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Adjustment of a social studies textbook for retarded children in grade five

ADJUSTMENT

TEXTBOOK FOR RETARDE

IN GRADE FIVE

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Adjustment of a Social Studies Textbook

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for Retarded Children in Grade Five

Boston University

School of Education

A Service Paper

Adjustment of a Social Studies Textbook for Retarded Children in Grade Five

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INTRODUCTION

Chapter I

Introduction

The history curriculum in the writer's school system is based on a single textbook. With one book as a foundation, a clear-cut and orderly course of study has been developed. Supplementary reading materials are suggested and an enriched program has been prepared. This well-defined plan of work enables the teacher to carry on a variety of activities with a dependable guide.

H. H. Remmers writes that:

> The general, immediate aim of all instruction is the mastery of certain definite, specific skills and bits of knowledge. In placing a textbook in the hands of our students we presumably expect them to 'master' the contents in question.[1]

Because valuable activities in Social Studies are constructed upon a rich background of information, most of which is gathered from reading, it is necessary for all the children to learn some basic facts in order to participate in class projects.

The superior and average groups of children are able to use the textbook with a minimum of difficulty. However,

[1] H. H. Remmers, "A Suggestion to Writers and Users and Users of Textbooks," School and Society, (March, 1923). 2pp.

because of low reading ability, a small percentage of the class needs additional help from the teacher in order that the greatest amount of learning may take place.

1. The Problem

"Adjusting the reading materials of one history textbook to the reading achievement levels within a fifth grade class."[2]

2. Delimitation

This service paper has been written with the intention of investigating five methods of adapting the vocabulary, phrases and sentences in a history textbook to the varied reading abilities in a class. It is concerned with helping to discover the most proficient way of presenting the content in the book so that the whole class can interpret what is read. No attempt has been made to evaluate the importance of the subject matter taught, or to accomplish the prescribed objectives of a social studies curriculum. With the fact in mind that each child must gain historical knowledge through reading in order to enjoy success in social studies, an effort has been made to discover a way in which to present his

[2] Dorothy Mahoney, Using One History Textbook Throughout a Class, 152, Unpublished Service Paper, B. U. School of Education, (1944) P.3.

reading assignment so that comprehension will be assured.

3. Importance

There has been an abundance of material written concerning the characteristics of good reading. B. J. Ritter and W. J. Lafland believe that reading ability depends on "1. Native Ability, 2. Environmental Conditions, and 3. Instruction of the School."[1] L. W. Pressey and S. L. Pressey state that silent reading ability involves four distinct factors:

> 1. There must be freedom from oral reading habits, 2. There must be a large reading vocabulary and a background of information, 3. There must be development of interest to motivate reading of the right kind, and 4. There must be development of habits of attention and application."[2]

Success in social studies seems to depend chiefly on the student's ability to read. William S. Gray says that:

> Effective progress through school and an adequate understanding of social problems depends alike on ability to read independently and intelligently.[3]

[1] B. T. Ritter and W. T. Lafland, "Relation Between Reading Ability as Measured by Certain Standard Tests and the Ability Required in the Interpretation of Printed Matter Involving Reason," Elementary School Journal, Volume XXlV (March, 1924), p. 545.

[2] L. W. Pressey and S. L. Pressey, "A Critical Study of the Concept of Silent Reading," Journal of Educational Psychology, Volume Xll (1921), pp. 29, 30.

[3] William S. Gray, "Importance of Silent Reading," Elementary School Journal, Volume XXlV (January, 1924), p. 356.

In agreement with his opinion, Estaline Wilson writes that, "Reading is a tool by which subject matter in all fields is interpreted and experienced."[4] To test this theory, an experiment was conducted under the supervision of E. M. Finck, and conclusions were reached which would seem to establish the fact that, "Improvement in ability to read is accompanied by improved achievement in those subjects which involve a great deal of reading."[5] However, special reading skills are necessary for good comprehension in social studies, according to B. T. Ritter and W. T. Lafland who state that:

> Reading can never be learned except in connection with some content, but the technique of interpreting one type of content is probably very different from that required in another. It is as much the duty of the school to teach the reading technique which underlies the interpretation of history or geography as it is to teach such a technique for literature.[6]

> Great differences exist among pupils in their reading capacity and ability. This situation demands the forming of a new curriculum which will suit the interests and needs of pupils of limited reading ability,[7] declares Bess Goodykoontz.

[4] Estaline Wilson, "The Relation of Reading to Content Subjects and Other School Activities," The Twenty-fourth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Illinois: Public School Publishing Company (1925), p. 140.

[5] Edgar M. Finck, "Relations of Ability in Reading to Success in Other Subjects," Elementary School Journal, Volume XXXVl (1935), p. 267

[6] B. T. Ritter and W. T. Lafland, op. cit., p. 546

[7] Bess Goodykoontz, "The Place of Reading in the Curriculum," The Thirty-sixth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Illinois: Public School Publishing Company, (1937), P. 61.

Bertha Smith writes that:

> It may be lack of mental ability or it may be lack of training that places these pupils in the lower groups of both school grades and tests. At least it is not fair to give them what they cannot understand, but what is comparatively easy for those in the upper groups.[8]

Some of our textbooks, in use today, are written in a style too complex to be meaningful to the children. Franzen and Knight brought together the statistics concerning children's reading ability and the statistics concerning the difficulty of reading material and found that texts are much too difficult.[9] The most conspicuous difficulties found in history books at the fifth grade level were, "literary embellishments, abstract words, abstract thought, technical language and long involved sentences."[10] Gertrude Hildreth records in her book, "Learning the Three R's," that, "an examination of many so-called basic textbooks proves that they often contain non-essentials."[11] In another part of the same book, the author claims that "some upper-grade reading textbooks are too difficult because they were written with little thought of the children's reading ability."[12]

[8] Bertha M. Smith, "Correlation of Ability in Reading with the General Grades in High School," School Review, Volume XXVll (September, 1919), P. 507.

[9] R. H. Franzen and F. B. Knight, Textbook Selection, Warwick and York (1922), p. 445

[10] Adelaide M. Ayer, Some Difficulties in Elementary School History, Bureau of Publications, Teachers College, Columbia University, New York City (1926) p. 47.

[11] Gertrude Hildreth, Learning the Three R's, A Modern Interpretation, Philadelphia, Pa.: Educational Publishers Inc.

[12] Ibid., p. 404.

Snedaker and Horn assert that:

> It is not possible for the pupil, no matter how high his intelligence or general reading ability may be, to obtain an adequate understanding of a difficult topic from the brief and abstract statements that are made about it in the average textbook.[13]

In the same vein, B. R. Buckingham writes:

> The textbooks must be made simpler, not only that the discrepancy between them and the pupils' ability may be directly diminished, but also because by their very difficulties they are preventing that improvement in silent reading upon which the understanding of them depends.[14]

Adelaide Ayer reports that:

> Difficulties in elementary school history seem to fall into two classes: 1. those of the curriculum, and 2. those of language.[15] Of these two categories,

language is the one with which we are concerned.

Before reading can be efficient a reader must be skilled in such elements as, "context, language relations, and familiarity with language forms."[16] Mary G. Kelty believes that "the crucial role which the understanding of vocabulary plays in comprehension in general cannot be too greatly emphasized."[17]

[13]Mabel Snedaker and Ernest Horn, "Reading in Various fields of the Curriculum," The Thirty-sixth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Illinois: Public School Publishing Co. (1937)p.142

[14]B. R. Buckingham, "Difficulty of Textbooks," Journal of Educational Research, (December, 1922) p. 446

[15]Adelaide M. Ayer, op. cit., p. 1.

[16]William S. Gray, "Anticipation of Meaning as a Factor in Reading Ability," Elementary School Journal, Volume XXIII (April, 1923), p. 623

[17]Mary G. Kelty, Learning and Teaching History in the Middle Grades, Boston: Ginn & Co., (1936) p. 28.

One of the aims of this study is to ascertain what percent of the class can readily grasp the meaning of a simplified section of the textbook. "Vocabulary, style and organization of textbooks," says Buckingham, "have been such that they haven't reached their proper reading public, namely, the children." [18]

One method of tailoring the subject matter to fit the reading ability of the children is to employ vocabulary lists. On this point L. C. Pressey writes, "the list should emphasize that hard words are constant stumbling blocks in the path of the pupils and that the pupil is not likely to learn the meaning of these special words from his general reading."[19] This same author further states that:

> The teacher should not regard the failure to know this or that word as an unimportant matter, for the lack of meaning for the word usually indicates a deeper lack of meaning for the whole section of subject matter. An organization of the teaching around the essential vocabulary would do much to vitalize the course and present an overloading of non-essentials.[20]

Pupils are expected to read independently; to do this they must read fluently and be able to interpret intelligently. Difficulties when children work by themselves are word recognition and word comprehension.

[18] B. R. Buckingham, op. cit., p. 445.

[19] L. C. Pressey, "Technical Vocabulary of the School Subjects, "School and Society, Volume XX (1924), p. 96.

[20] Ibid., p. 96.

Gray and Breit point out that, "words which are familiar and commonplace in one community may be strange and unfamiliar in another community."[21] To strengthen their stand further, they state that:

> Environment does not equip the child with a vocabulary that enables him to enjoy and understand materials relating to the more remote environment and the more technical subjects studied in the intermediate and upper grades.[22]

Closely allied to the problem of adjusting vocabulary is the question of the proper grade placement of a textbook. On this subject Gertrude Hildreth writes:

> Checking a textbook against a standard word list does not necessarily guarantee its suitability for a given age or grade level. Ideas are more significant than single words.[23]

In the study of the correspondence between reading ability and comprehension of history books, Adelaide M. Ayer finds that:

> In an average it requires sixth grade reading ability (in the middle of the year) to answer correctly twenty-five per cent of the questions on fifth grade history paragraphs in original form, seventh grade ability (fourth month of the school year) to answer correctly fifty per cent of the questions, tenth grade ability (eight months of the school year) to answer correctly seventy-five per cent of the questions."[24]

[21] William S. Gray and Rose Breit, "Improving Reading in Content Fields," Supplementary Educational Monographs, Number 62 (January, 1947), p. 92.

[22] Ibid., p. 92

[23] Gertrude Hildreth, "Learning the Three R's, A Modern Interpretation, Philadelphia, Pa.: Educational Publishers, Inc., (1936), p. 405.

[24] Ayer, Adelaide M., Some difficulties in Elementary School History, New York Bureau of Publications, Teachers College, Columbia University (1926), p. 33.

To substantiate the above statement, W. L. Uhl says, "The success of reading material is dependent in part upon the grade in which the material is read."[25] Other authorities report that:

> In 1913, an investigation was undertaken for the purpose of ascertaining what readings were used in the elementary schools of the United States and in what grades they were studied. This investigation disclosed wide variations in the placement of selections and books. Rarely was a popular title found in lists for one grade only.[26]

The improper placement of a History will destroy a child's interest in the subject, and disinterest begets failure in learning. Textbooks which are too difficult build up bad study habits. "The conscientious pupil may be driven to memorizing," reports Snedaker and Horn, "and the habit of attempting to understand what is read is discouraged."[27] The failure to understand what is read makes the pupil dissatisfied and builds up a dislike for reading.

Textbooks which fit the reading ability of a child are useful tools of learning because he uses them willingly.

[25] W. L. Uhl, The Materials of Reading, New York, Newark, etc., Silver, Burdett and Co., (1924), p. 73.

[26] J. F. Bobbitt, A. C. Boyce and M. L. Perkins, "Literature in the Elementary School Curriculum, Elementary School Teacher, Volume XlV (December, 1913), p. 47.

[27] Mabel Snedaker and Ernest Horn, "Reading in Various Fields of the Curriculum, " The Thirty-Sixth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Illinois: Public School Publishing Company, (1937), p. 142.

Mary G. Kelty claims:

> History, if presented in a form easy enough for him (the child) to understand and to master, appeals naturally to his intense curiosity and desire for mental manipulation.[28]

She also states that, "Any activity for which an individual is especially fitted is likely to be performed with spontaneity and zest and to furnish its own drive."[29] The same author writes that, "Even the members of the lower group are ready to put forth much more effort because of a favorable emotional tone."[30] Herbert Spencer says that, "At each age the intellectual action which a child likes is a healthful one for it." and Bertrand Russell believes, "Disgust is proof of premature presentation of matter in indigestible form."[31]

Since the above authorities are in agreement that the greatest amount of learning takes place when the children are reading books which are written at the proper level for them, it would seem to be the teacher's responsibility to do her best to provide the class with these selections, "The

[28] Kelty, Mary G., Learning and Teaching History in the Middle Grades, Boston: Ginn & Company, (1936), p. 31.
[29] Loc. cit., p. 31.
[30] Loc. cit., p. 41.
[31] Loc. cit., p. 31.

teacher must ever be on the alert to find supplementary material of interest to the older children, but containing an easy vocabulary and easy sentence structure," write Wilkinson and Brown.[32] Evidence of the general belief that social study textbooks are too difficult is the following statement:

> Since textbooks in geography and other subjects that supply the basis for much training in study skills are often hard to read, additional easy materials are desirable."[33]

In connection with these observations, W. L. Uhl maintains that:

> The teacher of reading must sell to pupils the desire to read worthy material. In order to sell this desire, it is necessary, 1. That books be brought to the pupils, 2. That reading places be made hospitable, 3. That pupils be trained in the mechanics of using books and libraries and 4. That the physical make-up of books be of such character as to interest pupils."[34]

If the teacher will attempt to furnish suitable materials which recognize the existing differences in reading ability in a class, the children will be more willing to study, and will become better readers. However, Donald D. Durrell

[32] Helen S. S. Wilkinson and Bertha D. Brown, Improving Your Reading, A Class Text in Remedial Reading, New York: Noble and Noble, Publishers, Inc. (1938) p.v.

[33] Mabel Snedaker and Ernest Horn, "Reading in Various Fields of the Curriculum," The Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I, Bloomington, Illinois: Public School Publishing Company (1937), p. 159.

[34] W. L. Uhl, The Materials of Reading, New York, Newark, etc.: Silver, Burdett and Co., (1924), p. 95.

reports that, "Adaptation of instruction to different levels of abilities, to different rates of learning, and to varied pupil needs is still widely ignored."[35] It is worthwhile to try to make provisions for individual differences, according to Snedaker and Horn, because "Every part of a well-planned program in social studies exerts a favorable influence upon reading."[36]

[35] Donald D. Durrell, Improvement of Basic Reading Abilities, Yonkers-on-Hudson, New York: World Book Company, (1940), p. 3.

[36] Mabel Snedaker and Ernest Horn, op. cit., p. 137.

PROCEDURE

Chapter II

Procedure

This service paper has been developed from three projects. The first step was the administering of standardized tests to discover what per cent of the class was able to read and understand material written at fifth grade level. The Kuhlmann-Anderson Test was given to measure the intelligence of the class. The Durrell-Sullivan Reading Capacity Test was used to determine the extent of the children's power to get meaning from words and paragraphs. Finally, the results of the Durrell-Sullivan Reading Achievement Test indicated the amount of progress the class had actually made by using their native ability while learning to read. The second study was carried on to find out how many of the pupils in the fifth grade could read "Early America," the textbook upon which the course of study is built, without help from the teacher. Then the text was re-written in an easier vocabulary and in shorter sentences to see how many of the pupils would benefit from that method of teaching history. The last section of the project was devoted to testing the amount of learning which

took place when the lesson was one, long, unbroken reading selection, and comparing the results with information gained when the lesson was divided into many short topics.

The purpose of conducting this program is to gather data which will be used in evolving supplementary history materials which will be a definite aid to pupils who are unable to read "Early America" without guidance.

Part I

The first tests taken by the class were the Kuhlmann-Anderson Tests, Grade V, which were given to measure the children's mental growth.

The following chart shows a comparison of the mental ages of the writer's class with the normal mental ages for the various grades.

KUHLMANN-ANDERSON TESTS, GRADE V

Mental Age		Above Normal	Normal	Below Normal	Grade Placement
13-6	13-11	2			8-A
13-0	13-5	0			8-B
12-6	12-11	2			7-A
12-0	12-5	1			7-B
11-6	11-11	3			6-A
11-0	11-5	8			6-B
10-6	10-11		9		5-A
10-0	10-5			3	5-B
9-6	9-11			2	4-A
9-0	9-5			2	4-B
Total:		16	9	7	

The highest mental age scored by any child in this class was thirteen years and eleven months. The lowest was nine years and five months.

With Mental Age as the deciding factor, this approximate distribution of the class is presented:

6%	of	the	class	at	8-A	level
0%	"	"	"	"	8-B	"
6%	"	"	"	"	7-A	"
3%	"	"	"	"	7-B	"
9%	"	"	"	"	6-A	"
25%	"	"	"	"	6-B	"
28%	"	"	"	"	5-A	"
9%	"	"	"	"	5-B	"
6%	"	"	"	"	4-A	"
6%	"	"	"	"	4-B	"

According to the figures gathered from the Kuhlmann-Anderson Test, sixteen children (50% of the class) are above normal, nine children (28% of the class) are below normal.

The Durrell-Sullivan Reading Capacity Test was given to measure the pupils' ability to understand what they heard, without the difficulty of interpreting reading material. The distribution of results follows:

Reading Age		Above Normal	Normal	Below Normal	Grade Placement
13-6	13-11	2			8-A
13-0	13-5	4			8-B
12-6	12-11	6			7-A
12-0	12-5	5			7-B
11-6	11-11	2			6-A
11-0	11-5	7			6-B
10-6	10-11		2		5-A
10-0	10-5			4	5-B
	Total:	26-81%	2-6%	4-12%	

Twenty-six children (81% of the class) scored above normal, two children (6% of the class) earned normal ratings and four children (12% of the class) were found to be below normal in their capacity to read.

The Durrell-Sullivan Reading Achievement Test was given to discover the range of the pupils' reading abilities. Their grade and age equivalents are incorporated in the following table.

Durrell-Sullivan Reading Achievement Test

Reading	Age	Above Normal	Normal	Below Normal	Grade Placement
13-6	13-11	3			8A
13-0	13-5	3			8B
12-6	12-11	3			7A
12-0	12-5	3			7B
11-6	11-11	6			6A
11-0	11-5	5			6B
10-6	10-11		6		5A
10-0	10-5			2	5B
9-6	9-11			1	4A
	Total:	23	6	3	

The reading achievement of twenty-three children (71% of the class) was found to be above normal, six children (18% of the class) were normal for the grade, and three children(9% of the class) were reading at a level below that normally achieved by a fifth grader in the second half of the year.

An approximate summary of the results of the three tests follows:

	Above Normal	Normal	Below Normal
Kuhlmann-Anderson	50%	28%	21%
Durrell-Sullivan Reading Capacity	81%	6%	12%
Durrell-Sullivan Reading Achievement	71%	18%	9%

This class has a highly creditable record in each of the tests. The large number of pupils above normal in intelligence, reading capacity and reading achievement will be able to read encyclopedias, pamphlets, biographies and other textbooks to enrich their background of information in social studies. Their natural inclination, if they are properly motivated, will be to read every available word about the topic being studied. The best group will carry out meaningful activities in abundance provided their interest is aroused and sustained.

That part of the class which is normal in intelligence, reading capacity and achievement may be expected to do fair work from the textbook assigned to the grade. Average students will be able to understand the vocabulary and sentence structure, with guidance from the teacher, and will be able to use the knowledge they gain in reports, discussions and other avtivities in connection with their history course

of study. The small division of the class which rated below normal in reading capacity and achievement is the group for which the textbook needs adjustment. In order to teach these slow readers a basic network of ideas in history, people and events in the book should be clearly and simply described.

Part II

After the standardized tests were administered, five different types of lessons were taught to discover how many of the children could understand a simplified version of the history book and how many of the children could understand the unaltered fifth grade text.

The first lesson was based on chapter twenty-seven in "Early America". The story of "How the Dutch Settled a Colony which the English Conquered" was told twice to the class. The language of the book was used in relating the tale of the dissatisfied Dutch and their surrender to the English. A pre-test was given to measure the amount of information the children had gathered from the teacher's summary. The distribution of scores is recorded below.

Group I		Group II		Group III	
Number Right	Number Pupils	Number Right	Number Pupils	Number Right	Number Pupils
10	2	6	4	4	0
9	10	5	1	3	2
8	8				
7	5				
Total	25		5		2

Twenty-five of the children earned passing marks (65% or above) from listening to the story, five of the children failed to learn enough to pass, but should improve after reading the chapter, and the two pupils who have very low marks will probably still have very low grades after reading the text as it stands. The class was instructed to read the

chapter twice because a test would follow their study period. The discussion period was omitted and a twenty question test given when all the children were ready. The marks on the final test were as follows:

Group I Number Right	Number Pupils	Group II Number Right	Number Pupils	Group III Number Right	Number Pupils
20	1	12	2	10	1
19	5	11	1	9	1
18	3				
17	4				
16	4				
15	6				
14	3				
13	1				
Total	27		3		2

Approximately eighty-four percent of the class passed the final test after listening to the teacher's preview, and studying the chapter. Nine percent failed to learn enough to pass, but may have done better work if a discussion period had been conducted. It is safe to assume that the two children who had the lowest marks in the class would require more assistance than a discussion of the chapter to master the information in the lesson.

The subjects studied in the second lesson were: " How the Swedish Colonies were Taken by the English" and " How

New Jersey and Delaware Came To Be." This unit of work was introduced by the teacher, but no résumé of the whole chapter was presented. The class read the assignment through quickly and then reviewed it slowly to become familiar with the text. When all the children considered themselves to be well-prepared, a twenty-question test was given to see how much they had learned without a preview. The test results were not as high as they were in the first lesson.

Group I		Group II		Group III	
Number Right	Number Pupils	Number Right	Number Pupils	Number Right	Number Pupils
18	1	12	3	7	0
17	0	11	3	6	1
16	2	10	4	5	1
15	1	9	5	4	1
14	2	8	5		
13	3				
Total	9		20		3

The subject of the third lesson was "How Georgia was Settled by Poor Debtors." The teacher told the story of the chapter to the class once each day for two days. The class' activity was purely auditory. They did no reading and had no discussion period. The story in the book was followed very closely in the teacher's account; the children were told to listen carefully for a test would follow. The results of the test are listed on the next page.

Group I Number Right	Number Pupils	Group III Number Right	Number Pupils	Group III Number Right	Number Pupils
20	2	12	1	9	2
19	3	11	1	8	1
18	3	10	1		
17	5				
16	6				
15	3				
14	3				
13	1				
Total	26		3		3

Eighty-one percent of the class passed the test given after the teacher had told the story twice. Nine percent of the pupils had from ten to twelve items correctly answered and nine percent were very low with only eight or nine correct responses. The title of the fourth chapter was "How the Indians Lived in the English Colonies." In this lesson the teacher gave no preview of the story. The chapter in the textbook was divided into five topics which were re-written in a clarified vocabulary and uninvolved sentence structure. The children read the first sheet, at their individual rates of speed. Then they returned the printed story, and took the list of study questions which was prepared to accompany the first topic. When the pupils were able to answer all the questions to themselves, without referring to the simplified

text, they proceeded to the next printed sheet. This continued until all the topics were thoroughly studied. The final part of the lesson was a twenty question test. As far as possible the items in the test were written in a different vocabulary from that used in the study questions. The rating of the class follows:

Group I		Group II		Group III	
Number Right	Number Pupils	Number Right	Number Pupils	Number Right	Number Pupils
20	9	12	1	0	0
19	12				
18	6				
17	1				
16	2				
15	1				
Total	31		1		0

Over ninety-six percent of the class passed the final examinations when the simplified text was broken into topics, and three percent failed to pass.

The last lesson in this experimental group was based on "How the Colonists Lived in New England." The teacher distributed printed sheets on which the chapter was written in one unbroken narrative. The vocabulary and sentence structure were simplified just as they were in the fourth lesson, and when the children considered themselves prepared, they returned their topic sheets to the table and tried to answer

the questions provided as study guides. The children who found they couldn't answer the questions, read the topic sheets again. As in the preceding lessons, a twenty question test was given to conclude the unit. The results of the test follow:

Group I Number Right	Number Pupils	Group II Number Right	Number Pupils	Group III Number Right	Number Pupils
20	1	12	2	0	0
19	5	11	1		
18	6				
17	6				
16	5				
15	1				
14	2				
13	3				
Total	29		3		0

COMPARISON OF TEST RESULTS

		Group I	Group II	Group III
1.	Précis and reading	84%	97%	6%
2.	No précis, reading only	28%	62%	9%
3.	No reading, text told by teacher	81%	9%	9%
4.	Reading only, text simplified, chapter broken into topics	96%	3%	0%
5.	Reading only, text simplified, chapter unbroken	90%	9%	0%

SUMMARY

Summary

Although this class is one which earned very high scores in the standard tests, there is a group which is low in intelligence, reading capacity and reading achievement. Because of this variety in capabilities and because we use one basic history textbook throughout the class, some adjustment in the difficulty of the daily work seemed necessary. In the first three lessons, the teacher's aim was to discover what method of using the textbook, just as it was written, was best. In the last two lessons, the teacher's purpose was to find out which way of using the simplified textbook was better.

The first chapter was introduced by the teacher's telling the story, then the class read it silently. The second chapter was read by the children without the benefit of a preview, to discover how much information they could gather from reading alone. The third chapter was told to the children, and they did no reading at all. The teacher's objective in this lesson was to measure the amount of learning that takes place when class activity is purely auditory. In the last two lessons the text was simplified in vocabulary and sentence structure. The fourth chapter was presented to the class divided into short units followed by study questions. The last chapter was simplified and distributed in one unbroken tract with the study questions on the entire section at the end.

CONCLUSIONS

Conclusions

1. Most of this class can understand the textbook "Early America" when the teacher precedes their silent reading with a résumé of the chapter.
2. When the unsimplified text is presented, without the teacher's analysis beforehand, the majority of the class fails to comprehend the subject matter read.
3. If the teacher relates the story of the chapter, and no silent reading is done by the class, most of the students learn the facts and ideas which have been explained.
4. The greatest amount of learning is brought about by simplifying the text and dividing it into sections followed by study questions.
5. Presenting the simplified text in one complete unit is an improvement over using the book as it is written, but it is not as efficient a procedure as using the simplified chapter in topics separated by study questions.

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APPENDIX

Lesson I Teacher's Presentation

How the Dutch Settled a Colony Which the English Conquered

In the year 1614 the people who lived in Holland were called the Dutch just as they are today. They were wealthy because they had made and sold many things. They wanted to find a way to sail to the East. Henry Hudson, an Englishman, sailed a Dutch ship across the Atlantic Ocean for them to try to find a new way to sail to China. Instead of finding a new route to the East, he explored the coast of America and discovered the Hudson River.

Hudson and the Dutch people called the land at the mouth of the Hudson River, New Netherlands. They gave beads, axes, knives and cloth to the Indians, and, in return, the Indians gave them beaver skins and other furs. The Dutch people did not want to run farms, they just wanted to buy furs and sell them to make a living.

Some Dutch business men wanted farm work to be done. They said that anyone who would pay to send fifty grown-ups from Holland to America, would be given a large piece of land along the Hudson River. When the fifty people came from Holland, the man who paid their way over, gave them some land, houses, tools, cows and horses. He was called a patroon, the Dutch word for father, because he took care of the new farmers.

The settlers paid rent to the patroon for all he had given them, and worked for him for ten years. At the end of that time, the settlers became free farmers.

When the Dutch arrived in America the Indians owned Manhattan Island, near the beginning of the Hudson River. The Dutch Governor, Peter Minuit, bought it from them for twenty-four dollars worth of beads and other cheap things. The Dutch lived at the south end of Manhattan and built a wall at the north end of their settlement to keep the Indians out. The street which runs along where this wall used to be, is now called Wall Street and it is famous all over the world for its banks. There was an opening in the old Dutch wall through which the people walked, out to a wide road. That road is now called Broadway.

Peter Stuyvesant was the last Dutch governor. His people didn't like him because he was gruff and expected them to obey him as if he were their ruler. He lost his temper and stamped his wooden leg on the floor if anyone dared to disagree with him.

Now the English wanted the Dutch to give New Netherlands to them because John Cabot had claimed that land for England a hundred years before the Dutch went there. The Duke of York, the English king's brother, led four ships and four hundred men over to New Netherlands and ordered the Dutch to give them the city.

Peter Stuyvesant lost his temper and shouted "No", but the Dutch people who didn't like him for a governor anyway, said "Yes." They thought they'd rather live under English rule than under Peter Stuyvesant. So New Netherlands was given to the English who named it New York after the Duke of York.

Lesson I Twenty Question Test

How the Dutch Settled a Colony Which the English Conquered

1. What nationality was Henry Hudson?

2. Who sent him to the New World?

3. What did he hope to find?

Matching:

4. The first Dutch settlers were interested only in	a. to farmers
5. New Netherlands with its rich soil and fine forests, offered a good living	b. permanent settlements
6. The first Dutch settlers did not wish to make	c. the fur trade
7. A man who paid the expenses of fifty other men was called	d. a patroon
8. Free colonists who paid their own way from Holland to America did not have to pay	e. taxes

Yes or No:

9. Were the settlers under the patroon system allowed to trade furs?

10. Was the patroon system successful?

11. Did Peter Minuit buy Manhattan for twenty-four dollars worth of trinkets?

12. Did the Dutch build a wall at the north end of the settlement to protect themselves against the Indians?

13. Is Wall Street the center of the clothing industry?

14. Was Peter Stuyvesant a popular governor?

<u>Fill in the blanks:</u>

15. Peter Stuyvesant refused to allow _____ to hold meetings.

16. The English claimed New Netherland because _____ had explored the eastern coast and claimed it for them.

17. The English wanted the _____ trade for themselves.

18. _____ lay between the English colonies in New England and those to the south.

19. The English promised to treat the Dutch fairly if they gave up without _____.

20. The Dutch had given their attention largely to the profits from _____.

HOW THE SWEDISH COLONIES WERE TAKEN BY THE ENGLISH

1. What did the Swedes do to make a living when the first came to the New World?

2. What group of people had already settled on the Delaware River?

3. Which of the two groups grew to be the larger one?

4. Who sent a representative to New Sweden to look after the Dutch interests?

5. Who told the Dutch that the Swedish people were going to build a fort on the Schuylkill River?

6. Who had papers to prove that they were the true owners of the land?

7. Who took over New Sweden after the Dutch?

8. Who gave his territory in New Netherland to Duke of York?

9. Who were the proprietors of the New Jersey colony?

10., 11, 12. Name three things that the leaders of New Jersey promised to the people who would settle there.

13. To whom did Berkeley sell his share in New Jersey?

14. Why did Penn want a strip of land next to the ocean?

15. What did Penn call Delaware?

True or False

16. The settlers were very satisfied.

17. The peace-loving Quakers had trouble with the colonists in New Jersey.

18. The soil was poor in Delaware & New Jersey.

19. The people who settled in Delaware and New Jersey suffered a real hardship.

20. The Quakers gave New Jersey to the English Queen Ann.

LESSON III HOW GEORGIA WAS SETTLED BY POOR DEBTORS

True or False

1. England's prisons were filled with people who owed money to others.

2. The prisoners were kept clean and well fed.

3. General James Oglethorpe wanted to give the prisoners new homes.

4. There wasn't room in the colony for people from other countries.

5. Why was the settlement going to be made far to the south?

6. Who gave Oglethorpe a grant of land between South Carolina and Florida?

7. What did they call their first town?

8. Where did Georgia get its name?

9. For a year Oglethorpe lived in a _____ just as his men did.

10. A_____was built on the bank of the river.

11. The colony was run like an_____.

12. Gen. Oglethorpe did, did not, allow the settlers to make their own laws.

13. He was a bad, wise, foolish, man.

14. Their leader would, would not allow slavery.

15. He would or would not let them buy and sell rum.

16. Name two other nationalities beside the English who came to Georgia.

17. What industry failed in Georgia?

18. Name two well-known men who once lived in Georgia.

Lesson III

18, 19, cont. connected with the Methodist Church.

20. After Georgia became a royal colony plantations were started and_____and _____were grown.

LESSON IV THE INDIANS IN THE NORTH

The Indians in New York and New England were different from those in the South. They had their own way of talking and dressing.

The northern Indians were covered with paint and feathers. Their heads and faces were shining with oil. They wrapped animal skins around them to keep out the cold.

The Indians made their living by hunting, fishing and trapping. When they had caught all the fish and animals in one place, they would move to another.

They traveled on foot through the woods. Deer paths and trails showed them the way. In winter when snow was on the ground, they wore snowshoes. On snowshoes the Indians would travel as much as forty miles a day.

Canoes and dugout boats were used on rivers and streams. Canoes were made of strips of wood tied together with roots. Over this frame pieces of bark were stretched. Where the pieces of bark were sewed together, the Indians rubbed thick, dark pitch which is very much like tar. A hollow tree trunk was used for the dugout boat. The inside was scraped smooth and clean with shells.

The Algonquin Indians lived in long houses, round houses, or wigwams.

The Indian mother was called a squaw. To heat water she first had to heat stones over a wood fire, then she dropped the

Lesson IV

heated stones into the water. She took care of the garden with the help of a pointed stick or a home-made stone shovel. She carried fire-wood on her back, made the fires, wove baskets, made clay pottery and took care of the baby. If it was time for the family to move, the squaw had to carry all their things. The father only carried his tomahawk, bows and arrows, or his new gun that the white man had given him. He had to be ready to protect his family from enemies.

THE INDIANS IN THE NORTH

The Indian boys spend their time learning to be warriors and hunters. They learn to be good swimmers, to use the bow and arrow, to dive and run, to set traps, and to kill animals for food. The young Indians also learn to follow the tracks of an enemy and to hide their own tracks. They have to be brave and patient.

The Iroquois lived in New York and were not so wild as the Algonquins from New England. All the Iroquois lived in long houses in villages. They didn't live in wigwams. They chose the smartest men in the villages to go to Council meetings. These men decided what to do about different problems that came up. They couldn't write, so they made notches on sticks to help them to remember what they decided.

1. What did the Northern Indians put on their faces?
2. How did they travel?
3. Why was the squaw expected to carry everything except the bows and arrows when the Indians traveled?
4. How did they keep a record of their Council Meetings?

THE INDIANS IN VIRGINIA

When Captain John Smith came to Virginia, he found the Indians wearing the skins of animals. In the winter the hair was left on the skins, but when warm days came, it was scraped off. Then in the autumn, they got new skins ready for the winter.

The Indians in Virginia painted their bodies red so that they would frighten people. They shaved the hair off one side of their heads and left it long on the other side. For jewelry they hung chains of copper from their ears and around their necks.

Their houses were made of trees and bark and were called wigwams. In winter they built fires inside the wigwams. The smoke went out the hole in the roof. The whole family slept on the ground near the fire. Animal skins were their beds.

For food the Indians in Virginia ate corn, roots, berries, fish and the animals they killed. Some of the food they saved for winter.

All that the Indians owned was their food, clothes and tools. Their life was very simple.

1. What did the Indians do to make their winter clothes cooler for the summer?

2. How did they wear their hair?

3. Where did the whole family sleep?
4. What did the Indians do that was very wise?
5. Were the Indians as comfortable as we are today?

What the Indians Believed

Before the English colonists in America told the Indians about God, the Indians worshipped the sun, the moon, the trees, the streams and the animals. The Indians thought that these things had minds, just as we do. The Indians called heaven the happy hunting ground.

The Indians liked to tell stories about giants and the tricks that they played. The older men told these stories around the campfire. The children learned them, and when they grew up, they told them to their children. In this way, the stories were told over and over again, and lasted for hundred and hundreds of years.

The Indians believed in evil spirits. These spirits made them sick and caused all their suffering. The Indians and medicine men who were supposed to drive away the evil spirits. They painted their bodies and faces and wore frightful masks to scare the evil spirits. They used wild songs and dances to drive away the evil spirits too.

1. What did the Indians worship in place of God before the English came?
2. How did their stories last?
3. What did the Indians think made them sick?
4. How did they cure their sickness?

THE INDIANS AND THE WHITE MAN

When the white men came to America, the Indians didn't think much about them. But soon the white men came in such large numbers, that the Indians were pushed out of their hunting grounds and fishing places.

Some Indians became angry and attacked the white men with their tomahawks. Later, the white men gave liquor to the Indians and when they were drinking liquor, the red men would steal, and frighten the women and children. Other Indians were friendly and taught the colonists the secrets of the forest and gave them food.

The Indians didn't want to give their lands to the white men in many cases, but the white men took the land anyway. Some white men were kind and paid for the land, and taught the Indians to be Christians.

1. What made the Indians hate the white men?
2. What did the friendly Indians do for the colonists?
3. What did some of the white men do that was bad for the Indians?

HOW THE INDIANS LIVED IN THE ENGLISH COLONIES

True or False

1. The Indians in the North dressed and talked just like the Indians in the South.

2. The Northern Indians put oil on their faces.

3. The Northern Indians lived in one place all the time just as we do.

4. Squaws heated water with stones.

5. The Iroquois lived in long houses instead of wigwams.

6. All the men of the village went to the Council meetings to settle their problems.

7. They wrote reports of their meetings on animal skins.

8. The Northern Indians traveled by snowshoe.

9. The insides of their canoes were scraped smooth with shells.

10. The Indians in Virginia painted their bodies red so that they would look nice.

11. The Indians worshipped God before the colonists came.

12. Their heaven was called the Happy Hunting Ground.

13. The Indians told stories to their children who grew up and retold them to their children.

14. The Indians believed that germs made them sick.

15. The medicine men really cured their diseases.

16. The white men pushed the Indians out of their own hunting and fishing grounds.

17. The Indians were troublesome when they drank liquor.

18. The white men paid for all the land they took.

19. Some white men taught the Indians to be Christians.

20. Some Indians gave the whites food.

LESSON V HOMES AND FURNITURE

The first homes the settlers made were like huts that boys make to play in. Logs were used for the sides, the roof and the doors of the cabins. Wooden pegs took the place of nails. They filled the space in between the logs with bark and moss. The fireplace, and inside the log chimney, was clay. Oiled paper covered the windows instead of glass.

Their stools and benches were home-made and the tables were made from tree-stumps. Shelves were along one wall to hold their dishes. The fireplaces were big enough to burn logs six feet long. Before the fireplace was a wooden bench with a very high board back to keep put the cold. Hanging over the fireplace from a "back bar" of green wood were the pots and kettles and pans. If the wooden bar burned away while the meal was being cooked, the family probably went to bed hungry.

The Indians taught them to burn pine knots for lights. Later they used whale oil for candles and lamps, but both those lights were smoky. Candles made from bayberry were best but it took so long to make them that they couldn't be used every day.

The beds were made from logs split in the middle and fastened to the wall. Feather mattresses and pillows with patchwork quilts and hand-woven wool blankets made them comfortable.

1. What were used in place of nails?
2. Why did the bench in front of the fire have a high back?
3. What were the windows made of?
4. Why did the colonists go to bed hungry?
5. What made the best candles?

III Food

The first colonists ate fish, game, wild turkeys and corn. They worked hard out of doors so they needed good meals. Meat was their favorite food. They had no ice and had to put their meat in salted water to make it keep.

They had plenty of lobster, clams, crabs and codfish, and made a large amount of money selling codfish.

Their favorite vegetable dish was a mixture of corn and beans. Wild honey and maple sugar were used for sweetening.

The women dried fruit and vegetables and hung them from the kitchen ceiling. Later they stored food in their cellars and the ground for winter use.

Only the wealthy settlers could afford to buy tea, coffee and spices from Europe.

1. How did they keep their meat fresh?
2. How did they make money from the sea?
3. Why didn't all the settlers have tea?

IV Clothing

The New England colonists made their own cloth from the sheeps' wool, and from the flax they raised on their farms. Their clothes were plain with no frills. The most common colors were blue, black and gray.

The women wore very full dresses, cut plain and long. The dresses were made of wool for the winter and linen for the summer.

The men wore knee-length pants of leather or wool, with high boots, a linen shirt and a beaver hat.

The women and girls knitted stockings and mittens, made lace for their bonnets and aprons, and made hats of braided straw for the summer.

1. What two kinds of cloth did they use most commonly?
2. Where was most of the cloth made?
3. What did the men wear?

V Ways of Making a Living

In New England the men were farmers, fishermen and fur traders. Next to farming and fishing in importance, came lumbering. England needed wood to build ships, and thousands of colonists worked cutting down trees and taking them to the sawmill.

When the fishing business grew larger, they needed ships of their own. Shipbuilding became one of New England's biggest businesses.

At first the colonists sent to England for things they couldn't make themselves. But they soon learned to make everything: glass, china, furniture, clocks, clothes, shoes and all the other things they needed.

1. Name five ways in which the colonists made their living.
2. Why did they need ships of their own?

The People Living in the English Colonies

1. The settlers' first homes were made of _____.

2. _____ covered the windows instead of glass.

3. The "back bar" which held the pots and pans over the fire-place was made of _____.

4. The best candles were _____ candles.

5. The beds were covered with mattresses stuffed with _____.

<u>True or False</u>

6. Their tables were made from tree stumps.

7. The high back on the wooden bench kept out the cold.

8. Their woolen blankets were woven at the factory.

9. The first settlers kept their meat fresh by keeping it in the lake.

10. The colonists liked heavy meals.

<u>Answer in a Few Words</u>

11. What kind of fish did the early settlers make money on ?

12. What did they use in place of sugar to sweeten their food ?

13. Where did they store food to be used in the winter ?

14. Where did their tea, coffee, and spices come from ?

15. Who made the cloth used in their clothes ?

16. What two kinds of cloth did they use most commonly ?

17, 18, 19 and 20. Name four ways that the early settlers made their living .