studies department. I would also share my findings with secondary academic coordinator for possible ways to adapt the study or

instruction methods for other classes. By sharing my successes and struggles I would be able to

help to improve the instruction at my school. I would share the various strategies that I found

created a more discipline focus in my social studies classes.

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APPENDIX A

FIGURE 1   *The Increasing Specialization of Literacy Development*
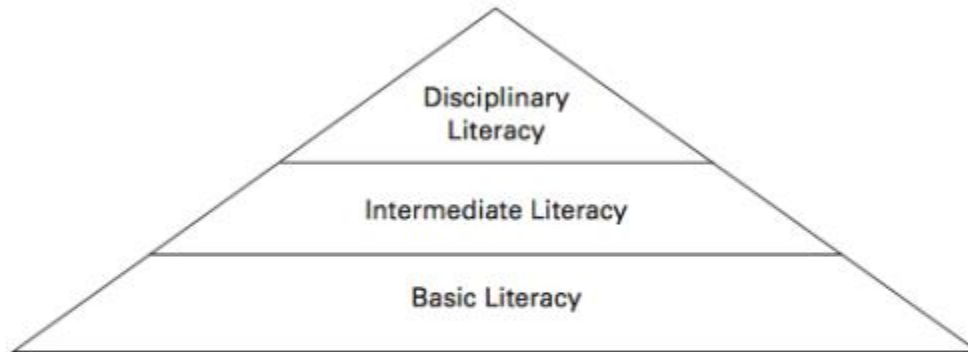
Basic Literacy: Literacy skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.

Intermediate Literacy: Literacy skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.

Disciplinary Literacy: Literacy skills specialized to history, science, mathematics, literature, or other subject matter.

APPENDIX B

CITI Training Certificate

CITI PROGRAM

Completion Date 16-Sep-2020
Expiration Date 16-Sep-2023
Record ID   38481265

This is to certify that:

Justin Hingst

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Minnesota State University Moorhead

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wcc99f527-e067-43a8-bf14-16f0d933e205-38481265

APPENDIX C (Need to update)

INFORMED CONSENT

DISCIPLINARY LITERACY IN THE SOCIAL STUDIES CLASSROOM

TITLE OF STUDY
Disciplinary Literacy in the Social Studies Classroom

PRINCIPAL RESEARCHER
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612-440-7534
justin.hingst@go.mnstate.edu

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study it is imperative that you understand why the research is being done and what it will involve. Please read the following information carefully. Please contact the principal researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to improve the teaching of Mr. Justin Hingst, a social studies teacher at Prairie Seeds Academy. The study is also intended to uncover the best methods for improving the literacy of students in the social studies classroom through a comparative study of disciplinary literacy and traditional direct instruction methods.

STUDY PROCEDURES

The study will be conducted during normal instructional time in Mr. Hingst's classroom. The study will be conducted using the following procedures. The students baseline literacy information will be compiled from unit pre-examinations of content to set a baseline for the study. The students will be then broken into two groups for the purpose of this study, the control group, and the observed group to discern the effects different teaching methods have on the improvement in student literacy. Content literacy is an individual's ability to understand the given subject, language, or ideas of a specific content area. After one instructional unit, the students will be tested on their content literacy skills to see which method, either direct instruction or disciplinary literacy led to larger improvement.

RISKS

There are no risks to this study as it is an expansion of current classroom practices. All student information will be kept confidential and when referring to a student as it pertains to the study, they will be referred to using a pseudonym (ex. Student A).

Study participants may decline to participate in the study at any time, however as the study is taking place as part of normal classroom function, if the participant should decline participation

in the study, they will still need to complete all assignments associated with the content being covered for class.

BENEFITS

Participants will experience multiple benefits as a result of this study, first, provided that the disciplinary literacy method is effective at increasing student literacy, their ability to read and understand the English language will increase. Another benefit of study participation is participants will experience another way to interpret history and current events that will help them to make sense of the world in which they live.

CONFIDENTIALITY

All personal identifying information will be removed from data associated with any individual participant. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning pseudonyms to individual participants that will be used on all research notes and documents
- Keeping notes, and any other identifying participant information in secure file cabinets, or password protected computer files in the possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is obligated to report specific incidents.

CONTACT INFORMATION

If you have any questions at any time about this study, or you experience adverse effects as a result of participating in this study, you may contact the principal researcher whose contact information is provided on the first page. If you have any questions regarding your students' rights as a research participant, or if problems arise which you do not feel you can discuss with the principal researcher, please contact the Institutional Review Board at (218)477-2134.

VOLUNTARY PARTICIPATION

Your student's participation in this study is voluntary. It is up to you as their legal guardian to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw from the study at any time and without giving a reason. Withdrawing from the study will not affect the relationship your student has with the principal researcher. If you withdraw your student from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to discuss the study with my student, and have any questions answered. I understand that my participation is voluntary and that I am free to withdraw my student at any time, without giving reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Principal Researchers Signature: _____ Date: _____

APPENDIX D

Shown below is an example of the HIPP-LO activity that I used to help my students to understand disciplinary literacy and get into the mindset of becoming historians in their thought process while analyzing primary and secondary sources and informational texts.

Culture HIPP-LO Activity

Instructions:
Use the HIPP-LO Model to help you break down an informational text, just like a historian would. The following document is an excerpt from Daniel Coyle's book, *The Culture Code* uses the HIPP-LO Model to help better understand the text.Please view the edpuzzle to see an example of what using the HIPP-LO Model looks like.

Article: *The Culture Code*

HIPP-LO

A reading strategy that historians use to break down informational texts.

H- Historical context
I- Intended Audience
P-Purpose
P- Point of View
-
L- Limitations of the Document
O- Outside information

1. **H-** What is the historical context of the article? Since this is a very current and modern issue, what is going on currently in the world that is affecting our culture?

2.   **I-** Who is the author's intended audience? Why are they the intended audience?

3.   **P-** What is the purpose of the article? Is it to inform? Is it to persuade? Is it to argue?

4.   **P-**What is the author's point of view?

5.   **L-** What are the limitations of the document? Does it leave anything out?

6.   **O-** Is there any outside information that you have learned from our study of culture that helps you to better understand the excerpt from the book?

APPENDIX E

Close Reading Guide

Below is an example of the close reading guidelines of the local school district I conducted the study at uses to teach their students how to dissect an informational text.

Below are the steps for completing a close read of texts in any subject area. Follow these steps when reading articles, short stories, or poems. If you are reading a longer text, such as a novel, follow these steps when analyzing a specific chapter, scene, or passage.	
Step 1: Preview the Text	• Look at any title, subtitles, or headings included in the text. • Read the first and the last paragraph and identify the author's claim, thesis or main idea of the text.
Step 2: Cold Read (First Read Through)	• Read through the article once to get a basic understanding of the text. • Focus on the main idea and key details in order to get the gist of the text.

**Step 3: Close Read &
Annotate for
Comprehension**
(Second Read Through)
	• Carefully read the text a second time.
	• As you read, use the following key to mark the text
	   ○ **Highlight in PINK**
	     ▪ The author's claim, the thesis, or the main idea of the text
	     ▪ The central idea/claim of the text
	   ○ **Highlight in YELLOW**
	     ▪ Key or important details
	     ▪ Important ideas
	     ▪ Facts, evidence, descriptions, explanations, definitions
	   ○ **Paraphrase & Make Notes in the Margins**
	     ▪ In one sentence, summarize each paragraph or chunk of the text.
	     ▪ What is the author saying?
	     ▪ Questions I have

**Step 4: Digging Deeper -
Annotate for Analysis**
	○ **Highlight in GREEN and/or BLUE for the specific purpose of the analysis. For Example:**
	     ▪ Unfamiliar vocabulary
	     ▪ Language Use: figurative language, poetic language, technical language, etc.
	     ▪ Text Structure: sequencing, flashback, comparing, contrasting, etc.
	     ▪ Structure of an argument, opposing claims & refutations
	     ▪ Author's bias
	     ▪ Character traits
	     ▪ Sensory language & Imagery

	▪ Symbolism
	  ○ **Make Notes in the Margins Summarizing Your Analysis**
	    ▪ What is the author doing or why is he/she doing it?
	      ● Ex) Comparing two characters/ideas
	    ▪ Write any questions you have in the margins or topics for further discussion
	    ▪ Make connections: text to self, text to text, text to world
	    ▪ Analyzing the people or events in the text

GRADING RUBRIC: CLOSE READING

Here is the grading rubric that Mr. Hingst will use on assignments that require close reading. It really turns out to be more of a checklist. You will be graded on your completion of steps 3 & 4 in the close reading process as well as how you score in the post-reading quiz.

_____ 1 point for **highlighting the main Idea, in pink**

_____ 1 point for highlighting **at least 3 supporting details, in yellow**

_____1 point for highlighting **at least 2 key people, dates, places or events in the article, in blue**

_____ 1 point for highlighting **at least 2 words you do not understand, in green**

_____ Up to **4 pts based on your quiz score**

_____ **2 points for annotations** if you highlighted the main idea tell me it is the main idea, for your highlights of supporting details, tell me how they support the main idea, for significant dates places and people tell me why they are significant, and for the unfamiliar words define them.

GRADED:_____/10 Total points available

APPENDIX F

Pre-Tests/Post-Tests

Below are shown examples of what a pre and post test would look like if it were taken on paper.

For this research study all exams were taken on google forms to accommodate distance and

hybrid learning. All my classes, A, B, and C took pre and post examinations that model the

format listed below. A fifteen-question vocabulary matching section, each question being worth

two points. A four-question content multiple choice section, with each question being worth

three points. A two-question TRUE/FALSE section with each question being worth two points. A

section on the designated study activity, either closed reading representing traditional ELA

methods or HIPP-LO representing disciplinary literacy, worth a total of twenty points. Lastly, a

short answer written response question worth 4 points.

NAME: _____
Period: _____

Culture Pre-test (Closed Reading)
(Points 70)

Instructions:
Answer each question to the best of your ability. This unit will focus on culture and how it factors
into the way we live our lives and how society functions. Please take the pre-test seriously, if
you score over an 80% on the pre-test you will not have to take the exam at the end of the unit
and your score from the pretest will carry over.

SECTION I: VOCAB MULTIPLE CHOICE
The first section of the pretest is multiple choice vocabulary. Select the vocab term that best fits
the definition. Each of the vocabulary questions are worth 2 points.

1. A system of beliefs

    a. Folk Culture
    b. Culture
    c. Religion
    d. Taboo

2. The various branches of creative activity, such as painting, music, literature, and dance.

   a. Customs
   b. Culture
   c. Folk Culture
   d. Art

3. Can be spoken or written

   a. Art
   b. Language
   c. Religion
   d. Taboo

4. A group that someone belongs to.

   a. Social Groups
   b. Culture
   c. Religion
   d. Customs

5. A system of how money and goods are exchanged.

   a. Language
   b. Art
   c. Government
   d. Economy

6. A traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

   a. Habit
   b. Culture
   c. Custom
   d. Folk Culture

7. A settled or regular tendency or practice, especially one that is hard to give up.

   a. Habit
   b. Custom
   c. Culture
   d. Folk Culture

8. The study of past events

   a. Culture
   b. History
   c. Folk Culture
   d. Daily Life

9. Refers to the products and practices of relatively similar and isolated small-scale social groups living in rural locations.

   a. Culture
   b. Custom
   c. Folk Culture
   d. Taboo

10. A social or religious custom prohibiting or forbidding discussion of a particular practice or forbidding association with a particular person, place, or thing.

    a. Habit
    b. Taboo
    c. Custom
    d. Franchise

11. Culture based on the tastes of ordinary people rather than an educated elite.

    a. Folk Culture
    b. Culture
    c. Popular Culture
    d. Franchise

12. The action or manner of controlling or regulating a nation, organization, or people.

    a. Government
    b. Custom
    c. Religion
    d. Franchise

13. The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

    a. Habit
    b. Culture
    c. Franchise
    d. Taboo

14. What happens every day.

    a. History
    b. Taboo
    c. Daily Life
    d. Culture

15. The right to vote.

    a. Taboo
    b. Culture
    c. Franchise
    d. Government

SECTION II: CONTENT QUESTIONS

Answer each question to the best of your ability. Each question has only one correct answer. In some cases that answer is "all of the above". Each question in this section is worth 3 points

16. The spreading of something more widely is known as _____.

   a. Migration
   b. Diffusion
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   b. Culture, Taboo
   c. Customs, Folk
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19. What are ways that folk and popular culture are challenged?

   a. Folk culture struggles to maintain local traditions despite globalization
   b. Popular culture is challenged to maintain diverse landscapes
   c. Popular culture is challenged with sustainable practices
   d. All of the Above
   e. Only A and B

SECTION III: TRUE/FALSE

Select whether each statement is TRUE or FALSE.

20. When people move to a new location, they often bring their culture with them.

   a. TRUE
   b. FALSE

21. Folk culture and popular culture are often the same thing.

   a. TRUE
   b. FALSE

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From around the middle of the 11th century B.C. to 300 B.C., the Japanese islands were populated by a Neolithic civilization. It is remembered as the Jômon (rope pattern) culture. This group of hunters and gatherers decorated their pottery by twisting rope around the wet clay, a process that produced a distinctive pattern. Remains of Jômon dwellings and mounds of discarded shells mark the locations of their settlements.

After the Jômon came the Yayoi period (300 B.C. to A.D. 250) when Japan became a rice-loving culture. Yayoi people adopted farming methods of wet-field rice cultivation from the Asian continent, including irrigation, planting, and harvesting. Many of these techniques are still used in modern agriculture.

The Tomb period (A.D. 250 to 552) gets its name from the massive tombs that were constructed during this time. They dot the Japanese landscape to this day. The most awe-inspiring of these tombs is that of Emperor Nintoku, who might have reigned from around A.D. 395 to 427 This tomb near Osaka has a unique keyhole shape and is encircled by a moat. It measures 2,695 feet long—the length of more than seven football fields—and covers an area of 80 acres.

The Land of Wa

The first written records by the Japanese date from this time. The Chinese referred to Japan as the "Land of Wa," and received contributions from China's rulers. Japan was ruled by an unmarried queen named Pimiko who occupied herself with magic and sorcery. Japanese historical chronicles explored the country's origins, and through stories, elaborated on the legendary roots of Japanese rulers.

Greater unification occurred during the Yamato period (552-710). Hundreds of clans located throughout the country merged under a single clan, the Yamato. This family traced its lineage to the sun goddess Amaterasu. This connection made them powerful political and religious leaders with the divine responsibility to protect the nation.

"Ten Thousand Leaves"

A notable figure of the late Yamato period was Prince Shôtoku (573-622), a patron of Buddhism and man of letters who served as the nation's governor. Under his rule, Japan based its first centralized government and constitution on the ideas of Confucius, the Chinese philosopher.

Buddhist temples multiplied and official relations with China expanded through frequent interactions.

The twin influences of Chinese culture and Buddhism define the late Yamato period and Nara (710-84) period that followed. A writing system was developed by adopting Chinese characters to represent the native Japanese language. With this advancement, Japanese literature flourished. Its high point came with the "Manyôshû," or "Collection of Ten Thousand Leaves." This book was a compilation of poetry gathered from across Japan.

The expanding impact of Buddhism led to the crowning achievement of Nara culture, the casting of the Great Buddha. This statue sits 53 feet high and is made up of 1 million pounds of metal, a weight equivalent to that of a large passenger jet.

Vying for power

In the 700s, rulers shifted the Japanese capital from Nara to what is now Kyoto. This move marked the beginning of the Heian period (794-1185). The Heian period proved to be not only a time of increasing political uncertainty but also of great cultural achievement. The emperor and various aristocratic families of the court ruled Japan. However, they were often more concerned with art, culture and political plots than with governing.

The most influential of these families were the Fujiwara. They were a powerful group that sought political power through marriage and manipulated emperors to influence the royal court.

In A.D. 743, Emperor Shōmu issued a law in which he stated that the people should become directly involved with the establishment of new Buddha temples throughout Japan. According to records kept by Tōdai-ji, more than 2,600,000 people in total helped construct the Great Buddha and its Hall.

As effective government eroded under the Fujiwara, new forces emerged. The warrior class, headed by the mighty Taira and Minamoto families, slowly extended its power through the provinces and later to Kyoto itself. An increasingly powerful Buddhist clergy also gained greater influence. They flexed their political muscles by allowing former emperors to take control of temples. They also exercised military force by organizing armies of "warrior monks" who fought to preserve a temple's interests.

High art

Culture and the arts benefited from the lax rule of Japan's leaders. Poets perfected the waka, or Japanese verse, as a literary form. Waka became a basis for courtly communication and competition. "The Tale of Genji (Genji Monogatari)," by Murasaki Shikibu, is considered to be the world's first novel. It paints a detailed and delicate picture of life and love at the royal court.

Japan's rulers and noble families shaped Japanese arts in ways that persist even today.

Grading/ Question Instructions:
Answer the following questions according to the article you have just read and after completing the close reading process. You will be awarded 2 points for answering each of the following sections of the chart correctly as well as 2 points for annotations, and 2 points for each correctly answered comprehension question.

Main Idea: (Only 1)	
Supporting Details: (3)	1. – 2. – 3. –
Important People, Places & Events: (2)	1. – 2. –
Unknown Vocabulary: (Find 2)	1. – 2. –

22. Read the following conclusion.

"Positive relations with China allowed Japanese culture to advance."

Which sentence from the article best provides support for the above statement?

    a. The Chinese referred to japan as the "Land of Wa", and received contributions from China's rulers.
    b. Buddhist temples multiplied and official relations with China expanded through frequent interactions.
    c. A writing system was developed by adopting Chinese characters to represent the native Japanese language.
    d. The expanding impact of Buddhism led to the crowning achievement of the Nura culture, the casting of the Great Buddha.

23. Which section highlights the ides that an emperor's concern with art and culture destroyed the stability created during the Yamato and Nura Periods?

    a. "The Land of Wa"
    b. "Ten Thousand Leaves"
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    d. "High Art"

24. What is the MAIN Reason the author includes the section "The Land of Wa"?

    a. It explains how Japan came together under one powerful ruling family.
    b. It provides an amusing anecdote about a magical woman who ruled Japan.
    c. It establishes that Japan owes most of its success to China's contributions.
    d. It identifies the beginning of writing and historical studies in Japan.

25. What role does the introduction [paragraphs 1-5] play in the article?

    a. It provides a summarized history of Japan before there was a system of writing.
    b. It gives a detailed explanation of what Japan was like before it was ruled by emperors.
    c. It highlights Japan's transition to rice cultivation, which allowed for the Tomb period to happen.
    d. It summarizes big events in Japan's ancient history that led up to the Tomb period.

SECTION V: SHORT ANSWER QUESTION

Answer the following question to the best of your ability. Answer using proper spelling and grammar and in 2-3 sentences in length. Misspellings and missing punctuation and capitalization as well a failure to meet the length requirements will lead to points being taken away. The question is worth 4 points.

26. To what extent do you agree with the following statement? Explain your answer.

"Social media has a significant impact on American Culture"

Answer Here:

Culture Pre-test (HIPP-LO)
(Points 70)

Instructions:
Answer each question to the best of your ability. This unit will focus on culture and how it factors into the way we live our lives and how society functions. Please take the pre-test seriously, if you score over an 80% on the pre-test you will not have to take the exam at the end of the unit and your score from the pretest will carry over.

SECTION I: VOCAB MULTIPLE CHOICE
The first section of the pretest is multiple choice vocabulary. Select the vocab term that best fits the definition. Each of the vocabulary questions are worth 2 points.

1. A system of beliefs

    a. Folk Culture
    b. Culture
    c. Religion
    d. Taboo

2. The various branches of creative activity, such as painting, music, literature, and dance.

    a. Customs
    b. Culture
    c. Folk Culture
    d. Art

3. Can be spoken or written

    a. Art
    b. Language
    c. Religion
    d. Taboo

4. A group that someone belongs to.

    a. Social Groups
    b. Culture
    c. Religion
    d. Customs

5. A system of how money and goods are exchanged.

    a. Language
    b. Art
    c. Government
    d. Economy

6. A traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

   a. Habit
   b. Culture
   c. Custom
   d. Folk Culture

7. A settled or regular tendency or practice, especially one that is hard to give up.

   a. Habit
   b. Custom
   c. Culture
   d. Folk Culture

8. The study of past events

   a. Culture
   b. History
   c. Folk Culture
   d. Daily Life

9. Refers to the products and practices of relatively similar and isolated small-scale social groups living in rural locations.

   a. Culture
   b. Custom
   c. Folk Culture
   d. Taboo

10. A social or religious custom prohibiting or forbidding discussion of a particular practice or forbidding association with a particular person, place, or thing.

    a. Habit
    b. Taboo
    c. Custom
    d. Franchise

11. Culture based on the tastes of ordinary people rather than an educated elite.

    a. Folk Culture
    b. Culture
    c. Popular Culture
    d. Franchise

12. The action or manner of controlling or regulating a nation, organization, or people.

    a. Government
    b. Custom
    c. Religion
    d. Franchise

13. The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

    a. Habit
    b. Culture
    c. Franchise
    d. Taboo

14. What happens every day.

    a. History
    b. Taboo
    c. Daily Life
    d. Culture

15. The right to vote.

    a. Taboo
    b. Culture
    c. Franchise
    d. Government

SECTION II: CONTENT QUESTIONS

Answer each question to the best of your ability. Each question has only one correct answer. In some cases that answer is "all of the above". Each question in this section is worth 3 points

16. The spreading of something more widely is known as _____.

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Select whether each statement is TRUE or FALSE.

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SECTION IV: CLOSE READING ARTICLE
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HIPP-LO

A reading strategy that historians use to break down informational texts.

H- Historical context
I- Intended Audience
P-Purpose
P- Point of View
-
L- Limitations of the Document
O- Outside information

---

1. **H-** What is the historical context of the article? Since this is a very current and modern issue, what is going on currently in the world that is affecting our culture?

2. **I-** Who is the author's intended audience? Why are they the intended audience?

3. **P-** What is the purpose of the article? Is it to inform? Is it to persuade? Is it to argue?

4. **P-**What is the author's point of view?

5. **L-** What are the limitations of the document? Does it leave anything out?

6. **O-** Is there any outside information that you have learned from our study of culture that helps you to better understand the excerpt from the book?

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