THE USE OF LEARNING STYLES IN TEACHING SOCIAL STUDIES
IN 7TH AND 8TH GRADE: A CASE STUDY

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Betty Gregory Woodring, B.S., M.Ed.
Denton, Texas
August, 1990

This qualitative case study examined the extent to which learning styles were used by teachers in four seventh and eighth grade social studies classrooms in a large suburban north Texas junior high school.

The conclusions were as follows:

1) The environment on the junior high level did not afford the flexibility found in the elementary classroom. The changing of students, teachers, and the multi-purpose use of rooms did not afford flexibility of light, temperature, sound, and design preference.

2) The physical and the psychological categories had elements within each category that overlapped. A right brain activity closely aligned to a tactile/kinesthetic activity. A parallel between physical-mobility and psychological-global was noted, as well as a pattern between the global and the tactile/kinesthetic projects.

3) The split lunch period created problems for the global, kinesthetic, impulsive students. The academic environment was interrupted for a thirty minute period; students had to re-acclimate to a more analytic environment after lunch.
4) Each teacher alternated between primary style and secondary and tertiary styles. This mediation ability enabled each teacher to use all styles in lessons the researcher observed.

5) Abstract random and concrete random teachers did more group and team teaching than concrete sequential and abstract sequential teachers. Further, dominant sequential ordering in a teacher limited random activities. Whereas, dominant random ordering in a teacher limited sequential ordering activities. Both groups of teachers experienced teacher burnout when forced out of their primary style.

6) It was easier for those teachers whose primary and secondary ordering were opposite (CS/CR or AS/AR), as opposed to those whose primary and secondary ordering were the same (CS/AS or CR/AR), to align to a different environment.

7) These results suggest that teachers should not be required to stay in any one style. The flexibility of being able to alternate between styles will conserve energy and prevent teacher burnout.
TABLE OF CONTENTS

LIST OF ILLUSTRATIONS ........................................ iv

Chapter

I. INTRODUCTION ................................................. 1
Purpose of the Study
Research Questions
Significance of the Study
Definition of Terms
Limitations
Assumptions

II. REVIEW OF RELATED LITERATURE .......................... 9
Historical Perspective
Major Learning Style Theories
Brain Research
Research in Learning Styles
Summary

III. PROCEDURES .................................................... 19
Research Approach
Population
Procedures for Collection of Data
Data Analysis

IV. PRESENTATION AND ANALYSIS OF DATA .................. 25
Data On the Jr. High
Data Collected From Observations and Interviews

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ........ 185
Findings
Conclusions
Recommendations

APPENDICES .......................................................... 195

REFERENCES ...................................................... 208
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Carol's Learning Styles Categories</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Ann's Learning Styles Categories</td>
<td>106</td>
</tr>
<tr>
<td>3.</td>
<td>Graham's Learning Styles Categories</td>
<td>140</td>
</tr>
<tr>
<td>4.</td>
<td>Katie's Learning Styles Categories</td>
<td>178</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers' Learning Styles Categories Tabulated From Four Observations</td>
<td>183</td>
</tr>
<tr>
<td>6.</td>
<td>Hemisphericity</td>
<td>196</td>
</tr>
<tr>
<td>7.</td>
<td>Style Characteristics of the Concrete Sequential</td>
<td>198</td>
</tr>
<tr>
<td>8.</td>
<td>Style Characteristics of the Abstract Sequential</td>
<td>199</td>
</tr>
<tr>
<td>9.</td>
<td>Style Characteristics of the Abstract Random</td>
<td>200</td>
</tr>
<tr>
<td>10.</td>
<td>Style Characteristics of the Concrete Random</td>
<td>201</td>
</tr>
<tr>
<td>11.</td>
<td>Carol's Style Graph</td>
<td>203</td>
</tr>
<tr>
<td>12.</td>
<td>Ann's Style Graph</td>
<td>204</td>
</tr>
<tr>
<td>13.</td>
<td>Graham's Style Graph</td>
<td>205</td>
</tr>
<tr>
<td>14.</td>
<td>Katie's Style Graph</td>
<td>206</td>
</tr>
<tr>
<td>15.</td>
<td>Teachers Comparative Styles Graphs</td>
<td>207</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The essential educational breakthrough in recent years involves the "identification of individual learning styles and the subsequent matching of complementary strategies, resources, and environments" (Carbo, Dunn & Dunn, 1986, p. ix). With as many as twenty percent of the United States seventeen-year-olds being functionally illiterate (Carbo, Dunn & Dunn, 1986), these diagnostic approaches are crucial for teaching children to read. Research has established learning styles as an emerging instructional theory (Dunn & Dunn, 1972). Contrary to traditional learning theories, learning styles proponents believe that no one method is beneficial for all children. Instead, attention is focused on accommodating individual learning preferences in determining the most appropriate and beneficial instructional methodology (Sudzina, 1987).

Growing support for learning style theory, was shown in the Association and Supervision for Curriculum Development's (ASCD) 45th Annual Conference. One of the main features at the conference was "ASCD's Network on Learning Styles" which suggested restructuring for individual differences and using learning styles in all aspects of education (ASCD, 1989).
The 1989 conference of the Association of Teacher Educators scheduled time for "Special Interest Groups" to be informed on current research on learning styles. The emphasis was application in all areas of learning styles in the classroom.

Quantitative studies on learning styles have been conducted since the 1970's. Results have been statistically significant when method of instruction was matched to the individual learning style. However, in the latter part of the 1980's, Jacob (1987) suggested that qualitative traditions may offer a richer and fuller understanding of education because of the diverse approaches to research. This assumption was also backed by Allender (1986) who reports that the impact of new paradigm methods on the educational world might be fruitful in improving educational and human connectedness.

With the sparseness of qualitative research on learning styles, it would be advantageous to educators to be able to compare already known statistics to participant observation. Qualitative data were collected in the form of words and images, rather than numbers. The concern was with process instead of outcome or product (Jacob, 1987).

**Purpose of the Study**

The purpose of this study was to determine the extent learning styles were used in social studies classrooms by teachers of seventh and eighth grade students.
Research Questions

The purpose of this study was to determine:

1. What evidence was collected to determine if teachers were aware of their own learning styles?
2. What evidence was collected to determine if teachers were modifying their own learning styles?
3. What evidence was collected to determine if teachers were aware of their students' learning styles?
4. Were teachers allowing students to select learning style preferences for the environmental elements: sound, light, temperature, and design?
5. Were teachers allowing students to select learning style preferences for the emotional elements: motivation, persistence, responsibility, and structure?
6. Were teachers allowing students to select learning style preferences for the sociological elements: learning alone, as a pair, as a team, or teacher directed?
7. Were teachers allowing students to select learning style preferences for the physical element: perceptual strength, intake, time of day, energy levels, and mobility?
8. Were teachers matching learning style preferences for the psychological elements: global/analytic, hemispheric preference, impulsive/reflective?
9. What evidence was collected to determine if teachers were teaching learning modifications to enable the students to adjust to different teaching models?

10. What evidence was collected to determine if the teachers used a method of evaluation to find out the learning style preferences of their students?

11. What organization policies and practices of the school impact upon the teaching model?

**Significance of the Study**

A wealth of quantitative research on learning styles at the elementary level has appeared in educational journals during the last decade. However, there was limited qualitative research at the junior high level on this subject.

Gregorc (1984) suggested that qualitative research in learning styles offers the education profession a different way of looking at the topic of style. He further stated that it offers the theory "that stylistic characteristics are powerful indicators of deep underlying psychological forces that help guide a person's interactions with existential realities" (p. 54).

Gregorc (1984) also related that qualitative research methodology provided for describing and cataloging in-class behaviors and characteristics. The collected data supplied the raw material from which meaning and possible causes of particular behaviors could be drawn.
Concurring with Jacob's and Gregorc's theory, William Glasser (1990), pointedly stated:

Nothing of high quality, including schoolwork, can be measured by standardized, machine scored test. If we are truly interested in measuring what successful teachers in magnet schools are doing, we will need to conduct thorough interviews with them, collect observations of a statistically significant sample of them, and carry out follow-up studies to see if the future academic performance of their students was enhanced. (p. 428)

This research, conducted on the use of learning styles by social studies teachers of seventh and eighth students, provided a case study through interviews and observations. The findings from the study can then be used as a catalyst to carry out Glasser's plea for "follow-up studies to see if the future academic performance" (1990, p. 428) of these four teachers' students was enhanced.

Definition of Terms

The following terms are defined for this study using definitions from Carbo, Dunn, & Dunn (1986):

1. Analytic learner- One who "pieces details together to form an understanding" (p. 18).

2. Auditory learner- "One who recalls at least 75% of what was discussed or heard in a normal 40 to 45 minute period" (p. 13).
3. **Emotional elements** - "Motivation, persistence, responsibility and the need for either structure or choice" (p. 6).

4. **Environmental elements** - "Sound, light, temperature . . . and formal versus informal design in the environment" (p. 2, 4).

5. **Global learner** - "One who needs an overall comprehension first, and then they can attain the details" (p. 18).

6. **Hemispheric preference** - (see Appendix A) " . . . Two sides of the brain perform different functions; characteristically, one has a higher arousal level than the other. It was believed that the differences caused by either the right or left side's higher arousal responses may be related to cognitive and personality functions (Levy, 1982). Those differences in brain functioning partially are what cause individual learning style differences among people" (p. 19).

7. **Impulsiveness versus reflectivity** - " . . . Impulsive youngsters—ones who become exuberant and call out, behave spontaneously, and act before they think. Conversely, reflective students . . . generally behave contemplatively and appear more responsive to controls" (p.20).

8. **Intake** - "Eating, chewing, drinking, biting, licking, smoking, or in some way ingesting" (p. 15).

9. **Kinesthetic** - "One who needs to do a great deal of experiencing, doing, and involvement" (p. 15).
10. **Learning style** - "The way that students of every age are affected by their (a) immediate environment, (b) own emotionality, (c) sociological needs, (d) physical characteristics, (e) psychological inclinations when concentrating and trying to master and remember new or difficult information or skills" (p. 2).

11. **Physical elements** - "Perceptual strengths, intake, time of day or night energy levels, and mobility" (p. 12).

12. **Sociological elements** - "Learning alone, with others, variety of ways, or authoritative directive" (p. 12).

13. **Tactual learner** - "One who uses his fingers and hands while concentrating" (p. 14).

14. **Visual learner** - "One who remembers what he sees and can retrieve details and events by concentrating on the things that he has seen" (p. 14).

**Limitations**

This study provided detailed description of the use of learning styles in seventh and eighth grade social studies classes in one school. Generalizations were not made to other settings because of the qualitative nature of this study. Data were gathered through observation during social studies instruction, interviews with teachers and administrator, and examination of pertinent written materials such as textbooks, and curriculum guides. These were analyzed qualitatively. Observations of classroom instruction in social studies were followed by interviews with the teachers.
Discretion was exercised in the observation and interview to reduce bias.

Assumption

The major assumptions underlying this study:

1. The social studies teachers in seventh and eighth grades were not charged with specific styles of teaching.
2. The social studies teachers in seventh and eighth grade would remain during the duration of the study.
CHAPTER II

REVIEW OF RELATED LITERATURE

The following literature review presents information describing learning styles. It begins with a historical perspective of the major learning style models. It continues with learning style theories, brain research, research in learning styles in grades kindergarten through sixth, and research in learning styles in grades seven and eight.

**Historical Perspective**

Early history of modality theory, as outlined by Barbe and Swassing (1979), can be traced back to pre-Christian Greece. During this period, the spoken word was the principal means by which information was transmitted from person to person and from generation to generation. Logically enough, when writing appeared on the scene, auditory methods were first used to teach reading. Thus, the phonetic method was a legacy from the ancient Greeks and Romans, who taught reading by sounding words.

Additionally, the young Greeks were taught to write by tracing with a stylus, or by guiding the child's hand through the movements corresponding to the shape of a letter. The Romans used the same method, but enriched the learning by having the child say the sound
as he traced wax letters. Later carved letters were used to allow the child to manipulate the letters as they said the sound. Thus, the whole realm of modalities was covered auditorially, visually, tactually, and kinesthetically.

Then in the 16th century, Francis Bacon (1955) introduced the scientific method of investigation, which was followed in the 17th century by John Locke's (1961) theory of learning through the five senses. The 18th century was credited with Rousseau's (1969) natural education and Itard's (1962) personalization instruction. In the 19th century E. L. Thorndike (1973) stressed the use of empirical studies to investigate the process of learning, and Francis Parker (1894) introduced the student centered teaching method.

Lastly, the 20th century contributed Dewey's (1916) learning through experiencing, Piaget's (1969) cognitive development, Frostig's (1964) visual perception development, and Bloom's (1976) "mastery learning." With the research and writings of Walter Barbe and Raymond Swassing (1988) on learning through modalities, Dunn and Dunn (1978) on teaching to the learning style, and Maria Carbo's (1986) teaching reading through the learning styles, educators have been given the tools to meet different modes of learning.

**Major Learning Style Theories**

The first learning style models were bi-polar, and emerged from the research on cognitive style (Sudzina, 1987), such as Witkin's (1977) field-dependence/field-independence. As the knowledge about learning styles grew, so, too, did the dimensions
that cognitive style researchers sought to consider. The learning styles models which emerged included not only cognitive style, but also affective, motivational, and biological-based physiological dimensions (Keefe, 1979).

Also, Gregorc (1982) identified four distinct learner preference patterns: abstract/sequential, abstract/random, concrete/sequential, and concrete/random. The researcher felt that learners needed to recognize their abilities to match their learning preferences. Finally, they must learn to adjust to mismatched instruction, otherwise, chronic mismatches will lead to emotional and physical problems.

Equally important, was Hill’s (1971) cognitive mapping index defining the learning sciences for college students. The results enabled counseling programs in colleges to enlighten students about their preferred methods and materials, including environmental and sociological preferences for learning in the classroom.

On the other hand, Hunt’s (1979) model focused on one learning style characteristic, the conceptual level. The model is developmental and is concerned with levels of self-responsibility. The major difficulty teachers have in assessing learning styles are distinguishing between learning styles and ability. Hunt found that low conceptual learners profit more from high structure, and high conceptual learners from low structure.

However, the leading and most comprehensive learning style model is that of Dunn and Dunn (1978). They propose:
Learning style is the way that students of every age are affected by their (a) immediate environment, (b) own emotionality, (c) sociological needs, (d) physical characteristics, and (e) psychological inclinations when concentrating and trying to master and remember new or difficult information or skills. Children learn best only when they use their learning style characteristics advantageously; otherwise, they study, but often forget what they tried to learn. (Carbo, Dunn & Dunn, 1986, p. 2)

Also, Carbo (1987) is a proponent of teaching reading through the individual learning style, instead of the traditional instructional methods. Carbo conducts seminars throughout the world spreading the message that most children labeled "learning disabled" "invariably . . . are not taught in ways that match their preferred learning styles . . . " (p. 435).

**Brain Research**

In the last "25 years, the mystery of the 'black box' between our ears has begun to yield to research in cognitive Neuroscience" (Languis, 1985, p. 90). The exponential development of computer technology enables scientists to probe the mysteries of the brain by topographically mapping the brain while it is at work.

For instance, Languis (1985) states that education more than any profession will profit from emerging insights into how humans learn, think, and imagine. Brain research will help make learning transparent. Thus, combined with effective pedagogy, it will give
the optimal tool to teach learning, which is the ultimate curriculum of the school.

Moreover, Joy (1985) details the male fetal development during the sixteenth through twenty-sixth week. Developmental differentiation occurs at this phase of the male development. During this phase of development the XY chromosome calls for development of a boy. The change agent is the alien androgen protein solution. The male brain is saturated with a concentration on the left hemisphere and the corpus callosum. After the saturation of the male's left hemisphere and corpus callosum, the left hemisphere is developmentally set back. Joy conjectured that this setback accounts for the male developmental lag in reading and speech which are left hemispheric activities (1985).

Furthermore, Joy with McGuinness (1979) decry the conspiracy against normal testosterone-activity levels in boys and putting them on Ritalin. The drug acts to tranquilize normal boys to make them acceptable to the activity level demands of a woman teacher.

In addition, Naour (1985) attributed increase of in-utero levels of the male hormone testosterone in the left hemisphere to the delayed development in the speech and symbolic language problems. The left hemisphere developmental differences led to a predominant male propensity for a more visual spatial approach in cognitive processing. This was evidenced in "their demonstrated higher ability in mathematics" (p. 103).

Then, Jernigan's (1986/1987) research reinforced Naour's hypothesis of male's aptitude in the visual and spatial region.
Findings indicated that second grade boys scored higher in math than did the girls.

In an evolutionary sense, the overdevelopment of the visual-spatial ability of the male enabled him to spot, hunt, and kill game. It would later allow him to excel in design and construction of shelter. However, as our species became dependent on the symbolic literacy, many of these males were labeled "learning disabled" (Naour, 1985).

On the contrary, female in-utero development was spared the testosterone inundation and was developmentally enhanced in the verbal skills. The ability to use both hemispheres enabled primitive females to transmit social and cultural norms, instruct the young, and have a parenting instinct that enhanced survival capability. Consequently, these same attributes enabled the female to handle the symbolic literacy (Naour, 1985).

Hence, this hemispheric learning process is labeled by Naour (1985) as sequential processing for the right hemisphere male, and simultaneous processing for the right/left hemisphere female. Therefore, to teach both forms of processing there must be greater flexibility in classroom strategy.

However, Levy's (1982) stressed the differences in the right and left hemisphere and the significance of the corpus callosum's function. The function is to "process information and to derive perceptions at the same time" (p. 180). Therefore, information about a student's dominant hemisphere gives the teacher clues on how to introduce material to meet the individual learning style.
Research in Learning Styles

Kindergarten through Sixth Grade

Perception appeared to be the reading styles element of greatest importance to beginning readers (Carbo, 1980). Morency and Wepman's (1973) research indicated that students whose perceptual development was delayed rarely caught up in achievement. This was also indicative of those youngsters who ultimately achieved their perceptual development by the age of nine.

Also, deHirsh, Jansky, and Langford (1966) findings showed that maturational status in perceptual and motor tasks can be used as a gauge in kindergarten. These tasks are predictive of later writing, reading, and spelling performance.

In addition, Urbschat (1977) found significant results when first graders' modalities were matched to the treatment. The report concluded that most of the first graders found it easier to learn through a visual or an auditory/visual treatment.

Likewise, Weinberg (1983) did an experimental investigation with third graders and determined that the visual and tactual/kinesthetic students taught through their strongest perceptual modality did significantly better (p<.05) than when mismatched. The auditory children achieved significantly better when taught through their tactual/kinesthetic senses. Virostko's (1983) findings concluded that third, fourth, fifth, and sixth grade students who were matched with their time of day learning style achieved significantly higher (p<.001) on mathematics and
reading test scores. Those who preferred another time of the day achieved statistically less well.

Similarly, MacMurren's (1985/1986) results with a sixth grade population matched on preference for intake was significantly higher on reading speed and accuracy scores. Attitudes were also significantly higher when student's styles and environmental conditions were compatible.

Parallel to MacMurren's research was Pizzo's (1981). Matching environmental conditions and learning style preference resulted significantly higher on reading test scores and attitude scores ($p<.01$).

Also, Carbo's (1980) research validated the researcher's theory that kindergarten children taught through their strongest perceptual modalities learned and retained more, than if taught through their secondary or tertiary strengths. This was significant at the .01 and .05 levels for immediate and delayed word recall respectively.

In addition, Wheeler's (1983/1984) research with learning disabled second graders confirmed the hypothesis that if taught through their strongest perceptual modalities, they would achieve significantly higher.

Such corresponding findings were accounted by deHirsh, Jansky, and Langford (1966). The report verified that reading difficulties are related to lags in neurophysiological maturation. The "approaches to teaching (reading) should depend on the individual child's strengths and weaknesses in the different modalities" (p. 82).
Furthermore, extensive research corroborates the need for identifying each student's strong preference and for teaching in ways to complement them. The schools using learning styles based instruction have indicated a substantial decrease in the number of discipline problems (Dunn, 1986).

**Grades Seven and Eight**

Hodges's (1985/1986) analysis of seventh and eighth graders indicated that those who preferred an informal environment performed statistically better when taught and tested in the specified environment. Subsequently, those who preferred a formal design performed better in the formal environment. It was also concluded that both groups' attitudes were significantly higher when they were in their matched design.

Also, White's (1980) investigation into selected instructional methods and selected elements of emotional learning styles concluded that persistent and responsible students achieved significantly higher than students with low persistence and responsibility scores. Moreover, these students were identified as manifesting conforming behavior. But, less persistent and less responsible students do not learn through conformity.

Lastly, Trautman's (1979) research confirmed that when junior high students' instructional materials were matched correctly to the student's identified style, significant academic gains were made. The researcher concluded that there is no difference between
achievement of analytic and global students when they are taught through their learning style.

**Summary**

Experimental research has identified specific environmental conditions and reading treatments that accommodate certain learning style characteristics and enhance reading achievement. Reported experimental research confirmed that achievement, self-concept, attitudes, and discipline appear to be closely related to the matching of strong based preferences. However, little is known about day by day employment of learning styles.
CHAPTER III

PROCEDURES

Research Approach

A qualitative case study was the approach that the researcher used. Bogdan and Biklen (1982) recommended that the novice, "Start with a case study. Have a successful first experience and then move on, if you choose, to the more complex" (p. 58-59).

Bogdan and Biklen (1982) reported that decisions are made throughout any qualitative study. "The first [decisions] are: What should I study? What kind of data should I explore? What specific approach should I take?" They continued, "The second suggestion is to study something in which you are not directly involved" (p. 56).

In response to Bogdan and Biklen's first questions, the researcher chose a qualitative case study. A case study's design focuses on one unit of analysis (McMillan & Schumacher, 1984). In this research, the unit was one school.

The most common method of data collection, participant observation, was the method the researcher used in collecting data. Spradley (1979) depicts participant observation as a "strategy for both listening to people and watching them in natural settings" (p. 32).
In conjunction with participant observation, Denizen (1978) depicts the interview in three constructs: the scheduled standardized interview, the nonscheduled standardized interview, and the nonstandardized interview. Denizen reiterates that "each type of interview answers particular types of problems and . . . each may be most appropriate for certain types of studies" (p. 116). The researcher further stresses that in virtually every case, each type of interview allows the investigator to get a clearer understanding of the respondent's interpretation of a particular situation.

Data were retrieved through artifact collection which included written and graphic materials collected from the classroom. The researcher's field notes also played an important role in data collection. Field notes had detailed information of the setting and happenings occurring during observation and researcher introspection or reflection (Bogdan & Biklen, 1982). "Reflection is a necessary part of the data collection process as it helped to remind the researcher of speculations, feelings, problems, ideas, hunches, impressions, prejudices" (p. 86).

The constant comparative method was the method that was proper for this study. This method prescribed for the observer to form categories when organizing the data, thus allowing comparisons of similarities and differences (McMillan & Schumacher, 1984).

Also, the questions posed by McMillan & Schumacher (1984) charged that triangulation played an important role in qualitative research. "Triangulation is qualitative cross-validation among
multiple data sources, research methods, and theoretical schemes" (p. 319). This study used the observations of the classroom, interviews with teachers and principal, displays, curriculum guides, and textbooks to provide triangulation.

A qualitative approach was chosen for this research topic for the following reasons:

1) The objective of this study was to relate the extent which seventh and eighth grade social studies teachers were teaching to the different learning styles. The objective of the data analysis was to establish an understanding of the basic factors affecting the decisions made by these teachers.

2) A case study was a fitting model because of the detailed information collected.

3) Since data included field notes from observations, transcripts of interviews with teachers and principal, analysis of textbooks, and curriculum guides, the qualitative methods of analysis were required.

4) Resulting from the single school in this study, it was inappropriate to make generalizations to other populations from the research findings.

5) Since data were collected and analyzed using a constant comparative method (Bogdan & Biklen, 1982), statement of a hypothesis was inappropriate.
Population

The four subjects of this study were seventh and eighth grade social studies teachers employed in a suburban north Texas school. The teachers were in the same junior high school building. The building principal was included in the population. All were expected to remain in their present positions throughout the data collection period.

Procedures for Collection of Data

This study was conducted in a large suburban junior high school located in north Texas. Permission was obtained for the researcher to observe four seventh and eighth grade social studies teachers between January and May of 1990. The teachers were told that the researcher was interested in observing the instructional strategies of seventh and eighth grade social studies teachers during an instructional period. The principal was given detailed information about study objectives. He agreed not to share these details with anyone within the district.

Introductory contact was in January, 1990, with each teacher. General background information, personal data, and academic background about the teachers was gathered. Each teacher was observed a minimum four different times (Sylvester, 1989). Since formal lesson plans were not required, the researcher suggested that teachers select favorite lesson plans for teaching social studies. The researcher felt that teachers, if allowed to select favorite lesson plans, would show their preferred way of teaching.
The observations took place during the regularly scheduled time for social studies instruction.

During the classroom observation, the researcher took field notes and taped the observation. These field notes were of two types of material. The first type dealt with a complete description of the setting. The second type of material found in the field notes was reflections which the researcher made while the observations were occurring, and usually contained a concluding commentary at the end of each observation. Promptly following each observation, a taped nonstandardized interview between the teacher and researcher took place.

Two interviews with the building principal were taped. During the interviews questions were asked about the principal's observations of the teachers during social studies instruction. In addition, information was gathered about materials or resources within the building, and information on purchasing policies.

Documents which had some influence on the teachers' choices such as the textbooks and teacher's editions, social studies guidelines, and local curriculum guides were examined. By observations, interviews of teachers and principals, and inspection of documents pertaining to social studies instruction, the process of triangulation provided a cross-check for validating information (Denzin, 1978).
Data Analysis

Data were analyzed by the constant comparative method (Bogdan & Biklen, 1982). The content of field notes and transcripts of interviews with teachers was analyzed to determine reappearing events which became categories of focus. Once categories began to appear, the data were compared and sorted so that relationships could be identified. The same type of analysis was used with the principal's interviews, and also with any written material that was pertinent to the study. All data gathered were used to answer research questions through the use of charts and descriptive writing.
The data collected on the use of learning styles in teaching social studies in seventh and eighth grade has been compiled from observations and interviews. The subjects, four teachers in this academic area, teach in the same junior high in a large suburban school district in north Texas. The duration of this research covered a period from January, 1990 to June, 1990.

This chapter is divided into four sections. The first section contains the pre-observation interview, observation, and interview of each of the subjects. The order of the subjects was determined chronologically by the pre-observation interview. The second section is the final interview with the principal. This is followed by the third section, textbooks and curriculum guides. And the fourth section is devoted to the individual teacher's style as determined by The Gregorc Style Delineator.

Interviews and observations were, in most instances, taken directly from the taped session. All direct quotes are preceded by a name or initial. The researcher's comments (R.C.) contain indirect quotes; while the interviewer's (I.) statements are direct quotes from the researcher.
In the direct quoted material, corrections have not been made in phraseology or usage. Punctuation has been added to elucidate the quotations.

Data On the Junior High School

The school in this case study will be referred to as the Junior High. The Junior High has one building principal and two assistant principals. One assistant principal, a female, moved up within the Junior High from a teaching position. The male assistant principal transferred from a district high school coaching position. Conversation was made with each of the assistant principals. The researcher explained that she would be in the building during the spring semester. The researcher additionally told them that she was interested in different teaching strategies used by the seventh and eighth grade social studies teachers. However, it was only the principal who was aware of the full extent of the proposed research.

The researcher's first visit to the Junior High was to gain permission from Mr. White, the building principal, to observe the four seventh and eighth grade social studies teachers. The researcher explained that the objective was to see the extent of the use of learning styles in teaching social studies at these two levels.

Mr. White was very supportive of such research; however, his consent was contingent on permission from the Director of Research for the school district. With Mr. White's support, the researcher gained permission to begin the pre-observation interviews with each of the teachers at the beginning of the new semester in January.
However, before the first visit, Mr. White informed the four social studies teachers of the researcher's interest in observing their classes.

Data Collected From Observations and Interviews

Each set of observations and interviews will be preceded by the teacher's name; the changing of observations will be indicated by the bold, underlined, centered name of the next subject. The bold introductory headings at the beginning of each observation and interview will include the observed or interviewed date, time, and ordinal number of the observation or interview number. The bold justified left heading will encompass interpretation of code names, weather, hall conditions, and the class size and ethnic distribution. In addition, on the first observation a diagram of the room designates windows, doors, wall directions, arrangement of students' and teacher's desk. Included in this first observation is a description of the bulletin board; this description is not noted again, unless there is a change in display.

The researcher's introductory comments (R.C.) are inserted so as to familiarize one with the existing academic atmosphere on that particular day. It also acquaints one with the style the teacher uses in setting the environment for the class.
CAROL

January 23, 1990
Pre-Observation Interview
8:25-8:50

C:= Carol
I:= Interviewer
R.C.:= Researcher's Comments

Weather:  Upper 60°, sunny, more like spring than winter
Hall conditions: Orderly, clearing, and usual visiting

R.C.: I arrived at the Junior High at 8:25 a.m., five minutes before my scheduled time. I entered the reception area and told Pat, the receptionist, that I had an appointment with Carol.

Carol, an attractive white veteran teacher in her late forties, greeted me and suggested that we go to the teachers' lounge. We discussed, in a relaxed environment, the possibility of her taking part in the research on instructional strategies in seventh and eighth grades.

I emphasized that I was not there to critique, but to gain insight on the different instructional strategies that are used in teaching social studies.

As she looked over the research form, her comment was that she did not have formal lesson plans; therefore, for me to examine such would not be of help.
I replied to this that I would leave it to her discretion to choose the lessons she thought were the best in teaching social studies.

I felt that any teacher would show her preferred way of teaching, when allowed to select her favorite lesson plans.

A friendly and warm feeling was felt as we shared some common ideas in teaching social studies. I had a good feeling as I left the school to return to my own class.

February 21, 1990
Observation #1
10:20-11:15

C:= Carol
I:= Interviewer
R.C.:= Researcher's Comments
A.P.:= Assistant Principal
S.A.:= Student Announcer
Weather: Raining, 49 °
Hall conditions: Orderly, the usual visiting and conversation
Class: Regular 7th grade, Texas History (16 Students- Anglo-Americans)
Diagram of class arrangement:

<table>
<thead>
<tr>
<th>W</th>
<th>I</th>
<th>N</th>
<th>D</th>
<th>O</th>
<th>W</th>
<th>S</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>File</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cabinet</td>
<td></td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>East</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>desk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>West</td>
<td></td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>stand/overhead</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cabinet</td>
<td></td>
</tr>
<tr>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>book shelves</td>
<td></td>
</tr>
</tbody>
</table>

Door North

Chalk boards on west, north, and east walls with 1 foot wide bulletin board above.

**Bulletin Board:** Boards decorated with purchased displays of Texas History, Texas landscapes, Texas quotes, chart with class rules, humorous quotes with animals depicting the quote. More pictures than the 12" strips above the chalk boards could hold. The pictures were attached with adhesive to the walls.

R.C.: I went to Carol's room to give her a copy of the History Fair forms that I had designed. I asked her to look over them and make any corrections. I told her that I would print forms
for the school on the Laser Writer, and they could use them in
next year's fair.

C: This is really nice and something I had wanted to do for
sometime.

I: One side of the form is for the judge to use for criteria,
and the other side is for the student to use as a checklist.
Hopefully, this will eliminate disqualifications.

R.C.: As students came into the room, there was a friendly
exchange of conversation; however, they were in their seats
when the bell rang.

Announcements were made by a male student and a female
assistant principal.

A.P.: There will be a three day suspension for any student who
is caught fighting. Listen closely to this, students. This will
be enforced starting Monday. Please remember that, students.
We want you to have a safe environment at the Junior High, and
we will do everything we can do to insure that.

S.A.: Attention Concert Choir members! The group pictures
scheduled for today have been canceled due to the rain.

*Friday Night Live*, the Junior High Variety Show, will be
this Friday night from 7:30 to 9:30 p.m. Tickets will be $5.00
at the door, but you can buy them this week for just $3.00 in
the cafeteria. The class with the highest sales gets a pizza
party. Bring your checks or cash to your fourth period and buy
the tickets in the cafeteria. Ads in the program for *Friday*
Night Live can be purchased for $1.00 for three lines. Today is the deadline to buy these ads.

National Junior Honor Society will have a meeting Friday at 3:35 in the auditorium. This is for present members, not candidates.

Eighth grade cheerleaders are to meet this afternoon for practice and every afternoon this week.

R.C.: Carol wrote instructions on the overhead and then gave them verbally.

C: Time Line is due tomorrow; also look over chapter 11 work for test review tomorrow. If you have any questions, we will go over those tomorrow.

Jim: Will there be a Help Session for the test?

C: Yes, there will be a Help Session Friday morning.

Clear your desk. (Tearing sheets from a roll of paper towels) Take one sheet and pass the rest back. Fold each sheet into fourths. This makes it easier to clear mistakes you make on your map. I don't want you to make unnecessary marks on your map.

In today's activity we are going to use side A of our map. (18" x 24" laminated Texas maps by Nystrom are passed to each student) Side A has the names of the towns on it and side B doesn't. If I got real mean, I would give you B.

Please keep everything under your desk. It gets real hard to walk down the aisle. (She is spraying each paper towel to allow the students to erase mistakes.)
Take a marker and remember some of them have been used by students who have pressed too hard. If yours is impossible to use, then raise your hand and I'll give you another one. (She passes out the pens to those who need replacements.)

This is a pretty long activity, so you are going to have to tune in and pay pretty close attention.

In 1821, remember that Moses Austin went to San Antonio to get approval from the Spanish governor of San Antonio to bring some Anglo settlers into Texas. Anglos, of course, were people from the United States—English speaking settlers.

I want you to find San Antonio, it is in the area that is light green, and is in lower central Texas. (Walking around the room she has her own map marked and gives aid to those students who are having trouble.) When you find it, I want you to place a star on it, because it was the most important settlement of Spanish Texas—as I am sure you remember. Anybody having trouble finding it? It is in the light green part of your map.

Brian: Where? (Fingering over in the dark green area)

C: Not the dark green— that is why it is important to listen to my instructions. You are wasting your time when you are looking in the dark green area.

OK, Moses— remember—Austin died before he could bring the settlers in, but his son Stephen F. Austin followed in on that plan and brought those first settlers in. He looked around
and tried to find a perfect place to settle, and decided to settle in an area between the Brazos and the Colorado River.

Now it is going to be a little bit hard to find the Brazos. Mark the Brazos on your map for about 2 inches, and then move over and mark the Colorado River. Start marking where they both have their mouths in the Gulf of Mexico. That was the area where he settled.

Now this map is jumbled up because of so many marks on it. If you are having trouble finding it, (Pointing) here is the Brazos River and here is the Colorado River. (She is giving assistance as she walks around the room)

Also, in 1821, Mexico gained independence from Spain. The Mexican government allowed Stephen to continue colonizing Texas, if he would assure them that the Anglos would give up their U. S. citizenship, become loyal Mexican citizens, and forget about being from the United States.

The capital of Austin's colony was at San Felipe. Go back to the Brazos River and find Highway 10, just barely west of the Brazos, place a little dot. This is the approximate location of San Felipe—write SFA by it. That will stand for San Felipe de Austin.

Now Austin and the Mexican government had a very good relationship—Stephen was very diplomatic and careful to see that his colonists obeyed the laws of Mexico. Things went very smoothly.
The first real conflict between the Anglos and the Mexican government occurred in Nacogdoches in 1826-27. You remember the general location of Nacogdoches, you may remember what happened there, the Fredonian Rebellion. In spite of that, the leaders of the Fredonian Rebellion got no support from other Anglos or the United States. Remember that the Anglos in Texas even came to the aid of the Mexican government to put the rebellion down. Austin assured them that they had to. The Mexican government felt they were in danger of losing their land to the U.S. government. Perhaps you can understand this more clearly, if you can find Nacogdoches and refresh your memory where it is. Find it on your map, about one inch west of the Toledo Bend Reservoir—like a large lake. Now just a little to the west of that you will see Nacogdoches. You will see it is close to the United States, so no wonder the Mexicans were worried about it. I want you to put an asterisk on it. Write Fredonian Rebellion, to the right of it.

Following the Fredonian Rebellion, the Mexican government sent General Mier y Teran into Texas to tour. Mexico was indeed in danger of losing Texas to the United States. He spent two years going around Texas and concluded that U.S. influence was much stronger than Mexican influence. So he went back to the Mexican government, and made some recommendations that they make some big changes. The changes resulted in the decree of 1830. The Decree of 1830 was very hated by the
Texans. This brought about—among other things—the end of legal immigration of the Anglos into Texas, and the establishment of more troops in Texas. Now I emphasize that it brought about the end of legal immigration into Texas, because a lot of people continued to come into Texas just to prove to the Mexican government that they could do what they wanted to do. Now they are going to come in and cause trouble.

Now the Texans were very frustrated with the Mexican government, because they felt that they had not done anything to deserve this kind of treatment. A lot of conflicts broke out in the next few years.

I want you to find Anahuac, now this was the center of the conflict. It is in the north eastern side of Galveston Bay. Galveston Bay is the first major inlet into Texas. Find Anahuac. On the northeastern side of it, put an asterisk there to indicate all the conflicts that took place at Anahuac before the war.

A battle occurred between the Texans and the Mexicans about 2 1/2 years before the actual outbreak of the revolution at Velasco. Now Velasco is not shown on your map, but it is just next to the mouth of the Brazos River. Right to the east of the Brazos River, put a small dot there at the mouth of the Brazos River, just east of the river. Place a V to stand for Velasco. The Texans won this battle, much to their surprise. They got fired up and said, "Maybe we have a chance." So more and more people became active in this effort. They were not
really fighting for their independence; they just wanted Mexico to listen to them.

Throughout the period of 1830-35, Austin smoothed things over between Texan and the Mexican government. A war was avoided several times. In 1832 and 1833, the Texans held conventions at San Felipe—remember this was a major settlement—and made a list of requests that they were going to make of the Mexican government. Austin was chosen as the delegate to make the trip to Mexico to take these request to Santa Anna, the president of Mexico. He got down there and became discouraged and wrote a letter complaining. The letter was intercepted, and he was arrested and thrown into prison. He did not get out of prison and make it back until the summer of 1835. By this time, Austin had decided you couldn't reason with Santa Anna—he was becoming more of a dictator. War would probably be necessary, if they were going to get the Mexican government to listen.

Not long after that, the first battle of the Texas Revolution occurred at Gonzales on October 2, 1835, and was fought over possession of a cannon. I want you to find Gonzales; it is about half way between San Felipe and San Antonio and is still a city today. And when you find it place an asterisk over it. Also, place a circle around it. This stands for a Texas victory. Up in the yellow part, not too large, write October 2, 1835. Place an arrow pointing to the asterisk.
In November of 1835, the Texans had a meeting called the Consultation and decided that their purpose in fighting the Mexicans was not independence. They were simply fighting to get them to recognize their rights, as were outlined in the Constitution of 1824.

Naturally, with San Antonio being the most important center of Mexican power in Texas, the Texans wanted to gain control of it—thinking the Mexicans might listen to them. In December, 1835, under the leadership of Ben Milam, they marched into San Antonio and they had a victory. They were able to force General Cos to surrender. Cos promised to leave Texas. I want you to go to San Antonio—you have a star there—because it was the most important city. Now put a ring around it to stand for the Texans gaining control of it.

You can imagine how Santa Anna felt. He was Furious! And he immediately began to plan to enter into Texas, regain control of San Antonio, and wipe out any resistance. He waged a two-pronged attack on Texas.

We are going to try to trace the line of his attack. He was going to start down at Mexico City, just about due south of the 100 meridian through Laredo to San Antonio. Draw a line from the 100 meridian through Laredo to San Antonio. Along the top of that line, write Santa Anna.

At the same time another troop was going to be coming in led by Urrea. He came in close to the coast line going through
Refugio. Turn north a little bit until you get to Goliad, and back to the east to Victoria. Write Urrea on this line.

Sam Houston was commander of the Texan troops. He knew that Santa Anna would try and gain control of San Antonio. He knew the Texans were not strong enough to defend themselves. So he sent Bowie and Neill over to San Antonio with orders to take anything of value from the Alamo, which was the main fortress of the area, and then to destroy it—so that, the Mexicans could not use it as a base once they came into San Antonio. But, Bowie and Neill felt they knew more about this than Houston did, so they decided that it was important to maintain a hold on the Alamo. So they disobeyed orders. Of course, we all know that Santa Anna and his men did gain control of the Alamo, but we also know that it took them thirteen day to do so, which gave Houston thirteen extra days to prepare to meet him at a later day.

Santa Anna and his troops arrived in San Antonio and were not able to defeat the 183 Texans until March 6, 1836. Place an X over the symbol standing for San Antonio to indicate that the Mexicans won this battle. Label it "The Alamo." The Texans now had a battle cry, "Remember the Alamo!"

In the meantime while this was going on, the Texans sent delegates to meet at the convention of 1836. By this time, the Texans knew that Santa Anna was bent on destroying them—he was far from making friends with them. The siege of the Alamo was underway. They had two purposes in meeting on
March 1, 1836: (1) to declare their independence from Mexico, and (2) to create a government for the new country, the Republic of Texas. This meeting took place at Washington-on-the-Brazos. It is not actually on your map, but I want you to find the location of it. Look over by the Brazos River again, up where the Navasota River branches off from the Brazos River, just to the west of the intersection of those two rivers, there is a Washington County. Put a dot in the northeastern corner of Washington County. Label it Washington-on-the-Brazos. This was the cradle of our government. The new government officials that were chosen here spent the next month and a half staying only a step ahead of Santa Anna, who was hot on their trail with the intent of killing them as traitors. The vice president was de Zavala who had been a governor in Mexico. He was really considered a traitor, so he was the top of the hit list.

As Santa Anna was destroying the Alamo, Urrea was advancing into Texas. During early March, he won battles at Aqua Dulce Creek, place an X just east of Corpus Christi. A little bit farther north on San Patricio, place an X approximately on top of the "S" of San Patricio county. Place an X on top of the symbol for Refugio. These three battle took place in early March.

Why do you think he wanted to get control of the coast line?
Sandy: So they would have access to send in reinforcement.

C: Looking back at Sam Houston. He had learned of Santa Anna's victory of the Alamo; he was at Gonzales. He immediately ordered that the Texans destroy anything of value and escape to the east. This retreat to the east was known as the Runaway Scrape—the Texans were "running away" from Santa Anna, and they were "scraping" the land of anything that Santa Anna and his troops might find of value.

At the same time that Houston left Gonzales, he ordered Fannin, who was commander for the troops at Goliad, to abandon La Bahia. La Bahia was that big fortress that we looked at the picture of yesterday. He told him to flee. For some reason, Fannin disobeyed the orders. He waited a few days to leave and by then Urrea and his men were able to overpower them. Urrea was not expecting this, so he sent word to Santa Anna as to what he was to do with these men. Santa Anna's reply was to execute them as traitors. This is known as the Goliad Massacre. Place an X on the symbol that stands for Goliad and label it "Goliad Massacre." The Texans now had another battle cry, "Remember Goliad!"

Houston continued moving east. Find Hempstead (just to the east of the Brazos River and to the southeast of Washington-on-the-Brazos) and place a dot there. This is the approximate location of Jared Groce's plantation where Houston planned to drill his troops, so that they would be able to defeat Santa Anna's army.
Connect Gonzales to Hempstead with a solid line and above it write "Runaway Scrape," with an arrow pointing east.

After drilling his troops for about two weeks, Houston got word that Santa Anna was on his way to Harrisburg. Now Harrisburg is not on this map, but it is where the present city of Houston is located. He knew that Santa Anna was on the trail of the newly chosen leaders of Texas, and he knew that time was running out for him to fight Santa Anna and assure that Texas could be an independent nation. He decided the time was right; he headed for Harrisburg in mid April of 1836. And the final battle of the revolution took place at San Jacinto, close to Harrisburg. Draw a line from Hempstead to the symbol for San Jacinto Memorial Monument. It was here that the Texans won their independence by defeating Santa Anna at the Battle of San Jacinto on April 21, 1836. Mark this spot with a big asterisk and place the date, April 21, 1836, beside it.

This marks the end of the period during which Texas was a part of Mexico, and the beginning of the period during which it was an independent country—the Republic of Texas.

How long did the Revolution take? When was the first battle, Jill?

Jill: October 2.

C: What year, Aukeen?

Aukeen: Mmmmmm--
C: Do you remember, Ronnie?

Ronnie: 1835.

C: When was the last battle of the Revolution, David?

David: April 21, 1836.

C: How long of a time period was that, Jay?

Jay: Little over half of a year.

C: Nearly seven months. Can you imagine all the things that were accomplished by this little rag-a-tag army. It was not very well organized. It would not have had a chance, if it had not been for cool heads like Sam Houston. He was truly an inspiration. He was a good role model for people anywhere. He did what he believed was right and stuck by it.

I will come around and spray your maps and then you can wipe them clean.

Please wipe the map clean so the next class will have a nice map to start with. I noticed that some of you had marks to start with.

The first person on each row gather up the maps, the second the pens and the third the dirty paper towels.

You have about a minute before the bell, so you may spend that time visiting.

February 22, 1990

Interview #1

8:30-9:50
Weather: 40°, clear but predicted showers during the day
Hall conditions: Quiet, people working the absentee election station

R.C.: I spoke and went on into the lounge where I was to meet Carol. I had told her that I would bring her something for breakfast, and she could eat as we talked.

On entering the lounge, Carol greeted me and told me that there would be an assembly on Black History and that I was welcome to attend.

We attended the assembly which was conducted by Katie, a young black teacher, who emphasized how she and all Black Americans should be proud of their heritage.

At the conclusion of the assembly, Carol and I left and went to the lounge where we discussed yesterday's 7th grade Texas History class.

I: Carol, did you require that each of your students do a project for the History Fair?

C: Yes, and I am not sure it is a good idea. I think for seventh graders it will be an elective thing to do. We will open it up to more students, but not require it.

I: Did you display the projects in your room?
C: No, there is not room. The students brought the projects one day, and because of room took them home the next day.

I: Tell me about the map study; I was very impressed with this hands-on activity.

C: It covers a lot of bases, and it is a very popular item for the teachers to use when they are being observed.

We do have a disadvantage in Texas History in that we do not have the curriculum for it. They [Nystrom] told us when we bought it that they were in the process of developing the curriculum for 7th grade.

I: Then what you have here [the hands-on-maps] is—

C: Anything I do, I make up.

I: Did you write all of this yourself?

C: Yes, I have a problem in pacing it, because it is really too much. I don't have it for every chapter; eventually, I hope to.

I have developed the one on "The Texas Revolution," "The Cattle Drives," and "The Railroads."

Now there is a fourth grade curriculum that will go along with the maps. The eighth and ninth grade teachers can use the United States and World maps.

I: The A side of the map is marked.

C: The B side can be used for testing.

I: Are you adapting your study from Nystrom's 4th grade map skills?

C: Yes.
I: Do you teach all honors?
C: No, I teach two regular and two honors classes.
I: The one yesterday was a regular class.
C: It was a little bit smaller and is easier to deal with.
I: Do you teach all of your classes the way you did yesterday? They were so involved.
C: There is no excuse for them to not get it when they are that involved.
I: Where did you go to school?
C: The large state university.
I: What about high school?
C: A high school here in Dallas.
I: When did you graduate?
C: In 1958
I: The way you are teaching social studies, do you feel that you learned to do so in your methods classes in college?
C: No, you just have to get in and do it—getting ideas from other teachers.
I: What about teachers you had in high school?
C: I had a history teacher that I just loved. Actually, I never planned on teaching. I did Plan 2 in college, a Liberal Arts program, and had more hours in history and English. With the encouragement of my future husband and my parents—who said it would be a good insurance policy to have—I took the education courses.
I did my student teaching at my old high school and then taught there for three years.

I: Next week I will be in San Antonio at the ASCD convention.

C: I had planned to have you come an observe next Friday; I'll give you a copy of what we are doing and then you can come later.

I: Oh, I would cancel my trip, but it's all prepaid.

C: I started to not mention it, because I thought you might say that. We will do it later for you.

I: Thank you for taking your time today, and I really appreciate it. You have inspired me to push for the laminated Texas, U.S., and World maps. I want one for each student in a class. We will probably have classes sharing; they are so expensive.

March 5, 1990
Observation #2
1:40- 2:30

C:= Carol
R.C.:= Researcher's Comments
S:= Student
Weather: Lower 60°, wind blowing.
Hall conditions: Halls orderly, regular amount of talking and visiting
Class: Honors 7th grade, Texas History (23 Students- 2 Afro-Americans, 2 Mexican-Americans, 19 Anglo-Americans)
R.C.: The students were arriving as I walked into Carol's class.

C: You can sit anywhere you would like.

R.C.: I walked to the back of the room and noticed that there were some of my former students in this class.

The windows were open and the wind was blowing strongly into the room.

Carol stood in front of the room and started giving instructions as soon as the bell rang.

Her instructions were written on the overhead and projected on the screen; she also gave these instructions orally. Many of the students were writing the instructions.

C: Before we begin, editors be sure you give me your report about your group leaders.

S: What time is open house?

C: Open house is at 7:00 o'clock tonight. We will not be following any schedule, just tell your parents to drop by.

After the groups finish their presentations, we will talk about chapter 29 and then you can start reading the chapter.

I want you to read the chapter before you start outlining it.

I'll finish the roll check, and then we will start.

We had some very good papers in fourth period. I have put them in the back for you to see.
When you come up for the newspaper, I would like for the whole group to come. The editor is to hand me his paper on group participation. Each person in the group is to share at least one thing they contributed that they like the best. Read the article to us or show us the cartoon and explain it to us. I would like the editors to read the editorials they wrote. And be prepared to answer a few questions on the paper. Do be sure and tell us what date you put on your newspaper, and why you chose that particular date.

The purpose was not to give a grade on this paper; I wanted you [the editor] to tell how each person contributed to the editing of the paper.

Art: Are we to come up and tell what all we did on the newspaper?

C: No, I just want you to share with the group one thing that you thought was particularly interesting that you contributed. First of all, let's have the people that were in group one.

Jan: I am the editor.

C: Hold up the paper so we can see it as we discuss it.

Jan: Our paper is called The San Antonio Times. We chose March 7, 1835. We wanted to do it right after the Alamo fell. I wrote the feature story and I don't want to read it.

C: Go on, you were to read the story.

R.C.: The paper was divided into the following sections:
Editorial

Cartoons—editorial or humor connected with life at that time and place

News article about Anglo activities or reactions to Mexican government's actions

News article about Mexican laws

Classified ads (land, items that might be bought or sold, job opportunities, services available)

Entertainment page (crossword puzzle, social events, comics, etc.)

Society column, gossip column, and/or advice column

Cultural events

Sports page

Announcements (Births, Deaths, etc.)

Feature story—"Citizen of the Month" or some such

The students were assigned to gear their information around the following settlements:

San Antonio, Nacogdoches, San Felipe, and Gonzales

R.C.: Students read their articles and displayed historical facts as well as intertwined humor.

One student read as if she were writing a Dear Abby type column:

Alice: Mine is like Dear Abby, but is Dear Susan.
Dear Susan,

My poor husband has gone to the Alamo, and I have not heard from him. This worries me.

Wife

Dear Wife:

My wife has left me, too. I am sure he will contact you unless he is dead.

Dear Susan:

I would like to know who Susan is?

Curious

Dear Curious:

My whole name is Antonio de Santa Anna, part time commander and part time journalist.

I love giving bad advice to Texans.

C: Some of you are forgetting to be a very good audience.

R.C.: Announcement column was read and then questioned because of the date that was selected.

Sam: George Washington will arrive in San Felipe on May First. He will stay there four days. Come and see him.

C: George Washington was dead by that time. You need to check your dates.

R.C.: Students were asked to go to the map and locate settlements. There was interaction between students and teacher. Students used writing skills in relaying the events of each settlement. The creative aspect of their writing made it interesting and entertaining to the audience.
The art, as displayed through their cartoons, was many times a satirical presentation of the events of the Revolution.

One group's paper was on the settlement of Nacogdoches. Their paper was dated April 21, 1836. The questions that followed their presentation were:

C: When did this paper go to press?
Kim: Late in the afternoon.

C: How did they get the news so fast in Nacogdoches?

Remember they did not have the fast means of communication as we have today.

Tom: Maybe they traveled by yellow van (laughing).
R.C.: The students realized that there was no way that a paper could have been published the day of the battle.

C: Tom, go to the map and first find Nacogdoches, now move down to San Jacinto.

Tom: Here is Nacogdoches, and San Jacinto is not on this map, but it is here close to Houston.

C: It would have been better to have dated the paper on April 22, rather than the day of the battle. You can see by the map that the distance between Nacogdoches and San Jacinto, even today, is too great a distance for the news to have gotten there that day.

R.C.: The reports were finished and then given to Carol.

C: First of all, let's talk about some terms you will come across as you read your chapter. I would like for us to talk
about these words for a little bit. You will be coming across these words, and I want you to be familiar with these words.

R.C.: The vocabulary words were placed on the overhead projector with the definitions covered. There was interaction between Carol and the class as they developed the definitions.

C: The first word is **Popular Sovereignty**.

S: Everybody agrees with it.

C: Everybody agrees with it, pretty good guess. Any other ideas.

Lynn: A popular government.

C: What do you mean by popular?

Lynn: Everybody agrees with it.

C: It is fair, that is kind of along the right lines. You are using the word popular in the way we use the word popular, like well liked.

Can you think of another word that starts out the same way that might mean a little something different? Has the same root word as say population.

May: People.

C: Yes, people. So when we think of popular we are thinking of people.

Now what do you think sovereignty means?

Do you see another word in it?

Hal: Reign.

C: What does reign mean?
Hal: To rule.

C: So popular sovereignty means what?

Hal: People rule.

C: Right, rule of the people.

Our government is found on the principle that the people rule. The people are sovereign. The government can't get any bigger than the people making it.

There is another term important that is going to be a little more difficult and that is bicameral. Any ideas on that?

Beth: Bi means two.

S: Two cameras (laughing).

C: No, not quite.

Any one know about the Latin derivation?

What cameral might mean? It is kind of hard, and you don't have the Latin background.

It actually comes from the term that means chambers.

Beth: Two houses of the government.

C: Two houses of what branch of government?

Laura: Congress, legislative.

C: Very good, very well done.

So we have two houses in the legislative branch, the House of Representatives and the Senate.

S: Do we need to write this down?

C: You don't have to write this down; I just want you to be familiar with it.
R.C.: The discussion continued in a like manner with terms that the students would come across in their reading. Each word was examined for familiar roots, discussed, and then given the appropriate definition.

Instructions were given on reading chapter 29. They were told to follow this outline:

Chapter 29-Texas Government Today

I. Texas Constitution
II. Texas Legislative
III. Texas Executive
IV. Texas Judiciary
V. Local Government
VI. Intergovernmental Relations and Public Education

C: You are to cover the first Roman Numeral for tomorrow. Remember to read the whole chapter first.

Go on and start your reading.

R.C.: Carol came to the back and brought the newspapers for me to see.

C: You might like to see these. Some did a better job than others. Here is a paper from the fourth period; they did an outstanding job.

I: I have thoroughly enjoyed this lesson, just as I did your other presentation.

This is an honors class. Do you have only one?

C: No, fourth period and sixth.
I: I have some questions I would like to ask, when is a convenient time?

C: Well, in the morning I have a conference. Let me call you.

R.C.: Carol called at 7:30 p.m. and suggested that we meet at her 1:25 off period on Wednesday.

March 7, 1990
Interview #2
1:00-1:20

C:= Carol
I:= Interviewer
R.C.:= Researcher's Comments
Weather: Upper 60°, misty and showers
Hall conditions: Clear, except for election workers at absentee election stations

R.C.: Carol called the school and left a message that she had given me the wrong time. The time was to have been 12:45, instead of the 1:25 I had written down. I rushed to the school and found her waiting for me in the teachers' lounge.

C: I am sorry you had to rush to get here. I remembered I had told you 1:45, and it should have been 12:45.

I: This has not been a problem. I was working in my office, and Jeannine called me. I came immediately.

C: I hope it is not too noisy in here for you.
I: No, this is fine. In writing the newspaper, did the students choose their group?

C: No, I assigned them at random. I went around the room 1, 2, 3, 4 and that would be their group assignment. I do it differently every time. I have occasionally let them select their groups.

I: Do you sometime separate some people because of personality conflicts?

C: Yes.

I: Did they get to choose their topics?

C: What I did this time, I let the groups—after they have organized—come up and choose the topic. "First come, first served" idea. The first group to come up got to choose first. If the first group to be organized wants San Antonio, then that is the settlement they will get.

I: The paper you showed me from 4th period showed a lot of outside work. Did the groups work together outside of school on this project?

C: Yes, they had to do some work outside of class. They came together with their group. The first decision they made was what their settlement would be. Then they were to pick out the name of their publication, decide on the date for the publication, and then they select the editor of the group.

I: I have seen some outstanding work; I am going to be able to introduce some new ideas to my teachers.
C: I believe that the more hands-on, the more they enjoy it.
I: You use a variety of approaches, but what is your favorite?
C: Well, I like doing things like this, but there is not always enough time to do it. This is actually beyond and above the basics—they have to have the basics. This is what I prefer to do. It is also hard to come up with a project for each of the units.
I: The map skills lesson was a good lesson.
C: Actually that is my favorite.
I: The handout you gave me on Create a Newspaper, do you have one for each student?
C: Yes.
I: Yesterday, you said to a student, "I did not mean for you to give a grade to each member in your group."
C: One of the editor's responsibilities is to turn in a paper what every person did. Write how each person contributed or did not. To let me know if they followed through on their responsibilities. Did they follow through on the feature article, or on the cartoon. They are to give me the input on the group members following through.

Again, the paper in fourth period that I showed you had the best input. The little editor did a good job of putting it together.
I: Are the students' seats assigned, or do they choose their seats?
C: That pretty much depends on the groups. I start at the beginning of the year and assign seats. With some groups, I will let them choose their seats. But, I try to change seats.

I: Thank you again for taking the time to talk to me.

C: I'll call you.

R.C.: Carol is a very organized and creative person. She does a wonderful job of putting the creative and the basics together. Her newspaper activity involved group participation, individual activities, creative writing, and the artistic approach through the cartoons.

March 27, 1990
Observation #3
11:50-12:40

C:= Carol

R.C.:= Researcher’s Comments

Weather: 45 °, raining

Hall conditions: Clear

Class: Honors 7th grade, Texas History (26 Students-1 Mexican American, 1 Afro-American, 24 Anglo-Americans)

R.C.: Students came into the class dressed as lawyers, judges, jurors and witnesses for a mock trial of The State of Texas versus General Santa Anna.
Carol checks the roll quickly and instructs the students to get in position so the trial can start. She goes to the back of the room and turns the trial over to the students.

Clerk of the Court: (Rises and says)

   The Court of Texas is now open and in session. The
   Honorable Shannon Pain presiding. All persons having business
   before the court will come to order.
   Is the Prosecution ready?

Prosecuting attorney:

   The prosecution is ready.

Clerk:

   Is the Defendant ready?

Defense Attorney:

   The Defendant is ready.

Judge:

   Proceed with the trial of the State of Texas versus
   General Antonio Lopez de Santa Anna.

Clerk: (Directs the jury to stand)

   The jurors will rise. Raise your right hands. Do you
   solemnly swear that you will truly try the issues now given to
   you?

Jurors: (All together)

   I do.

R.C.: The class laughs and Carol intercedes.
C: Be serious!

Prosecuting Attorney:

General Santa Anna took Texans who had surrendered and then had them shot. This is not acceptable. This man is a war criminal.

Defense Attorney:

Ladies and Gentlemen our case is to prove that Santa Anna was not fighting against the people of Texas, but to get back over a million acres of Texas land. Our testimony will prove that his decision to do so was a right decision.

C: Remember that in a trial the witness needs to be over by the witness stand.

Clerk: (Swears in Texas Lady holding a baby)

Do you swear to tell the truth?

Texas Lady with a baby:

I do.

Prosecutor:

Were you at the Battle of the Alamo?

Lady:

Yes.

Prosecutor:

Was your husband killed by Santa Anna's soldiers?
Lady: Yes.

Prosecutor: If he had been given a chance, would he have surrendered?

Lady: Yes.

Prosecutor: Your witness

Defense: Santa Anna gave Bowie and Travis the option to surrender, correct. He did spare the women and children, correct. That was because his was against the men of Texas, not the women and children of Texas—they did not take up arms.

That is all!

R.C: The trial continued with the Prosecuting and Defense Attorney examining and cross examining.

The Prosecuting Attorney used large maps to show the number of Texans who had been killed by the Mexican army. His point was that these men should have been taken captive rather than massacred.

The judge gave the charge to the jury and then told them to retire and deliberate on the verdict.

The jury wrote their verdict and explanation of why they cast their vote for guilty or not guilty. The foreman counted the votes and then announced the verdict, which was guilty.

After the trial was over, Carol critiqued both sides and made suggestions for both the prosecution and the defense.
C: Those that need to go and change clothes then do so, and then come on back to class. You will have a few minutes that you can visit.

R.C.: The class left the room when the bell rang. Some of the students came back to where I was sitting and asked who I was. Carol explained that I was observing their class, so I could get some ideas on teaching Texas History.

March 27, 1990
Interview #3
11:40-12:00

C:= Carol
l:= Interviewer
R.C.:= Researcher's Comments
Weather: 45° and raining

R.C.: The interview began immediately after the observation of the mock trial of Santa Anna versus The State of Texas. Carol expressed disappointment in the trial at the beginning of the interview.

C: We started working on the trial before the holidays and the interest was at its peak at that time. They had prepared their research and would have performed better then; however, we ran out of time and could not get to it.
I: Their research was evident. The way they were throwing questions at each other, they easily could have used this as a test review.

C: You should have seen the preparation for this trial. You would see one group intentionally drop false information for the other group to find.

Something that surprised me was that they decided that some witnesses would be better for the opposing side, so they traded witnesses.

There has been a great deal of group work in preparing for this project.

I: Did the students get extra credit for wearing costumes?

C: I told them that was part of their grade; they were to wear costumes.

Each student was given printed guides to help him develop his part.

I: The young defense attorney was very confident of himself as he presented his material; in fact both attorneys were well prepared.

C: Yes, they had done their research.

I: The prosecuting attorney had a multitude of notes and referred to them frequently; however, the defense attorney rarely had to use his notes.

C: Yes, I am afraid we will lose him to a private school next year. He is very quick and confident.
I: I noticed a number of Texas quotes around the classroom. The one, "If a man is from Texas he will tell you, if he's not, there's no use in embarrassing him," probably adheres to many of your student's humor.

C: I have been collecting quotes like this for about two years and it gives the students something humorous to read.

I: You are very creative and patient with these students.

R.C.: I thanked Carol, and left the classroom as she went to lunch.

April 27, 1990
Observation #4
2:40-3:30

C:= Carol
R.C.:= Researcher's Comments
SS:= Students
Weather: 80°, sun shining
Hall Conditions: Student collecting absentee slips, otherwise clear
Class: Regular 7th grade, Texas History (22 Students- 3 Mexican-Americans, 6 Afro-Americans, 1 Asian-American, 12 Anglo-Americans)
Bulletin Board: Students' "Happy 30th Birthday Junior High" cards on north, east and west walls
R.C.: Carol stood in the front of the room and checked roll. She then told the students that on this date in 1887 the University of Texas Medical branch was opened in Galveston. She reinforced this same information on the overhead projector.

She gave instructions to pass in the papers for Chapter 18, and to get the papers for Chapters 16 and 17 ready to put in their folders. (Folders were neatly stored by class in labeled red baskets.) She then passed out their tests and instructed them to correct the questions they missed. She told them that these were the papers they would use to review for the semester final.

Carol passed out the students' folders and asked them to put Chapters 16 and 17, and their test papers in the folders. She was very organized in the placement of the folders on the desk. She also requested that absent students' folders be placed on their desks, so the folders would not get out of sequence. After a short interval, Carol went from row one to row five and collected the folders. She emphasized, "Put the folders in a neat stack when they come back to the front desk."

The first student on each row, methodically placed the folders—as they had been instructed—back in the baskets.

Instructions were then given to clear the desk except for one piece of notebook paper and something with which to write. She then passed out the current *Dallas Morning News*.

C: Now on that piece of notebook paper, you are going to make a chart that looks like this (the chart is on the overhead):
Dallas Morning News  April 28, 1990

Type of News  Good News  Bad News  Relevance to Us

Local

State

National

International

C: I really had a hard time putting a name on the fourth column. What I want you to list there are the articles that would be most relevant to you, or to us as a group, or to society in general. How will this make things different? Is this possibly going to make a change in the course of our lives?

Listen carefully to my instructions. I want the first row to find as much good news about local and state level. At least two examples on each level.

I want the second row to find two examples of good news on the national level and the international level?

What do we mean by national level? (Student raises hand) Dan-
R.C.: Some responses are in unison, some spontaneous, and some teacher directed.

Dan: The United States.

C: What do we mean by international? (Student raises hand)

Drew-

Drew: Something doing with the world.

C: What do we mean by state?

Jill: Texas

C: What do we mean by local?

SS: Dallas

R.C.: Carol finished assigning each row a section and area. She then explained that they were to find the articles, write down the title and the page number.

C: For example, if you are to do "Good News" on the local level you would find two articles on some good news and then write it under "Good News" on the "Local Level" line. Be sure and write the title of the article—now you may have to abbreviate the title—and then write the page number.

There are four sections, so you can use any of these sections to find your articles.

There is one article that is listed as national, but it has more meaning to us on the local level. See if you can find that article.

R.C.: Carol walked around the room helping the students in their search for their articles.
She told the students that it was almost time to discuss their articles, so they should get ready to put their papers away.

Sarah just discovered that in bold type on 4A that it says National. Then on 5A it says International. Now turn to the very last section and look at the last page which is 12D; this could be any level. This is the weather on the local, state, national and international level.

I feel you have had enough time to locate some interesting things, and we are not going to have enough time to talk about it if we take any longer. We are going to pool our knowledge and talk about it together. First, let's start out with the local level.

What did you find in the way of good news in the local level?

Ann: The article about one of our high schools winning the Academic Decathlon.

C: I think that would classify—in my books—the best local news.

Cabe: That is listed as national news.

C: Right, but do you think the people in Washington D.C. are as interested about our area as we are here.

R.C. The discussion on the articles continued with answers being both spontaneous and directed.

As the time came to a close, Carol directed the students to neatly fold their papers and then pass the papers to the front.
The first student on each row collected the papers and then stacked them neatly in a designated stack.

The bell rang and the class was dismissed.

I asked Carol if I could discuss this observation with her on Tuesday at 8:30. She said that the time was fine.

May 1, 1990
Interview #4
8:30-9:00

C:= Carol
I:=Interviewer
R.C.= Researcher's Comments
Weather: 60°

I: Carol, I have seen you present the curriculum in a number of different ways. What is your favorite way of teaching your classes.

C: Trying to get them involved, something concrete.

I: Tell me more about the use of the newspapers in you class.

C: Last spring Mr. White received some information about a two day seminar that was being offered through The Dallas Morning News. He offered us the opportunity to attend, so last summer I attended. It was so good; I can't praise it enough.

I: Is it an activity that you do every week?

C: We do a newspaper activity most Fridays, but there are weeks that we do not have the time.
I: Do you get papers delivered to the school each week?

C: Yes, they are delivered to my room each Friday. I probably use them more than most of the teachers since they are in my room. It is kind of a shame there are not enough for all of the classes; however, any one who has wanted to use them has been able to do so. Some use them on Friday and some on Monday.

Sometimes I will not have an activity for the newspaper, but will just have free reading. Anything to stimulate reading.

I: How do you evaluate these students at the beginning of the year, so that you will know what they are capable of doing?

C: Well, I try to go to the office and look at their records, especially if there is a problem. I also encourage the parents to contact me if there is a problem.

At the beginning of the year, we read aloud to determine their reading. Of course, this is not always an indication of how well they comprehend; however, it is a guide.

I: The folders that you use, are they color coded?

C: Yes, all social studies folders are blue. There is a different color for each subject area.

The original plan was that the folders remain in the rooms. Papers and tests that should be saved for exam review will be filed in these folders. Hopefully, when they get ready to study for the exam everything they need will be in their folder.

I: Are you saying the folders only go home once a semester?
C: Right, when it is time to study for exams. The folders are used to help the student get organized.

I: You are so thorough in your explanations. You give them verbally and, at the same time, have them on the overhead.

C: Sometimes I think I do too much that way. They still will say, "Now, what do we do?" I am still trying to find ways to grasp their attention.

I: What do you consider is your philosophy of teaching?

C: Ideally, I feel that every student can learn. My problem with that is that I don't feel that all of them put forth the effort. But, I do try to keep an open mind about them. I try to encourage and pull them into different activities, hopefully so they will learn.

R.C.: Carol is an outstanding teacher who spends countless hours preparing new and challenging material for all of her students.

---

**Carol's Learning Styles Categories Tabulated From Observations**

After completing all interviews and observations, categories were established that would supply answers to the research questions. Each category was color coded; thus, as a category appeared in the data, the appropriate color highlighted that area.

Thus, with the completed data, categories were charted. Each use of a learning style equated an X on the chart. Figure 1 visually displays Carol's learning styles categories.
Figure 1. Carol's Learning Styles Categories

<table>
<thead>
<tr>
<th>Carol's Categories</th>
<th>Observation#1</th>
<th>Observation#2</th>
<th>Observation#3</th>
<th>Observation#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Elements</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>light</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Emotional Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>persistence</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>motivation</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>structure</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sociological Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>learning alone</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>learning-pair</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>learning-team</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>teacher directed</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Physical Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>perceptual strength</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>mobility</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psychological Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>global/analytic</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>hemispheric pref.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>impulsive/reflective</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Learning Modification</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
January 24, 1990
Pre-Observation Interview
10:25-11:00

A:= Ann
I:= Interviewer
R.C.:= Researcher

Weather: 79°, sun shining
Hall Conditions: Orderly

R.C.: I arrived at the Junior High at 10:15, five minutes before my scheduled meeting. I saw Mr. White, the principal. We discussed the number of my school's students who had been selected for the National Honor Society. I was talking to Mr. White, when this attractive, young white teacher in her late twenties came in and introduced herself as Ann.

She asked me if I had rather go to the conference room or the lounge. I told her that Carol and I had talked in the lounge. She said, "Good, the conference room is too confining."

I asked her if she knew what I was there for. She said that she understood I was writing my dissertation.

We then discussed her class assignment, and she shared that she taught American History and German at the Junior High.
When questioned about her academic background, she explained that she was a history major on Plan 2 at a large state university. The only education courses that she had taken were at a prestigious private university, and that they were easy and boring. She further related that she did her student teaching in history in a high school that was a few miles from the university. She felt that the only way you could learn to teach was to do it.

We discussed the times I would be observing. She felt at ease with my observing and taping the classes. She suggested that the Civil War unit would be a good unit to observe. She also strongly emphasized that Texas History was one unit she would not want to teach. Since she is in eighth grade that is not a problem.

We further talked about a convenient time for her to be interviewed. She has a class on Tuesday night and does volunteer work on Wednesday.

She shared, in our final discussion, that she had a miscarriage last spring and experienced a very stressful period. She is still hopeful that she will get pregnant.

Ann was very receptive to the idea of me coming into her classes and observing.
February 23, 1990
Observation #1
12:50-1:40

A:= Ann
I:= Interviewer
R.C.:= Researcher's Comments
SS:= Students

Weather: Upper 60° and lower 70°, clear, sunny day

Hall Conditions: Orderly, frequent spotting of students costumed for a special presentation

Class: Regular 8th grade American History-First half (28 students- 4 Afro-Americans and 24 Anglo-Americans)

Diagram of class arrangement:

<table>
<thead>
<tr>
<th>W</th>
<th>I</th>
<th>N</th>
<th>D</th>
<th>O</th>
<th>W</th>
<th>S</th>
<th>North</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Table/Overhead projector</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

West (Chairs facing aisle)              lectern/stool              East

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stewart's Rules (on Poster board)
book shelves

Door                             South

Chalk boards on east, south, and west walls with 1 foot wide bulletin board above.
Bulletin Board:  Boards decorated with purchased material on American History, but predominately decorated with posters pertaining to her German classes.

R.C.:  Ann sitting on stool next to overhead projector and in a calm soft voice tells every one to be seated.

A:  Someone has taken my book; this is the second day I have not had it. It has a blue ribbon book mark sticking out of it.

Jason:  Do you mean someone stole it?

A:  No, I think they picked it up by mistake. The first part comes straight from the book.

R.C.:  As Ann develops the chart on the overhead, the students build their charts.

A:  What were the first two parties?

SS:  The Federalist and Democratic Republican

R.C.:  There were teacher directed questions and answers and spontaneous answers from individuals and from the group.

A:  The leaders of the Federalist?

Greg:  Hamilton and Adams.

A:  The leaders of the Democratic Republican?

SS:  Thomas Jefferson.

A:  The first has to do with the type of people who supported the parties. The wealthy and well-educated supported the Federalist; the farmers and common people favored the Democratic Republican.
Do you think the wealthy and well-educated should run the government?

Mandy: Not necessarily the wealthy, but the well-educated.

Chris: The wealthy could get snooty.

R.C: Ann speaks softly but maintains control.

A: Try to figure out where you would be in your political support. In other words, which political party would you fit under?

Thomas Jefferson's party favored the farmer and common person. Felt the common person should have power. Back then, did everyone get an education?

SS: No!

A: No, in fact then it cost money, and getting an education was not the law. The law did provide for education, but not require it. Farmers and many of the common people did not learn to read. That is the reason that Hamilton and those people believed that only the educated be in high positions.

Thomas Jefferson thought the common person should have the power to vote—have the right to speak their mind through their vote.

What about government? Beth, which one wanted strong national government or central government?

Beth: Federalist wanted the national government to be stronger than the state government.

A: This was a big issue up to the Civil War.
Can you see why these people were called Federalist; they wanted the power at the Federal level. The Democratic Republicans wanted the power left with the states.

The Federalist emphasized manufacturing and shipping trade, and the Democratic Republicans for agriculture. Thomas Jefferson once said that the farmers were the backbone of the nation. And that was pretty much true until about the late 1800's, when industry over ran our farming.

Next, considering the constitution, the Federalist had a loose interpretation for national banking. Jefferson and the Democrats had a strict interpretation—they did it by the letter. Jefferson believed if it had not been written in the constitution that it must not be constitutional. Hamilton was the other way. He believed that it was there to use as a guide. If we all vote on it and think it is right, then we should be able to do it.

What was the main issue they were fighting over?

Laura: The National Bank.

A: Right, the National Bank. Jefferson said that there is nothing in the constitution that says we can have a national bank. Hamilton said, "I know it is not there, but it does not say we can't have it, so we should be able to."

The Federalist are for the National Bank and the Republicans are opposed.

Concerning the war going on in Europe, the Hamiltonians were pro British and the Jeffersonians were pro French.
The last one is the protective tariff. The Federalist were in manufacturing and trade, so that should tell you that they were for protective tariff.

What do they mean protective tariff?

Kathy: Protect the manufacturing

A: Whose?

Juan: Our manufacturing

R.C.: As Ann talked she developed a chart on the overhead. The chart she developed was:

<table>
<thead>
<tr>
<th>POLITICAL PARTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federalist</strong></td>
</tr>
<tr>
<td>Hamilton, Adams</td>
</tr>
<tr>
<td><em>Wealthy, well-educated people</em></td>
</tr>
<tr>
<td><em>Favored strong federal govt.</em></td>
</tr>
<tr>
<td><em>Emphasis on Mfg., ship., trade</em></td>
</tr>
<tr>
<td>Loose interpretation on Const.</td>
</tr>
<tr>
<td>For Nat'l Banks</td>
</tr>
<tr>
<td>Pro British</td>
</tr>
<tr>
<td>For protective tariff</td>
</tr>
</tbody>
</table>

A: On the test you will be asked, for example, some of the things that Jefferson would oppose. You will not be asked to name or write the chart.
R.C.: Ann then developed a time line on the overhead. The time line was used as a review of the development of the political parties from 1796 to the present time. The chart was presented in lecture, question form.

<table>
<thead>
<tr>
<th>Year</th>
<th>Federalist</th>
<th>Democratic Republican</th>
</tr>
</thead>
<tbody>
<tr>
<td>1796</td>
<td>Hamilton-Adams</td>
<td>T. Jefferson-Madison</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1816</td>
<td>X died</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1824-5</td>
<td>Whigs</td>
<td>Democratic</td>
</tr>
<tr>
<td></td>
<td>J.Q. Adams</td>
<td>A. Jackson</td>
</tr>
<tr>
<td></td>
<td>(Wigs fell apart-1854)</td>
<td></td>
</tr>
<tr>
<td>1840-54</td>
<td>Republican</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lincoln</td>
<td>Stephen A. Douglas</td>
</tr>
<tr>
<td>1860</td>
<td>Republican</td>
<td>Constitutional/ North Party</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Union \ South Party</td>
</tr>
<tr>
<td>1880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td></td>
<td>Socialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Eugene V. Debs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Populist Party</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(farmers- died out in 1896)</td>
</tr>
</tbody>
</table>

To present time
R.C.: Ann developed the chart, extracted questions and answers from the students. She was striving for critical thinking.

A: Where should the government spend most of the money? Health? Civil rights? Gay rights? Women's rights?

R.C.: Jason, noticeably answers strongly "no" to each of the above questions. He interrupted the discussion to pursue questions that were not related. Ann patiently dealt with these questions.

Evidently, the students are irritated with his interruptions. This being evident by nonverbal expressions and even some verbal rebuttals to his put-downs on the government.

It must be stressed that this student is bright; however, it is also evident that he is seeking attention—positive or negative. It is also evident that the class does not appreciate the time he is taking from their review.


John: I think the homeless could get out and get a job.

Sue: There are not any jobs for them.

R.C.: Jason is frequently interrupting, and as the period comes to an end, he takes the venetian blind cord and swings it across the window. The students and teacher are ignoring his behavior.

A: This is testable material; I am not asking you to memorize the whole political system. Look over it. And hopefully you
will become more politically aware, and will know how you will want to vote.

Greg: What are you Mrs. Stewart?
A: Republican—

R.C.: The class left as the bell rang, and a few of the students questioned her on some of their grades.

I waited to ask her when it would be convenient for us to talk. Knowing that she was going to be out on Monday, I asked about Tuesday. She said that she had a class on Tuesday and needed her break to do extra preparation for the class. At that point, I asked if I could come back after school and ask her a few questions. She agreed.

February 23, 1990
Interview #1
3:30-3:50

A:= Ann
I:= Interviewer
R.C.:= Researcher's Comments

Weather: Upper 70°, clear

Hall Conditions: Clear, except for the people working at the election table

R.C.: As soon as the bell rang, I went on toward Ann's room. As I walked down the hall, I saw one girl in a suit, one in an
overcoat, a boy in an overcoat, and one in a velvet jacket. I must check to see what event brought on this mode of dress.

When I came to Ann's room, I walked in and waited around until the students cleared the room.

Ann: (Pulling up a chair for me) You can sit here while we talk.

Kim: Where do we meet tonight? (Referring to the German Club's trip to a German Restaurant)

A: By the auditorium at 7:30. See you there.

I: Do you find that teaching a regular, as opposed to an honors class, that you must be more structured?

A: I've never taught an honors class, but have taught honors level kids. And yes, I do think you have to be more structured.

S: What time are we to be there tonight? (Again German Club)

A: 7:30 by the auditorium.

A: Yea, they need structure. Somedays they need more structure, and I don't always give it to them.

I: I just want to stroke you on how you handled a disruptive student in your class this afternoon.

A: That thing with Jason is very long running. The other day he stuck he head in the door and said, "Hey Mrs. Stewart, you smell like a pig!" At that point I did lose it. I went after him and grabbed him by the arm and he said, "I was just kidding, just kidding!"

I said, "Jason don't play games with me!"
You can tell he is bright from the questions he asks. You can tell that he knows what is going on.

I: You could see the students around him; they were tired of his interruptions.

A: Yea, he was doing that because you were here.

I: Is he doing it to get attention?

A: Yes, he does do it to get attention. But it is funny that on the days we do have visitors, he is not as disruptive. It is weird, but he is better on those days.

I: The manner of your presentation—writing it and verbalizing it at the same time—prevents many from missing the points you are trying to make.

A: My seventh period needs more structure. I end up giving them the basics.

I: Why, 7th period?

A: I don't know.

I: I enjoyed the way you outlined the development of the political parties today. I have been teaching math and computers, so your presentation was outstanding in developing a review for me.

A: We should take them up through the reconstruction period, but the students I am teaching will not know anything about reconstruction.

I: How do you handle Jason on a day to day basis?

A: I ignore the little things and handle the big things.
I try not to react. There is a sheet on Jason that outlines his pattern.

I have him isolated back in the corner and try to tell the students to not turn around. The students are helping; they are helping.

Last week I sent him to the counselor; I had just all that I could take. He is a special case.

R.C.: There is strong evidence that special counseling and help is needed for this student.

R.C.: Ann is a very tired young teacher. She has the German Club tonight, and still has some papers that need to be filed. I feel that the next interview should be earlier in the day.

April 18, 1990
Observation #2
2:30-3:30

A:= Ann
l:= Interviewer
B:= Bubbles
E:= Emily
PS:= Penny Sue
M:= Mary
Alex:= Alexander
R.C.:= Researcher's Comments
Weather: Mid 60°, misty
Hall Conditions: Orderly, conversation between students

Class: Regular 8th grade American History-

First half (24 students- 6 Afro-Americans, 3 Asian-Americans, and 15 Anglo-Americans)

R.C: I entered Ann's room as her 6th period class exited. She suggested that I sit at the back, so that I could see the short skits that were going to be presented.

Ann then went to the door and greeted the students as they arrived. She was reminding them to change into their costumes, if they planned to wear them.

The room was arranged the same as the first visit, except her tall stool was on the east wall and the lectern was at the west end.

She walked around the room having some of the students draw a numbered card from her hand. The drawn card would designate their turn in the skit presentation. After checking to see if each team had a number, she went to the back of the room and sat on the tall stool. From this position, she gave the instructions that were to be followed in the skit presentation. While she was talking, a student checked the roll and turned in the absentee slip.

Ann looks younger than some of her eighth grade girls.

A: Some of the things that I have seen so far today are groups leaving out tons of information. This will affect your grade. I have some who have turned their backs to the audience, and we can't hear what they are saying.
I will be giving an overall grade, an A, B, or C. You will be graded on thoroughness, props, creativity, and how presented.

O.K., are you ready?

R.C.: The students were dressed in the dress of the 1860's and had visuals to enhance their presentation.

The first group had a young costumed Southern girl marching back and forth across the designated stage. She marched to a tape recording of the music from the theme song in "Rocky." As she marched, she carried a large poster that had in bold print, Country Feud—1860.

B: Welcome to Country Feud. I am your hostess Bubbles McIntyre (giggle). Today on Country Feud we will be discussing the treatment of black people in the northern and southern part of our country (giggle). From the north we have, (student says her own name) Liza Jones, and from the south we have, (student says her name in a soft southern accent) Emily.

Now let's get started, first the North. Penny Sue you are an abolitionist tell us your views.

PS: Why should people be treated the way they are. It is just not morally right. It is not fair. You see they are people too, they have feelings. They should be able to vote just like anyone else, like any twenty-one year old male.

B: Let's hear from the views of northern industry, Mary.

M: I don't give a hoot about the treatment; all I care about is the industry.
B: Now from the south, Emily how do you feel about the treatment of the black in the south?

E: (Speaking with a strong southern accent) Me and my hubby, we take good care of our slaves. We feed them, and we buy them clothes when they need them.

B: Alexander, you are a plantation owner's wife, tell us about your slaves.

Alex: We spent American money for our slaves, and I think they should work. You know, it is just not fair to our economy. All of our economy depends on it. If you-all don't want to help the economy and cooperate with us, then that is your problem.

R.C.: Music plays and Bubbles marches across the stage with the poster, County Feud-1860. The music stops and the skit is concluded.

The next group presents the working conditions of the workers in the north. Dressed in clothing suitable to the times, the workers discuss the long hours, the hazardous conditions in the factories, and the fear of losing their jobs if they express any displeasure.

The third group is composed of four young slave girls and a narrator. The narrator questions each of the slaves as to the treatment they have received from their owners. The answers are overwhelmingly referenced to the "lashings" the four young slaves received.

The fourth group is composed of three boys who represented men of the 1860's. Each selected an invention and
discussed its impact on the economy during this period of history. The inventions discussed were the Clipper Ship, the cotton gin, and the advent of the telegraph.

The fifth and last group was representative of the Irish and German immigrants. It was presented in the form of diaries written by members of the two ethnic groups. The overtone of both diaries expressed the slander the immigrants received.

One of the immigrant presenters displayed sketches he had completed on the faces of the various immigrating groups.

The class was very attentive and quiet during each presentation; however, when discussion time came there was active participation.

A: You did a real good job, in fact the best of all of my classes.

Let's review what you perceived to be important from each of the groups.

R.C.: Ann critiqued each presentation, and then asked how the class perceived the concept that was prevalent in each group. The students freely shared their ideas, and did not hesitate to express their own ideas. An open dialogue allowed the class to review history in an informal relaxed manner. Class participation was almost 100%.

The students appeared to enjoy this form of presentation, where they were involved in the restructuring of this period of American History.
April 20 1990
Interview #2
10:15-10:45

A:= Ann
I:= Interviewer
R.C.:= Researcher's Comments

Weather:  70°, cloudy
Hall Conditions:  Orderly

R.C.:  I met Ann in the hall after her second period class on Friday after the Wednesday observation. She commented that she had a hectic week and was not feeling well. I asked her if she were feeling well enough to talk, and she said that she was.

We went to the lounge and started the interview.

I:  Tell me about the skits you did on Wednesday.
A:  The format was either lecture, story or the skit. A couple of them did a combination. They would have some narration and then some would say a part.

I told them I wanted them to pick their format on Monday and decide what props they would need and who would do what parts. If they did the lecture or story, they were to have three colored illustrations. That gave each person in the group something to do. We worked all day on Tuesday on it. I
monitored the groups and gave suggestions as to where they were off base and gave them ideas.

I: You had one group who came up and said that Nancy did not take part. What do you do, as far as a group grade, in situations like Nancy?

A: Nancy is absent more than she is in school. I believe there is a home problem where she has to stay and baby-sit. She was not here when they prepared their part, so of course, the group is not penalized. She has had only one grade this whole semester, and that was an in-class map. She does not attempt to make up any work, so of course, there is not enough work done to pass her.

I: Do you have enough teaching aids in your class room?

A: Yes, I think sometimes you get caught up in thinking that these new materials are the thing. I don't need any fancy material; I have everything I need.

I: What is your favorite way of teaching?

A: I like a lot of interaction. I don't like to just sit there and talk to them. They are not going to listen. I like to guide the conversation, ask them questions, bring it up to the present.

Like in second period, we just had a conversation about the reform movements. We flipped through the chapter and discussed the pictures relating to prison reform, women's rights, and education reform. I explained who the people were and what they had done, and I did this for about five minutes—bang, bang, bang. One of the movements was the temperance
movement, and we are still dealing with that problem today—you know the alcohol. I said the temperance movement culminated with the Prohibition in 1919. I said when we prohibited the sale of alcohol that was the most violent time we have had in our history. That got them interested in Al Capone and movies they had seen that showed it.

That is how I like to get them involved; I know I still lose some kids, who are not going to participate with their minds. What can you do?

I tried a lot of that group work in the beginning of the year for the first semester. Right before Christmas it was just getting out of hand. I was planning the things the same way, I thought. But, the kids, maybe they had gotten used to it and took advantage of the situation. I know that people think co-operative learning—working in groups, giving them an opportunity to do skits and working together—is the thing.

I: What about the visuals that they used in their skits? Do you put them on the board or do they take them home?

A: They take them home or we throw them away. I know I should probably put them up, and I did some in the beginning. We did a project on the Mayas, Aztecs, and Incas, and I displayed those around the room. But that is my personal preference; I like a tidy room.

There is a teacher across the hall who puts up everything. That would just drive me crazy. I just can’t function in
clutter. I guess I am—is it right brain or is it left brain? I am not creative.

I: Left brain.

A: Too much clutter drives me bananas. So that is why I don’t really display their work. I am not big on bulletin boards. My bulletin board has been empty since November.

I: You have a lot of German visuals on the boards.

A: Yea, my German stuff stays up. But, as far as changing my history bulletin board with the topics that we do—the thing is that they might kind of look at it briefly, and then it just all kind of blends in.

I feel the things I put up create an environment, and it is either a soothing environment or it is not.

R.C.: I was aware that Ann was tired and suggested that I get her something to drink before she had her next class.

Ann has cut her exercise program in hopes that she will get pregnant. She is ready to start her family and stay at home.

May 16, 1990

Observation #3

9:10-9:45 (Early Release Schedule)
A:= Ann
I:= Interviewer
R.S.: Researcher's Comments

Weather: Upper 80°, sprinkling, humid

Hall conditions: Orderly, conversation between students

Class: Regular 8th grade American History-First half (27 students- 2 Afro-American, 1 Asian-American, and 24 Anglo-Americans)

Bulletin Board: 1 large king size sheet with a map of the United States was on the east wall. The confederate states were green and the union states were purple. Also, on this wall were free standing mounted pictures of Civil War personalities. The south wall had student charts related to the Civil War. An example of the charts: Leaders, Strategies, Disadvantages of Union and Confederacy. Also, on this wall were pictures related to the Confederacy and the Union.

R.C.: Ann's 9th grade aide checked the roll, and Ann instructed Jennifer to get ready to give her report.

Ann explained that each student was responsible for doing research on a battle of the Civil War. The student would supply the information to fill in the following chart:
<table>
<thead>
<tr>
<th>Battle</th>
<th>Date</th>
<th>Victor/Commanders</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ft. Sumter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Bull Run (Manassas)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forts Henry &amp; Donelson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shiloh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor vs. Merrimac</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Days' Battles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Bull run (Manassas)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antietam (Sharpsburg)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Emancipation Proclamation]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fredericksburg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chancellorsville</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R.C.: Jennifer went to the map at the back of the room and found Mississippi and placed a marker on Vicksburg. She then gave the facts necessary to fill in the chart. She used a visual aid as she reported on the fall of Vicksburg to the Union. She reminded the class that the Union now had control of the Mississippi River. The Confederacy had lost their means of defense and transportation with the loss of the Mississippi.

The students sat quietly and listened attentively to each presentation.
Ann supplemented each student's report with interesting trivia. She shared that the Battle of Gettysburg was the result of some Confederate soldiers looking for shoes. The soldiers were discovered by a group of Union soldiers on patrol. This was the beginning of the Battle of Gettysburg.

The reports continued with class participation and teacher supplementing and filling in the gaps.

When the bell rang a number of the students remained to ask questions relevant to their report. Ann answered their questions and made suggestions.

May 16, 1990
Interview #3
9:10-9:45

A:= Ann
I:= Interviewer
R.C.:= Researcher's Comments
Weather: Upper 80°, sprinkling and humid

R.C.: The following interview was conducted during and after the scheduled observation.
I: The map is very impressive. Was it made by your students?
A: Yes, and it proved to be a fun project for my classes. By having a map of this size, the students were able to see the location of the battle in relation to the rest of the country.
I: Did the students do library research on their own time or during class time?

A: They do the research in class. I bring the books and other material into my class and they prepare the reports here. It usually takes about one complete period to finish a report.

I: You add a great deal of spice to their reports with your trivia. Where do you find the trivia you share with your students? Do you test over the trivia?

A: Originally I got some of the trivia from the different Teacher's Manuals that I have used. I also have used a book on anecdotes of the presidents, and also on the presidents' wives. I have collected it over the years I have taught.

As I share some of the trivia, I will put strong emphasis on certain facts. Those facts I will put on the test, but they are for extra credit. On each test I will give a bonus question on trivia related to that chapter. The student can earn ten points for these questions.

I: Did you make up the charts you used for the battles?

A: Yes. I was finding that when I stood and lectured all day that at the end of the day I was losing my voice. I found that the students could research the battles and then present the material that was required on the chart. I still fill in the gaps that they leave out.

I: I noticed that on some reports you added facts and trivia.
A: Some of the students were thorough and some had some gaps that needed to be filled in. Also, some times they remember the trivia better than the straight facts.

R.C.: Ann shared that she was pregnant and that she had not been feeling well.

We decided that the next observation would be Wednesday, May 23. She said that the students would be doing Civil War book reports.

May 23, 1990
Observation #4
11:20-11:45 Lunch 12:20-12:45 (Split Period)

A:= Ann
l:= Interviewer
R.C.:= Researcher's Comments

Weather: Upper 80°, hot, sun shining

Hall conditions: Orderly, conversation between students

Class: Regular 8th grade American History-First half (26 students- 2 Afro-Americans, 2 Mexican-Americans and 22 Anglo-Americans)

R.C.: Ann greeted the students and told them to be prepared for their reports. She went to the high stool in the back of the room and called on the first student to present his report.

A: Please be quiet. It is not easy to get up before your peers and talk.
Josh, you may sit to give your report, if you want.

Josh: I’m too nervous to sit.

R.C. Josh gave pertinent information about the author and then summarized the book. He held his note cards in his hands as he gave his report. He spoke very softly and was encouraged by the teacher and students to speak louder so he could be heard. He critiqued his book and concluded by that saying the book was not a good one to use for a report.

The next student to give a report came into the class dressed in a suit and a stove pipe hat. He announced that he would be reporting on Abraham Lincoln. He spoke clearly and was easily heard. His information was well organized and was well listened to by the other students.

Ann gave the students the following outline to follow:

---

**CIVIL WAR PROJECT—BOOK REPORT**

**WHAT:** You will find a book on topic of the Civil War period and write/give a report using the guidelines below.

**DUE DATE:**

**GRADE:** 2 major grades (this will be the majority of your last six weeks average)

**FORMAT:** You may choose to write the report (5 pages) or give an oral presentation (4-6 minutes).
**GUIDELINES:**

1. Use the Jr. High library, the neighborhood library, or the central library to find a book approximately 150 pages in length. Minimum 130, Maximum 200.

2. READ THE BOOK!! (I mean it...read the whole thing!)

3. Your report should include the following elements:
   - I. A biographical sketch of the book's author
   - II. Introduction to the book (includes the scope of book and its importance as a topic)
   - III. Summary of the book's contents
   - IV. Critique of the book (this is your opinion of the book—was it good? Why? Was it easy to read? Do you think the information was accurate? Do you think the author left any thing out? Was he prejudiced? Would you recommend this book to anyone? Why?
   - V. Conclusion (Be creative!)

4. If you **write** the report, it should be typed or written legibly-double space

5. If you do an oral report, you may use note cards for reference—but don't **Read it!**

**GRADING:**

You will be graded on the following:

- I. Biographical sketch of author  20%
- II. Introduction  10%
- III. Content Summary  40%
- IV. Critique  20%
V. Conclusion

I will be looking for thoroughness and accuracy, as well as format (if it is written) and delivery (if it is oral).

EXTRA CREDIT: 1. You may bring/create an audio-visual aid.
   or 2. You may summarize 1-3 reviews of the book-
   (See me for more information on this).

Suggested Topics:

- Slavery (up to 1865)
- Emancipation Proclamation
- Underground Railroad
- Election of 1860
- Dred Scott Case
- CW Battles: Gettysburg
  - Antietam
  - Bull Run (1st & 2nd)
  - Vicksburg
  - Atlanta
  - Merrimac v. Monitor
  - Appomattox Courthouse
- Blacks in Civil War
- Women in Civil War
- Lincoln-Douglas Debates
- Gettysburg Address

People:

- Abraham Lincoln
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- Harriet Tubman
- Frederick Douglass
- George B. McClellan
- James Longstreet
- John S. Moseby
- George Meade
- Stonewall Jackson
- William T. Sherman
- John Brown (Harper's Ferry)
- Mary Todd Lincoln

102
Civil War Photography - Matthew Brady
Wartime Economy
Civil War Weapons/Artillery
The Trent Affair
Naval Operations

R.C.: After the students gave their reports they walked to the back of the room and gave their note cards to Ann. She had an evaluation sheet on each student and shared on an individual basis their score.

The first half of the period concluded when the lunch bell rang, and the second half started after lunch. The final reports were started and finished during this time.

At the conclusion of the period, I made an appointment to interview Ann on Wednesday.

May 24, 1990
Interview #4
10:20-11:15

A:= Ann
I:= Interviewer
R.C.:= Researcher's Comments
Weather:  90°, hot
R.C.: Ann and I went to the lounge to discuss her class presentation on the 23rd.

Ann then noted that in evaluating the students she followed a form that she shared with the students. They were able to see the number of points they received in each area. The evaluation form was:

---

**BOOK REPORT EVALUATION FORM**

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Point Value</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Author Information</td>
<td>(20 points)</td>
<td></td>
</tr>
<tr>
<td>II. Introduction and Scope</td>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>III. Content Summary</td>
<td>(40 points)</td>
<td></td>
</tr>
<tr>
<td>IV. Critique</td>
<td>(20 points)</td>
<td></td>
</tr>
<tr>
<td>V. Conclusion</td>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>VI. Presentation/Style</td>
<td>(up to 10 points)</td>
<td></td>
</tr>
</tbody>
</table>

(Extra Credit-up to +10 points) TOTAL:

---

R.C.: Ann and I discussed the different ways of teaching that I had observed in her classroom. I brought out that in this particular lesson, I had seen all three modalities, the auditory, visual, and the kinesthetic/tactile. She responded, "I don't do it all of the time."
Ann related that this class had some real discipline problems. She explained that certain personalities had to be separated. Her main discipline problem was a boy whose mother was trying to get him out of her house.

I: How does the split period affect this particular class.

A: This class has a number of students who are easily distracted. They would do better without that break in the period. When they come back from lunch, it takes some time to settle them. Even though there is more time in the split period; I still have trouble getting some of them to complete their work. It takes all of my energy to conduct this class.

R.C.: Ann in a quiet, methodical way confronted these discipline problems. This ordered style is also evidenced in her statement, "I just can't function in clutter. I guess I am—is it right or is it left brain? I am not creative."

However, she did align her teaching with other styles, thus enabling her to meet each student's style of learning.

Ann's Learning Styles Categories Tabulated From Observations

The color coding of categories was also used in determining Ann's use of the different learning styles, as she conducted her classes during the four observations.

The X in a category indicates the particular learning style or styles used during the observation. One is able to examine the chart (see Figure 2) and the different learning styles used during four classroom observations.
### Figure 2. Ann's Learning Styles Categories

<table>
<thead>
<tr>
<th>Ann's Categories</th>
<th>Observation#1</th>
<th>Observation#2</th>
<th>Observation#3</th>
<th>Observation#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Elements</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>persistence</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>motivation</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>structure</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sociological Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>learning alone</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>learning-pair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning-team</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>teacher directed</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Physical Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>perceptual strength</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>mobility</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Psychological Elements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>global/analytic</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>hemispheric pref.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>impulsive/reflective</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Learning Modification</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Graham

January 24, 1990
Pre-Observation Interview
1:50-2:20

G:= Graham
I:= Interviewer
R.C.:= Researcher's Comments
Weather:  81°, sunny
Hall Conditions: Conversation between students, but orderly

R.C.: I arrived at the Junior High at 1:45 p.m., five minutes before my scheduled meeting with Graham. The principal and two of the teachers were in the hall discussing a student; I waved and went on into the office.

Graham, a white male coach and seventh grade social studies teacher in his late forties, came into the office and introduced himself. He asked if I would like to go to the lounge so we could sit down and talk.

I, as I did with the other two teachers, explained that I wanted to observe different ways teachers teach social studies. I stressed that I was not there to critique.

I told him that I would like to observe and then would interview after each observation. I asked permission to tape the observations and interviews. He said that taping was fine with him, but I might not always like what I hear.
Feb. 27, 1990
Observation #1
9:25-10:20

G:= Graham
l:= Interviewer
R.C.:= Researcher's Comments

Weather:  70°, cloudy, humid

Hall Conditions:  Orderly

Class:  Regular 7th grade, Texas History (21 students- five Afro-Amer-

icans, 16 Anglo-Americans)

Diagram of class arrangement:

<table>
<thead>
<tr>
<th>W</th>
<th>I</th>
<th>N</th>
<th>D</th>
<th>O</th>
<th>W</th>
<th>S</th>
<th>North</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>Computer/table</td>
</tr>
<tr>
<td>&gt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>Computer/table</td>
</tr>
</tbody>
</table>

West

Desk/Teacher

Lectern

Overhead/table

East

3'x2'x5' Table/Stool

Shelves

Shelves

Door

South

Chalk boards on east, south and west walls with 1 foot wide bulletin board above.

Bulletin Board:  Boards decorated with purchased material on Texas History. South wall bulletin board had 9" x12" colored mounted pictures of Texas landscape and a pull-down Texas map. West
wall had 11" x 14" colored prints depicting events in Texas History, Texas map drawn in colored chalk, and Graham's Laws on yellow poster board attached to the chalkboard.

**Graham's Laws**

1. Be in your assigned seat when the bell rings.
2. Have all your material ready to begin class work.
3. No talking or leaving your seat without permission.
4. Food, drinks, and gum are not allowed.
5. This class is over when the teacher dismisses the class, not when the bell rings.

R.C.: I walked in as the bell rang and Graham suggested that I sit at his desk. He had the students' desks arranged in groups of four, which is ideal for group work. He was very friendly and pleasant with the students.

There was a relaxed atmosphere, but at the same time respect.

He stood at the lectern and introduced the plans for the period, and then walked around the room when the students broke into groups.

G: I have looked over your reports and for the most part they were not acceptable. You can use liquid paper rather than crossing out words. Some of the simple words that were
misspelled are unacceptable. This is going to be counted as a practice; the next one I'm going to expect more.

We have a visitor. She is here to see how not to teach. This is the negative approach to teaching.

You need to get your word list out. I want you to make sentences with the words as we go over them.

If you asked some one in Japan what happened in Japan in 1835-36, they would just shake their heads. But, if you asked what happened in Texas between 1835 and 1836, they would answer the Alamo.

Let's look over our words:

First, commander-in-chief, write a sentence. In World War II, you could say that Eisenhower was commander-in-chief of the Allied forces.

Who could we say was commander-in-chief of the United States at that time.

Steve: The president.

G: Right. I could say that I am commander-in-chief of my house when no one is at home, except me.

Next, is strategy use it in a sentence.

Sarah: The strategy of the army is to be all it can be.

G: What is the strategy they use in selling Coca Cola? Do you see a fizzing drink and a beautiful girl. This is the strategy they use in selling their product.

Siege- What does that mean Julie?
Julie: Attack.

G **Symbols:** You are using symbols all of the time.

(Holding up two fingers) This could mean 2 hot dogs at the ball game or two cokes.

The symbols you are writing stand for sounds.

Is this fact or opinion? Santa Anna was the greatest Mexican General.

Jay: Opinion, Cos was.

G Cos lost San Antonio. Santa Anna won the battle at the Alamo. That is a proven fact.

(Goes to map points to San Antonio) San Antonio was the largest city in Texas.

Now look at Goliad, why would the Mexican government want to cut off Goliad?

Emily: This would cut off their way of getting supplies.

G Cut off Goliad and you cut off supplies.

Look at page 208. Look at the picture. What does it show? It shows Milam and Cos at the Battle of San Antonio. The painting is by Henry McArdle. He is famous for his paintings of Texas History. You can see his paintings in Austin at the State Capitol.

Name the major battles.

Drew: Gonzales, the first battle of the Texas Revolution.

G Right- Only one killed, but it started the revolution. The date?
Drew: October 2, 1835.
Alex: San Antonio was taken by Milam and the Texans.
G: When?
Alex: December 5, 1835.
Rene: Alamo, March 6, 1836.
Jason: San Jacinto, April 21, 1836.
G: Now, work together in identifying the terms listed on the board. You will finish if you will work as a group.
R.C.: The terms were:
Identify
Milam
Collinsworth
Cos
Austin
Bowie
Burleson
Smith
Maverick
Johnson
Houston
Santa Anna
G: Identify them from the material available in this chapter.
R.C.: Graham walked around helping the groups as they needed the help. He commented, and encouraged more group participation.
G This is cooperative learning; you are working as a group on group skills.

G It is time for you to go (speaking to a student on crutches).

R.C.: The bell rang and the students who had finished their group activity handed it to Graham. The others were told that it was due tomorrow as was the Cross Word Puzzle.

A student asked if he could use some of his cash to bring up his average. I want to know more about this procedure.

I asked Graham if we could talk this afternoon. He said that he would be free at 1:40.

February 27, 1990
Interview #1
1:45- 2:30 p.m.

G:= Graham
I:= Interviewer
R.C.:= Researcher's Comments
Weather: 70°, cloudy, humid
Hall conditions: Orderly

R.C.: I arrived at the school about five minutes after the bell, so I went directly to the lounge where I was to meet Graham.

When I went into the lounge Mr. White was sitting there talking with some of the teachers. Graham and I talked to him a few minutes about the videos I had on Texas History. One was The Alamo and the other was Texas Revolution. He
appeared to be pleased with the prospect of me donating one copy to the History Department.

We talked with some of the teachers, and then I suggested that we go some place where we could discuss my first observation. He directed me to a conference room, but it was being used. We sat in the reception area of the office and I began my questions.

I: Tell me about the cash the student wanted to use to buy a grade.

G: On the money thing, the thing I do is initially at the beginning of the year I give everybody $2,000.00. I have a ledger book. I put their names in it and they have an account number. I pay them, if they are here. I will pay them $50.00 a day if they are here. We make an entry in the ledger every two weeks. So if they have been here everyday for the two weeks, they get $500.00. That is their pay for coming to school.

Once in a while if they do something outstanding, I'll say give yourself $100.00. Maybe something that is really great, I'll say give yourself $500.00. Maybe they have cleaned up the room and emptied the trash.

Another way they earn money, at the end of two weeks, at the same time they get paid for being here, I will take their grade average. Supposing he has an 80 average, well I arbitrarily have set up an A as a factor of 10, a B by 7. This means a B would have $560.00 added to his account.
Now I assign quite a bit of home work. I scale it on A's, B's and C's for that in the amount of homework they can buy. If you have an A average, depreciating six weeks, you can buy six grades. Five daily home work grades and one test grade, or you can buy six daily grades. If they have a B average they can buy five grades, a C they can buy four grades, and an F two grades. Usually an F doesn't have much money.

Then I base it on their grade average; number 1, they can only buy failing grades, except on text grades. If their test is a 71 and that is their lowest test grade, then I will let them buy it.

I make them pay the difference on their grade and a 100. For example, if they make a grade of 50, they pay $500.00, a 60 will cost them $400.00, and a 0 will cost them $1000.00. See everything is based on $1000 for a 0.

So we go through this whole thing and then they accumulate. If they want to take a vacation, and let's say they have a B average, a good solid B average. And they want to take a week off, well it will cost them $5000.00. OK, they are not responsible for any homework that week; they are responsible for any material covered during that time if we are tested on it. Like we will cover the material this week and have a test over it next Wednesday. You are responsible for the test. But, you do not have to turn in all the accompanying home work. And that means that you get a brief break there.
The advantage is that you can take a vacation and still buy your grades, but that means that you have to have $10,000.00 dollars or so to do this. In other words, the better your grades are and the more you attend class the more money you are going to have. The more money you have the better student you are.

I: If you are at school, you are going to learn more.

G: That is right.

Now here is the catch, at the end of the semester. A guy has $14,000.00 that he can't spend. What do you do with it? I add it to his semester test grade one point per $1000.00.

If you have saved, and there are those who won't spend a penny of their money, you could have 30 or more points added to your semesters test grade.

Do you know, the Brown children, Michael and Shannon? They were smart students. Michael had a 100 average going into the exam. He had earned 32 points, I explained that there was no way of making above a 100 average on his report card. He would have had 132 with his points for his semester test grade.

Some spend their money as they get it, and they end up at the end of the year getting 4 points, 2 points. Some won't spend a nickel. I told them that they could get a 68 on their semester exam, and by saving their money they could end up with a 100. Well, some are motivated that way, and some as I said, spend it as they get it.
Anyway it clears their money out. And in some cases it helps them. The better students get a higher reward, and the poorer student gets a lesser reward for their work.

I: Someone had to inspire you. Was it in education classes?

G: No, no. Well, a student once asked me, "You get paid for teaching?"

I said, "Sure, I do."

He said, "How much?"

I said, "Hey, I make about $24,000.00 a year. This is the best job I ever had."

He said, "Is that all?"

I said, "Hey, I never made that much money. I think it is great."

He said, "How come we don't get paid for going to school?"

I said, "Well you do, you get an education."

But, then I started thinking, maybe we should work out a way we can pay them.

So since the first year I have been here, I have used money. Ok, at first I kept all the books, and then I started just keeping a record of the grades they bought. I mark it the same way. If they buy a grade, I make a 0 with an X through it. I keep track of the grades they bought. I tell them I don't care whether you bought a 50 or a 100, I mark it the same way.

Some guys want to buy half of an assignment. I said that is fine, but why not wait and buy a tough assignment. Finish this assignment and spend your money on a harder one. Why
waste your money on half of an assignment that for just a little bit you could finish and spend your money on something harder.

So that is how I came up with the idea of trying to figure out some way of paying these guys.

So we pay them $50.00 a day, and we pay them holidays. Now if they are absent, they don't get paid for that. If it is unexcused, we dock them a day's pay. So if they have an unexcused absences, they not only don't get paid, but they get docked $50.

What I keep real close track of is their grade average. Let's say some one says they have so much money, and I'll say now let's look at your grade average. Now there is no way in the world you could have that much money. Bring your sheet up here and let's check.

I: Where did you go to school?
G: I went to a western university for a year and a half, and then transferred to a large regional university in Texas and got my degree there.

I: Did you have education courses that inspired you to do some of these creative things?
G: No, I just think you just feel your way around. Find something that works and incorporate. You get new ideas through workshops and seminars and bring those ideas into your classroom.
You have three computers in your classroom? Do you use those in your classes?

No, we don't have that much material. I have been trying to utilize them without disrupting the class, and it is just so hard to do. We don't have enough for everyone. I have thought about using them as rewards; but when they are on everyone stops to watch, and they stop doing their own work.

Do you utilize the computer for your own work?

I use Grade Book III to average all my grades, and to write a congratulatory letter or a failing letter to a parent.

So you not only write failing letters to parents, but congratulate those students making good grades.

Yea.

When you group the students in your class, do you do it by ability, or do you let them choose?

No, I group how they get along.

Is there any ability grouping?

A little bit, I try to have each group with a good kid. So that, each group will have someone who is a leader. If you will notice, the two groups that were closest to you got through first. I wasn't sure they would finish, well the groups with the slower ones didn't finish. The slower groups tend to not work together either.

Do they need someone to prod them on?

Yea that is right, they need someone to carry them on.

Basically, what I try to do is group, so that there is someone
who is a leader. With the slower people, get them with someone who can help them.

Do you also use the reward with money with discipline?

G: Oh, yea. I'll give a student a detention for chewing gum. He can buy back the first couple. It will be $250.00 for the first and $500.00 for the second. On the third one you have not learned your lesson, so you have to serve your detention.

I: I really enjoyed the class, and I appreciate you letting me visit.

April 4, 1990
Observation #2
12:50-1:40

G:= Graham
R.C.:= Researcher's Comments
I:= Interviewer
SS:= Students
Weather:  80°, warm, sunny
Hall Conditions: Orderly
Class:  Regular 7th grade, Texas History (25 students- 8 Afro-Americans, 3 Mexican-Americans, and 14 Anglo-Americans)

R.C.: Graham was standing at the door greeting his students as I approached his class. A student asked him when the assignment was due. He told the student to check the front
board. He then greeted me and suggested that I sit at his desk, as I had done before.

A tall boy, who appeared to be checking the roll, was sitting at the elevated desk near the door.

Graham came into the class and went to the lectern. A student went to the lectern and asked him a question pertaining to the assignment. He discussed the answer and then answered questions from the class.

G I want you to write down the name Sarah Vaughn. I want you to tell me tomorrow who she is. I'll tell you she died today and was 66 years old. Put it somewhere that you can find it.

Bart: Can I put it on my book cover?

G Sure. I want you to look in the newspaper or listen to the news tonight and then write a short summary of who she was.

Gail: Do we have a test tomorrow?

G Sure do.

Gail: Could we have that for extra credit?

G That is a good idea. I might just do that.

I'll tell you something else, she died of lung cancer.

R.C.: There is an open discussion of the questions. Graham answered and in turn asked them questions. There was a free flowing exchange between the teacher and the students. There were also discussions among the groups.

All groups had a racial mixture.

G The time is up; pass your paper around in the group to someone else.
If you want to answer a question, raise your hand.

Ben: Are we checking 549?

G: We are checking 542 and 549.

OK, now quiet down.

What was Folk Lore?

OK, Sam.

Sam: Legends, myths, tales and songs of a society

G: OK, legends, myths, songs. Some of you right now are creating creative folklore. Did you know that?

SS: Yes! (Spontaneous answering)

G: When you think about it, we always tend to—like Sarah Vaughn, I won't tell you who she is—but we tend to think of people that have done things. They have already accomplished things in the past. But, remember, there are the same types of people operating or doing things today that will be recognized in the future that you will be more familiar with.

We have people like that right here in Dallas, Texas who will be the future Stephen Kings and Steven Spielbergs.

Some of you right here in this room could be the future artist. Some people are going to help form and shape other peoples' thinking and artistic minds—music, art, dance, sculptures, writing literature, or whatever it might be.

R.C.: The discussion continued with the definition of a word and then the practical application. There was spontaneity within the room. There was a lack of inhibition in the student questioning.
A discussion of the word dialect led a young black girl to say that black people talk differently from white people.

G If they talk differently, then that is a dialect. But, if they talk basically the same way with a Southern drawl, use the same words, the same phrases, then that would be an accent and not a dialect.

R.C.: Graham freely discussed and gave examples to enable the students to understand the words. After completing the list, he gave the following instructions:

G Count the number they missed, total both sheets, and then pass them over to your right. (Walking and collecting papers)

Open to page 552. Ben, let's start reading Texas artist and musicians.

R.C.: Students read and a discussion follows each artist or musician. The students raise their hands to read. They appear to be eager to read orally. Some students read more fluently than others, but all students read.

The discussion and reading concluded a few minutes before the bell. Graham gave the students permission to visit. Some chose to go and talk with Graham.

At the end of the period, he reminded them of the test for tomorrow.

G Let me very quickly go over what you need to study for your test for tomorrow. The vocabulary words that you have on your section check-up, the people who were mentioned, particularly the writers.
Remember that you are to know who Sarah Vaughn is. What I want to point out is that there is someone very important who died, and in my classes I have not had anyone who knows who she is.

This all goes to show you that the world changes very rapidly. The people we are familiar with now will eventually die, and your kids won't even know who they are. They won't even know who Michael Jackson is.

Sarah Vaughn has been around 50 years; she started doing what she did at 16. She was popular and world famous.

How many of you know who George Bush is?

SS: Yes! (Spontaneous laughter and a loud answer)

G: Get the chairs in straight rows of five chairs to a row. You have five minutes to get them ready for the next class.

R.C.: At the end of the period, I asked Graham if we could talk during his conference period on Thursday.

April 6, 1990
Interview #2
1:45-2:30

G:= Graham
I:= Interviewer
R.C.:= Researcher's Comments
Weather: 70°, sunny, cool
Hall Conditions: Orderly
R.C: Graham suggested we go to the conference room to talk.
I: How long have you taught?
G Twenty years. I have taught in elementary language arts, junior high science, social studies and in high school.
I: When did you start coaching?
G Oh, I have always coached.
I: What would you say is your philosophy of teaching.
G Prepare the students for the real world.
I: What is the best mode of teaching?
G Probably kind of a discussion. Sometimes you will get responses that are not entirely related, but the kid needs to say something. They need for people to hear what they have to say. Some will talk to kill time, but others will talk because they need to say something.
I: When you teach a class, how do you evaluate how you will teach each group?
G Usually what I try to do is to find out what the group can do first. After the first or second week, you begin to identify the deficiencies. Then you say OK, now, you can't do a lot of writing, or you can't do a lot of oral, or you have to do a lot of oral or visual. Really, it's usually you have to do a lot of oral and visual and not so much writing. Or instead of writing, we will do something else. This is why I use a wide variety. Here is a chart that a student did for extra credit. I try to include a wide variety of work that the kid that is not truly suited
academically, say oral or written work, they might be able to draw. Boy, I get some of the neatest maps, and I weigh those high, because of the effort they put into it.

What I say to the student, "If you get a passing grade here [homework, test] and a superior grade here [extra project] then you are going to average those two together and you are going to get a pretty good grade."

We are combining not just academics, but the talents they might have, whether it be motor skills or thinking skills or whatever.

If a kid comes up and says, "Can I do such and such for a project?"

I say, "Sure, as long as it relates to history."

I: Are the students able to do extra projects to bring up their averages?

G: Sure, if they ask for it.

I had a kid who was moving, and he decided that the last week he would stop working. He transferred out with a failing average. His mother called and said that he didn't realize that his grades had dropped. I told her I had warned him. And she said, "Well, couldn't he buy those grades? He had $12,000.00."

I said, "Yes, but he never asked. He has to ask, I never suggest."

She said, "Would it be too late for him to buy?"
I said, "No, if he has the money. As long as he has the money, if he wants to. Usually, I don't go back, but in this case I will. I'll go back and re-figure after he buys."

Well he had $12,000.00 and he bought the entire week that he had not done anything.

I do that if they have a B average or 85 average and citizenship of B or above. Then you can buy a week for $5,000.00.

I: That is a good example of your philosophy. You are preparing them for the real world. They must learn to ask if they want something.

G: That's right.

I: This is really good when a kid is sick and is out a week. He has make-up work to do in all of his classes. He is loaded down. He can buy a week of homework. Now you have to know that I circle around a great deal. I will say, "Remember when this happened." We will cover it again, and so eventually, by the end of school, he will get enough information that he will be knowledgeable on the subject.

Now you need to know that when they take this vacation, they are still responsible for questions that might be on a test. They will have to read the material, but not have to turn it in.

I: You let the students do maps and charts and other visuals. Do you let them decorate the bulletin boards?
Once in a while they will bring in something they want to
put up and I'll let them. Or if I have a particularly good map or
chart or something, I'll put it up.

No, we really have not done much of that.

I: Did you require your students to do a project in the
History Fair?

G No, I didn't. My reason for that is that I don't like to be
forced to do anything.

It just puts too much work on them. They are doing a
science project, a history project, a language arts project and
a thousand different things.

Those that want to do it, that's fine. Those who don't want
to do it, that is all right.

I: Do they get extra credit for doing the project, or do they
go through you?

G No they do not go through me to enter the project. And yes
they do get extra credit, if they are recognized in the History
Fair. But, they also get extra credit if they are recognized for
something special in any of their classes. For example, they
win a first place in art, they could get $5,000.00. Maybe they
win second place in the spontaneous speech contest, well that
should be worth $2,000.00. You try to find out what they do
and then reward them.

I think they have to be recognized for every skill. They
may not be very good in history, but excel in language arts.
Well give them a little recognition, it may not help the history grade very much, but at least they get the recognition.

1: Are there teaching aids that you wish you had?

G Well, I think we have just about anything we want, and could get it if we wanted it.

I think sometimes we get bogged down in teaching aids and forget the plain old talking.

Some of the most interesting things I can remember are the conversations I heard between my dad and my grand dad. Talking about people in the past.

Things that are not going to be in the history books, things that people are not going to be cognizant of.

Sometimes you can learn more if you can talk and participate, than just sitting there and reading all of the time.

Now, I do let them do quite a bit of reading. Number one they like to read. Now I don't require them to read aloud, but even the weaker readers don't want to be skipped.

If I skip over one who has more difficulty, he usually will say, "Don't I get to read?" And of course, I say, "Sure!"

I noticed a boy waving his hand to get to read, as if he didn't want you to forget him.

G A lot of times we will discuss the point that needs to be brought out and incorporate, number one, their reading skill along with their thinking process.

Every once in a while, we will play little games; like I will tell them that there are little phrases I want them to
watch out for. I won't tell them what the phrase is, but I will tell them what it refers to. The first one to recognize the phrase and raises his hand will be rewarded with a piece of gum.

I: Tell me about the student on the elevated stand?

G: Oh, you mean Ben. He is my class aide. He is a ninth grader who comes in out of study hall. He can help with some grading, errands to the office, picking up supplies, and things of that nature. They do their studying in here also. They are the better students who are responsible.

I: Can any teacher have an aide?

G: Oh, sure. Many of the teachers have them. You take an older student from the study hall.

I: Do you like group projects, more than the structured approach?

G: The group work allows them a little more freedom. As I walk around I can tell whether they are talking about the project or off subject. You can get them back to the subject.

I: Do you do hands—on activities together, like maps?

G: No, I know the other two teachers use the maps that you can work on quite a bit. I don't because usually someone else is using them. So I go on and let them use them.

I do a lot with cross word puzzles, where the students are working together for answers.

R.C.: Graham was relaxed as he discussed his thoughts. He appears to be happy with his work.
Both times I have been at the school, I have heard comments that he makes the best cakes. Today he said that last night he had made a cake for his wife's birthday, one for the school, and another cake for someone else.

May 15, 1990
Observation #3
8:30-9:10

G:= Graham
R.C.:= Researcher's Comments
Weather: 80°, warm, humid
Hall Conditions: Orderly
Class: Regular 7th grade, Texas History (17 students- 5 Afro-Americans, 2 Mexican-Americans, and 10 Anglo-Americans)
Bulletin Board: Students' maps are displayed around room

R.C.: Graham was standing at the door greeting the students as they came in. A number of the students stopped to ask questions or make comments.

The bell rang and Graham announced that the new grades were posted at the front of the room. He also explained that extra credit has been credited to their averages. One of the girls was so exuberant over her grade that she danced all the way back to her desk.
At this time, he also explained that all extra work and make-up work must be in before the last week of school—that is if they wanted this to be reflected in their final grade.

Graham had written on the board the following instructions:

Look>>> Chapter Review  1-5
Look>>> page 292 - 10 min

The students were to work on these questions for the first ten minutes and then hand in the completed answers at the end of the ten minute period.

After checking the roll, Graham requested any questions that the students had pertaining to this review.

Jed: Why did Mexico want Texas so bad?

G: Jed, suppose you had a bicycle and someone took it and wouldn't pay for it. Or suppose that bicycle was one of a kind and couldn't be replaced. Suppose someone took it and then offered to pay for it. You couldn't replace it, so you did not want to sell it. You wanted to keep it, but they took it anyway. That was Mexico's feeling.

R.C.: Graham answered questions by helping the students to relate questions to their own experiences or environment.

He called time and then took up the papers. He then explained that the students were to divide into pairs to answer the review questions on Chapter 14.

Bill: Coach, I don't have anyone to work with.
Go and get in Jay's group. We will just have three in your group.

R.C.: The students moved their desk together and started answering the questions.

Graham moved around the room helping the different groups. Most of the time he would crouch beside the student, rather than standing over the student, as he aided them in their answers. Many times he referred them to the subject index in order to answer their questions.

Some of the groups had rather heated discussions before they would accept an answer. There was participation within the group; however, when Graham noticed a student or two wandering from the subject, he called them back to task.

Within some groups there were students who were more independent than others. In one group two girls worked independently and then compared their answers.

You have two minutes, and then I want your papers. After you turn in your work, we will go over the answers.

Time was called and papers were handed in. The class then volunteered answers as Graham called out the questions. Just as he concluded the last question, the bell rang.

A tall black girl came up and handed Graham an assignment that was not due until later in the week. He remarked that she would be given five extra points for handing in the work early.
This student, along with the other students who seek extra credit, are delighted and show joyful emotion every time he acknowledges their extra effort.

Again, I am seeing evidence of a teacher who fosters an inquiring state of mind for a group of students.

May 15, 1990
Interview #3
8:30-9:30

G:= Graham
R.C.:= Researcher's Comments
I:= Interviewer
Weather: Upper 80°, humid, warm
Hall Conditions: Orderly

R.C.: This interview was held during and at the conclusion of the third observation.
I: The group of three is really getting involved in answering the questions. They are not necessarily taking the first answer.
G Some of those students don’t always get the recognition that they need. In this type of learning they all have a part in the decision making. This is the way learning should take place.
I: The assignment that is on the board, is it review or is it new material?
That is a review, but it is a third approach to the review of Texas and the United States. I will give these questions at the beginning of the period and give them about ten minutes to answer the questions. During this time I am able to check the roll while they are recalling the material. I give them extra credit for each correct answer they are able to answer.

My first period class is the class that sets the pace for the rest of my classes during the day. You have to remember that some will go a little faster and some maybe not.

I: Your review sheet is divided into three different parts.

R.C. Graham explains that by using fill in the blank, finding errors, and crossword puzzles you can keep the students' interest.

He likes to stimulate thinking skills rather than memory of an answer.

It is a common occurrence to see two students debating an answer; it is also possible for both to be correct in Graham's class.

May 22, 1990
Observation #4
9:30-10:15

G: = Graham
R.C.: = Researcher's Comments
Weather: Upper 80°, warm, sunny
Hall Conditions: Orderly

Class: Regular 7th grade, Texas History (23 students- 5 Afro-Americans and 18 Anglo-Americans)

R.C. Graham stood at the door and greeted students as they came in, and also students in the hall.

He had an assignment on the board for the class to summarize page 333. They had the first ten minutes to finish this assignment. When the bell rang, he came into the class and checked the roll.

He asked about those students who were absent, and he asked Mat about his broken thumb. He told him to do the best he could with his writing.

Time was called on the summary.

G: Janet, you didn’t need to hand in your daily work. Did you forget? You had a 96 average, so the last week you only have to do the summaries.

Janet: Oh!

R.C.: Graham goes over the map review for the test. He points out that they must be able to locate the major cities, rivers, the location of the different Indian tribes, and geographic sections.

He then reviewed the chapter review questions that might appear on the final. He stressed that they would review the questions and answers that would be necessary for the final. He explained that he was not after lengthy answers.
His questions and definitions led to class discussion and participation.

G: What rights did the slaves have back in Texas in 1860?
Greg: They didn't have any rights.
G: Right! They could not go where and when they wanted to go.
   I could go to Chicago today and no one could stop me. I have that right. Slaves did not have that right.

G: State rights- States do not have to obey all Federal laws. Take the example of the 55 miles per hour speed limit. States don't have to abide by that law. The federal government can say if you don't, there will be no federal funds.

Ray: Could you repeat that question?
R.C.: The question is repeated patiently and without any comment.

Questions were continued until the end of the period. With each question, an experience that the students could identify with was shared by Graham. The students continued to question some of the answers and to expound on others. There was the freedom of sharing answers. The students did not appear to be intimidated by Graham, but appeared to feel free to express their opinions. They respected Graham as a teacher and showed it in the way they related to him.

As the students left the room, he commented to one of the students that she had napped some in class. She answered that she had spent the night with her mother's friend, and that
there was so much noise in the next room that she couldn't sleep.

He suggested that she get the review questions from one of her friends.

R.C. Graham had another class, so I suggested I talk with him on Wednesday.

May 23, 1990
Interview #4
1:50-2:10

G:= Graham
I:= Interviewer
R.C.:= Researcher's Comments
Weather: Upper 80°, hot, sunny,

R.C.: I met with Graham in the lounge to discuss his 2nd period class's review for their semester final.
I. Does the district have a curriculum guide for Texas History?
G Yes, there is. They have everything broken down into essential elements and goals.
I: You did so well with the girl that was half asleep?
G Oh, Reba.
I: You were so patient with her.
Oh, you see she has been good all year. She has been doing everything she should. It was just one of those days, so give her the day off.

I: You were patient with those who asked you to repeat questions that you had just answered. There was no change in expression or voice as you repeated the question.

G: I didn't realize that.

I: It must be very natural with you.

R.C.: Graham's reviews were geared to help the student understand the question. He applied experiences that enabled them to logically answer a question.

He affords each student the opportunity to succeed through a reward system. He encourages those potential truants to think twice before cutting school. They are aware that the more they attend the larger the accumulated pay. This accumulated pay is the bonus that enables them to buy low-marks, missing work, or an occasional home work assignment.

Graham's Learning Styles Categories Tabulated From Observations

Following the same procedure in color coding the data, Graham's chart was tabulated with an X each time a learning style was used in his lesson presentation. Evidence of his use of learning styles is visible on Figure 3.
Figure 3. Graham's Learning Styles Categories

<table>
<thead>
<tr>
<th>Graham's Categories</th>
<th>Observation#1</th>
<th>Observation#2</th>
<th>Observation#3</th>
<th>Observation#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Elements</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>persistence</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>motivation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociological Elements</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>learning alone</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>learning-pair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning-team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher directed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perceptual strength</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>global/analytic</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>hemispheric pref.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>impulsive/reflective</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Learning Modification</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Katie

January 24, 1990
Pre-Observation Interview
2:10-2:30

K:= Katie
I:= Interviewer
R.C.= Researcher's Comments

Weather: 80°
Hall Conditions: Clear

R.C.: I had just finished explaining my proposed plans to Graham, when this attractive black teacher in her late twenties came over and said, "I am Katie, let me listen to what you are going to do. I am to meet with you tomorrow."

I explained that Graham and I had just finished, but that we could meet today and discuss plans for observing her classes.

I then asked Katie which classes she taught. She explained that she taught one class of regular 7th grade Texas History, and the remaining classes were 8th grade American History. She also said that two of the American History classes were honors, and the remaining were regular classes.

I, as I did to the other teachers, explained that I was only interested in observing different ways teachers teach social studies. I stressed that I was not there to critique.
I explained that I would observe and then would interview after each observation. I also requested permission to use a tape recorder during my observation. She agreed; however, her comment was that I would pick up a lot of noise in some of her classes. I reassured her that it was only her instruction I was interested in, and that I could tune out the noise as I transcribed my data.

Katie asked why I was using social studies on the seventh and eighth grade level, since I taught in the elementary school. I told her that my interest at this level was stimulated because of the up-coming middle school which would include sixth grade.

Katie remarked that her presentation of material sometimes depended on the class. At that point, I shared with her that I would like to see a different class each time I observed.

Before Katie returned to her class, I told her I would call and schedule a visit to one of her classes.

February 14, 1990
Observation #1
12:50-1:40

R.C.:= Researcher's Comments
K:= Katie
Weather: 54°, sprinkling
Hall Conditions: Girls and some boys carrying carnations-Valegrams from friends

Class: Honors 8th grade American History-First half (22 Students-2 Afro-Americans, 20 Anglo-Americans)

Dress: Girls in dresses and a few boys wearing ties and nice slacks

Diagram of class arrangement:

<table>
<thead>
<tr>
<th>W</th>
<th>I</th>
<th>N</th>
<th>D</th>
<th>O</th>
<th>W</th>
<th>S</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>TV/stand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>desk/table</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

East x x x x x lectern 1  West

x x x x x

Tall Stool (Desk facing this aisle)

x x x x x lectern 2

x x x x x

x x x x x teacher's desk

x x x x x

Door North

Chalk boards on the north, east and west walls. A one foot wide bulletin board above chalk boards.

Bulletin Board: Decorated with purchased displays of Texas and American History. Used more visuals than the bulletin boards could hold; thus, she attached visuals to the chalk boards.
R.C.: Walked into the Junior High and found an atmosphere of frivolity. It was Valentine's Day. Teachers were standing at the doors waiting for the students to come into the classrooms.

Katie was in her class and greeted me in a receptive friendly manner. She is a smiling person who makes here class feel at ease.

She directed me to a chair at the back of the room where I could hear and observe all activities.

She introduced me and said I was visiting the class to see the different ways that social studies can be taught. The students giggle, but were polite and receptive.

Katie then addresses me.

K: This is an honors class and we are doing a special unit called "Decisions, Decisions." As part of the unit they are required to show what good citizens they can be, by doing research and putting it together in a debate. They will take a current issue, and, as a team of two, one will be pro and the other con. They are to be prepared today for the debate.

One person from each team raise your hand.

R.C.: One person from each of the teams came and drew a number. The teams time to debate depended on the number they drew.

K: In the History Fair in the Group Media, John, Bern and Ned won second place. No one placed in the individual area. In the group project Nancy and Will placed third place; and in the
individual performance Cindy is the only one in eighth grade. All of these people will be advancing, and as soon as I get the information I will give it to you.

Papers have not been decided. They should be ready by tomorrow.

Sue: Camille has the chicken pox. Will I be able to wait until she gets back to have our part of the debate?

K: Sure!

All right, the team that has number one come on up.

OK! (Rapping on desk) We are going to have to skip some of the numbers since not everyone on the team is here. We will start with number 1 and go 2, 3, 4, 5, 7, 8, 10, 12, 13. And I want the pro on this side (pointing to her left) and the con on this side (pointing to her right).

OK! Now during this debate there are to be no questions from the audience. I will be sitting in the back with my stop watch. I will tell you to start and stop. When we have finished, we will have a very short question and answer time—that is if you want to answer questions—you don't have to.

May: Are you giving us extra credit for wearing dresses?

K: I'll take care of that at the end of the period.

R.C.: Again, Katie addresses me.

K: They get extra credit if the girls wear dresses and the guys wear ties. So I have to check to be sure they get their extra credit.
Jim: Since we didn't know whether we were going to do it today, can we wear a tie tomorrow and get extra credit?

K: No, I said the debate would be on Wednesday.

Now listen, I want everybody to take out a piece of paper. At the top of your paper write the date and then make two columns on you paper, and above one column write pro and above the other write con. And then, when the person comes up here and identifies himself, write his name in the pro or con column. Then circle the name that you think wins in the debate.

When you are up here, you may bring some paper and jot down some notes yourself that will help you in your rebuttal. You can then argue in your rebuttal that you said this or that.

All right, team number one.

Kay: What do you mean by history of the position.

K: What has been going on up until now.

Stu: What if you don't know.

E: Then leave it out.

After the debate turn in your outline.

OK, sh-sh. I'll let you know when to go.

Go!

Brad: I am Brad, and I am pro censorship. There is much on TV that encourages violence. Charles Manson said that pornography and violence changed his life. I guess that is why he dislikes women. My little brothers are not ready to see the movies that I see. They are just not ready for it. My little
brother who is eight years old cusses around his friends' parents. He has heard it on TV, so he thinks it is all right. During the Panama and Noriega thing, there were things that happened that were too violent and should not have been printed. I don't want to read about that kind of stuff every morning, it is very disturbing.

And about the movie stars in the tabloids; well, if it is about their private lives, then it should not be printed. The tabloids have been sued so many times.

K: All right, Stan.

Stan: I am Stan and I am against censorship. It is left up to the parents to decide what should be censored. (Student speaking so softly that he cannot be understood)

Brad: Most journalists write stories not because of what people think, but because they want to sell a story.

There should be censorship because of military secrets and privacy of people, if it is about them. (Applause from students)

Stan: If you are going to have censorship, you might as well shut them up in a closet. (Applause from students)

K: Thank you! Who is next.

This will be the last debate for the day. I'm going to do a real quick check, other than Brad, is there anyone else dressed in his tie today. Brad is dressed very spiffy today. (Laughter) What about young ladies? (She takes a count). You will get the extra points for today.
Now it is time to start the last debate.

Sam: I am Sam and I am pro for the legalization of drugs. I feel that a person has the choice of what food he puts in his body, and he should have the choice of putting any thing in his body that he chooses.

There are many good aspects of drugs that people are not aware of. Heroine is an analgesic or pain killer. It is eight times more powerful than morphine, which has many side effects. Marijuana is used to relieve the pressure in glaucoma on the eyeball. It is used with cancer patients to relieve pain. LSD is very good to treat psychological disorders. Cocaine is a therapeutic drug.

If drugs were legal, they could be used for a lot of that stuff. It would be less dangerous, because people would not go to such extremes to buy the drugs.

Jo: My name is Jo and I am con legalizing drugs. It is a fact that drugs will kill you. It will also kill the person that is not taking them. Some one gets high on drugs and drives into you and kills you.

Sam said that heroin is used as a pain killer, well that is proven wrong. Those who have taken it become addicted, and then have to go through expensive rehabilitation to be taken off of it. Most don't have the money for it, so they just OD and die.

K: Sam do you have a rebuttal?
Sam: Well, if you were dying from some disease there is no doubt that you would take drugs. There is no evidence of anyone dying directly from marijuana.

Drugs should be legalized to kill pain and suffering.

Jo: Drugs are doing more harm than they are doing good.

K: Before the bell rings, I need your notes and outlines, be sure you name is on them. Those who did not get to go today and have visual aids, leave them here. Keep your forms and we will continue with the voting tomorrow.

R.C.: Today I saw a group of students who seemed to enjoy what they were doing.

February 15, 1990
Interview #1
1:45-2:30

K:= Katie
I:= Interviewer
R.C:= Researcher's Comments

Weather: 51°, chilly, cloudy
Hall Conditions: Orderly and pleasant

R.C.: I went to Katie's class and finished listening to the debates that were started on the 14th. As soon as the bell rang, a repairman came in to do some repair work in her room. She had put adhesives on her chalk board to display posters and had ruined the finish; thus, they were tearing out the board.
I helped her move the many projects that the students had delivered to her room from the Social Studies Fair.

I asked Katie to tell me about her background and she freely shared:

K: I attended high school in Germany. My father was in the army and was stationed there. I guess my greatest encouragement came from my English teacher who always encouraged me to read and made me feel special. She is the one that really caused me to want to be a teacher.

I, at first, wanted to be a first grade teacher, but one summer I worked with first graders in my church and found out in a hurry that first grade was not for me.

I went to a private university and majored in education with history and speech. I did my student teaching at one of the local high schools, and that was not a good experience.

I was hired by this school system six years ago to teach speech and history here. At first, I floated between classrooms. I taught speech and liked it because it was not so structured, and I also taught history.

My first year I was intimidated by all of the teachers who had taught, and felt that I had to teach like they did—which was to hand out a lot of handouts and keep them in their seats.

I now have more fun with my students and feel that they are enjoying what they are doing. I really like the unit that was piloted in 1984 called "Decisions, Decisions."
It was written by a teacher who taught here for one year and was one smart lady. She quickly rose to the administration level in the system.

The whole idea behind this unit is to teach good citizenship and get the students involved in current issues. As part of that particular unit, I like for my honors class to perform a debate. What we do is to decide on some possible topics, and from that they are allowed to choose from those topics. And from that we go to the library and they have to research. Well, they have to decide whether they are going to be pro or con for whatever issue they pick, and they have to go to the library and find information to support the issue. They have certain guidelines they must follow, and then they present the information to the classroom in the form of a debate.

They are suppose to speak about a minute and a half to two minutes. They are to present their case first and then a rebuttal and then the conclusion. The main idea of the debate is to present fact and not opinion. That, is what they try to follow. They can use visual aids to support, and lot of them made charts and used pictures to try to persuade the audience. The class, as the audience, has to try and decide on which debate team or which side they are going to pick— the pro or con.

I use to feel bad when I would walk around and see other classes sitting like this (hands folded, sitting straight,
inferring they were quiet), but I don't like that. We have a lot of discussion in here, and we do a lot of group work, and I like projects. I like to do a lot and get them more involved. It means they are going to be rougher than the typical class.

As my first year as a teacher I tried to give them all of those questions and they hated it. Sure in this way they have more action. But, I think they enjoy it more.

I: The boy debating against drugs was really effective.
K: Jo was good, wasn't he?
I: Katie, your break time is coming close to an end. You need some time without talking to get refreshed before your 6th period class.

You are a teacher any student would love to have. I am refueled with enthusiasm as a teacher when I am in your class.
K: You make me feel so good, I really need that.
I'll call you and let you know about my other classes and when to come.

February 22, 1990
Observation #2
African-American History Assembly
8:30-9:20

R.C: = Researcher's Comments
K:= Katie
Weather: 40°, chilly, cloudy, predicted showers
Hall conditions: Orderly, with all classes in the auditorium for African-American History

R.C.: The Junior High students were seated in the comfortably heated auditorium, when the lights dimmed and Katie came on stage. She went to the microphone and introduced the African-American History Program. She thanked Mr. White for allowing the school to have this time to recognize Black's contribution to American History.

She first introduced Oprah Winfrey who was played by a young black girl. Oprah would be interviewing a panel of young black students. She interviewed each panel as to his awareness of famous people like Martin Luther King, Malcolm X, Mike Tyson, Booker T. Washington.

The first Oprah interviewed was a rough appearing black male, who appeared to not know nor care who any of the famous people were. She then interviewed a black female who was more interested in her make-up and hair than she was in answering history questions. The third interview consisted of two girls who did more giggling than they did listening; thus, they did not know the answers to the questions about famous people. The fourth interviewed was a serious appearing female who was up on her black history.

Katie then came back on the stage and said:

K: Thank you, Oprah and your crew. To get to a more serious side, it is often said that if you take away the heart and soul
of their history, you are basically killing that culture. So I challenge you all that no matter what ever your ethnic background is, take pride in yourselves and learn more about your culture.

Today we are going to have a special guest in recognition of African American History month. The guest is Peter Arnell, a DJ with Radio Station K104.

The speaker, a college graduate spoke to the students on the importance of getting an education. He said that success does not mean how much money you make, but how happy you are in what you do. He stressed that they start now thinking about what field they want to get into, something that they are interested in.

He emphasized that no way could someone get an education, if they used drugs, because drugs will kill your mind. He also said that there is one thing that can’t be taken away from you and that is knowledge.

He is a role model for many of these students, and to hear him say these things will have more impact.

Katie had the students as in integral part of this program. The student skit gained the audiences’ attention and served as an introduction to the main program.
March 7, 1990
Interview #2
1:45-2:30

K:= Katie
I:= Interviewer
R.C:= Researcher's Comments

I: At the beginning of the assembly, you introduced Oprah and then a panel of popular, current, black celebrities. And I was sitting too far back to recognize any of the names. Who were they?

K: Actually we started off with a panel of various characters; they are not named after any specific person. They were characterized more on their personalities. Like we had a person who was like the thug type character who didn't know anything, just trying to be real cool. And then, we had the girl that was—we were kind of basing them on the type of student we saw in the halls. The point we were trying to get across was that a lot don't know their history the way they should. And then, we had a girl that was real prissy. She was the one putting on her make-up; she was caring about how she looked. And then, we had the two girls who were acting real silly, the silly giggling girls. And then, we had the girl who was the concerned student. The student who had been studying her history.
We had Oprah ask questions about black history. The first four panelists could not answer the questions on their history. Then at the end the last panelist is the one who could answer the questions and tell us a little bit about black history. Oprah comes back and uses that girl as an example when she says, "See you all need to stop worrying about who is looking cute and being cool, and learn more about your history."

I: Did they write the parts, or did you?

K: Well I did, but it was a last minute thing, and I didn't want to go into the assembly just opening up straight forward. I wanted to break the ice.

Being in a predominately white school, the kids don't really care about the black history anyway. They don't know why they have to come to an assembly any way. Just have a bit of humor, but yet get the point across, so we came up with the idea of having a talk show. And I was the one who said these are the characters we need to have. They are the ones who actually came up with their little parts. And we just kind of threw in some names for the black history information.

They did a lot of it; they came up with their characters and how they were going to dress. I just kind of guided them.

I: What did you mean when you said, "If you take away the heart and soul of their history, you are basically killing that culture."
K: You kill the heart and soul of their history, you are basically killing that culture because they have no roots. They have nothing to be prideful about.

Basically, what I was trying to tell the kids that no matter what your culture, have pride in yourself. If you are Hispanic, find out who the important people are, find about yourself—Indian or what ever the case may be. You will be more aware of yourself and have a better self-esteem.

I: Tell me about your speaker.

K: Originally, I was in charge of getting a speaker for the Black History month program. This is the second year we have done it with an all school program. You hold your breath, because if it is not that successful, Mr. White might not let us have it again.

So anyway this year I had called a private university and had their coach, who I believe is the only African-American Southwestern conference coach, all lined up. I was so excited. I had made some slides—about 20 slides of famous African-Americans from the Civil War all the way to now. So I was all prepared and was going to have the BAC kids give a short narration as I showed the slides. So I was going to involve them. But, at the last minute, the Friday prior to our assembly, his secretary called me and said that he had to go and recruit and that he would not be in town. So I panicked, anybody who was anybody in the African-American community had already been called.
So I called a few people and they already had engagements. I knew a friend who worked for K104, a popular black radio station. He himself was booked for that day. He said he would check around the station, and came up with Peter Arnel who is a DJ for K104. He came and did a good job. His message hit home and the kids could relate.

In his slide presentation, which was a little too long, he showed Blacks, Hispanics, and Anglos working together. The message was a positive type of working atmosphere.

R.C.: Katie invited me to visit her Texas History on Tuesday, and I plan to do so.

April 20, 1990
Observation #3
9:30-10:15

R.C.: Researcher's Comments
K:= Katie
Weather: Lower 70°, cloudy, sprinkling
Hall Conditions: Clear
Class: Regular 8th grade American History-First half (27 Students- 4 Afro-Americans, 2 Mexican-American and 17 Anglo-Americans)
Bulletin Board: Texas History student posters placed around the room
R.C.: Katie greets students at door and tells them to get dressed for their skit. She walks around the room answering questions and conversing with students. She appears to have a good rapport with the students.

Katie came to where I was sitting and explained that the students would be doing commercials on moving to the west. She handed me a copy of the group requirements that were given to the students:

---

**Commercial on "Westward Ho"**

**Chapter 14**

---

**Grade:** 2 Quiz grades  
**Groups:** 2-4 people  
**Requirements:**

1. Create a commercial to persuade people to move west.  
2. Must have characters with props (costumes, visuals, music, etc).  
3. Must turn in one script per group.  
4. Must be at least 1 minute.  
5. Will be graded on historical content, creativity, props, script, and participation of members!
6. Must have a slogan or jingle.
7. Lines must be memorized.

R.C.: She then called time for the commercials to begin.
K: OK, is everybody back and ready to begin? Who wants to be first? All right, you guys everybody get to your seats. (She goes to stool at the back and the room)
R.C.: Five girls come forth to do their commercial.
K: All right girls, let us know when you are ready! You can not discuss your commercial while you are in the audience. Let's be a good audience, shh--.
R.C.: Students are dressed in costumes appropriate to the region they are representing. Their commercials were to lure the listening and viewing audience to join the westward movement.

The eight commercials presented were:
1. Five girls promote California—The commercial commences with a salesman knocking on the door of a frontier home. He is enthusiastically invited into the home by the frontier mother and children. He proceeds to tell them of the great wealth in California. At the peak of his sales pitch, the father arrives on
the scene. The excited wife and children exclaim to the father, "Let's go to California!"

The announcer then gives a telephone number for those who want more information.

2. Four boys advertising the gold in California present a skit focusing on a gold miner returning from California with his gold. He meets two friends—a male and a female—and tells them of his wealth. In the midst of the story a robber tries to take his gold, but the gold miner holds on to the gold and will not release it. The robber then takes the female as a hostage, and the gold miner's reply is, "No way am I giving up my gold for her. Go to California and get your own gold." Gold miner walks away with his gold.

3. Four girls advertising the difference between the eastern and western opportunities for wealth. Their first appearance is that of average ladies of the east; and in their second appearance, as ladies of the west, they are lavishly dressed in furs.

4. Two girls advertise the open country in Oregon by means of a dialogue.

5. Two girls and three boys are promoting, moving to the west. They are advertising for Texas, Oregon, and California.
6. Three skits follow showing why people should choose Texas as their new home. One group emphasized that Texas was not crowded. They re-enforced this statement by presenting a skit involving two gun fighters. One gun fighter kills the other one and the survivor says, "There is even more space in Texas now!"

R.C.: The students were a good audience and appeared to be enjoying the presentations. The lesson met the auditory, visual, and tactile/kinesthetic learning styles.

April 20, 1990

Interview #3

9:30-10:15

K:= Katie

I:= Interviewer

R.C:= Researcher's Comments

Weather: Lower 70°, cloudy, sprinkling

Hall Conditions: Orderly

Bulletin Board: North bulletin board displayed students' art work and poems on the Andrew Jackson period and the "Trail of Tears." The east board had the students' Texas History posters.
R.C.: Katie came over to where I am sitting and made the following statement pertaining to the commercials I had just observed on "Westward Hol":

K: Usually I give them a little longer to prepare, but these are just commercials—just about a minute. They did a good job.

I: Tell me about this class.

K: This is not an honors class, but it is a high academic class. There are a variety of students in here; academic wise there a high number of students who are at the high end of the spectrum. It is a really good mix and I really enjoy them.

I: Are the requirements the same for all of your classes?

K: Yes, and it is amazing to see from class to class what they can create based on the same requirements.

I: How long does it take you to determine what the classes are capable of handling?

K: At the beginning of the year I do a personal time line that is for each year of their life. They tell what event occurred. They include a baby picture and a recent picture. That gets them warmed up. We talk about it and we share with each other their time lines. They like that. Then the very first project they have to do, as far as a group with oral presentation, is an Indian project. They get into groups and they have to research the Indian culture. They have to go to the library, or in some cases I will bring books to the class for them to use. There are guide lines as far as facts that they must follow. Then they present the information to the class.
This is the first introduction, as far as getting in front of the class, and that happens in about October. By October they are up presenting.

I like for them to do that, it gives them a chance to get a feel of being in front of the class. And I love projects, it takes a little more preparation. It gives them something to look forward to.

I do a variety of projects; some are real creative and some are just basic facts. They get the opportunity to do both.

R.C.: Are the skits used as introductory or culminating activities?

K: They are culminating.

R.C.: Do the students read the material silently or orally in class before preparing the skits, or is it assigned home reading?

K: I would say 80% of the time they will read silently in class, and that is accompanied with a work sheet of some sort that covers the information, or an outline, or some questions from that reading, or it will be a home work assignment. But, we don't read that much out loud in class.

R.C.: We discussed one of the students whose presentation showed a great deal of thought and preparation. Katie shared that this student had not had a good self-image, and that she had been giving her some extra attention.

I: You had said earlier that you had some poems that you wanted me to see.
K: We talked about in Chapter 13 Andrew Jackson's administration and during his administration the Indian Removal Act. What we did to try and make them focus a little bit more; we talked about the "Trail of Tears." They had a choice, they could either write a poem about the "Trail of Tears" portraying the attitudes of the Indians, or they could draw a picture. And here are some I thought were really good.

R.C.: Katie showed me several poems and said that she allowed them to use any style they wanted to in writing the poem. She did not want to stifle their creativity.

I also saw pictures that the students had drawn. One that stood out was a cartoon showing Jackson's betrayal of the Indians. Jackson has a gun drawn on an Indian brave and was marching him away from his home. Extended in the other hand is a knife; this being symbolic of Jackson stabbing the Indians in the back after proclaiming to be their friend.

The art work and poems were displayed on the north bulletin board.

Katie gave me a copy of one of the poems:

**Trail of Tears**

I am Swift, a Creek Indian dog,

I belong to Easy Wind, my master,

Master has taken me on a trip,

A never ending journey to nowhere.

My tongue drips sweat.
The white man has taken Easy Wind's home,
In their "destiny" to expand,
The horizon never ends, with only change in clouds
Through rain and sleet we walk, through heat
I grow at each leg of the journey,
My tongue drips sweat like a faucet.

The buzzards swarm above, spying the weak and starving,
Behind me the dead's flesh is ripped from bones by the buzzards,
Easy Wind's pace slackens, slower,
I drop to the ground then get up.
My tongue is too dry to drip my sweat.

I fall, then Easy Wind falls soon after
A buzzard spies me, swaying in the wind,
The same buzzard, and dives, dives
To Easy Wind, I run, on top of Easy Wind
The buzzard takes me as its prize.
My body drips blood like a faucet.

R.C.: These students were able to display some right brain activities.
May 1, 1990
Observation #4
11:20-11:45 Lunch 12:20-12:45 (Split Period)

K:= Katie
R.C.:= Researcher's Comments
D:= Mrs. Day

Weather: Lower 70°, cloudy, sprinkling

Hall conditions: Second lunch period returning to classes and third going to lunch. Halls were orderly.

Class: Regular 7th grade, Texas History (25 Students- 10 Afro-Americans, 5 Asian-Americans, Mexican-American, 10 Anglo-Americans)

Bulletin Board: Texas History student posters portraying different groups of immigrants who came to Texas. Posters were displayed on the east wall.

R.C.: Katie had invited a resource person from "Go Van Gogh" of the Art Museum to show slides on Texas Artists. The slide presentation was followed with an art activity that enabled the students to create a picture depicting regional art. They were instructed to do something that anyone viewing it would recognize it as art related to Texas.

K: Let's pay attention to our speaker as she gives us instructions on our art activity. Mrs. Day, are you ready?
D: Our art activity is really very simple. What we are going to do is do a Texas picture.

When we talk about regionalism in art, we are talking about the area we are in. If you see a picture of bluebonnets, or boots, or cactus do you think of Maine, or Chicago? No, you think of Texas. So that, is what we call regionalism.

I want you to do a picture that when you see it, you will think, "Hey, that is a Texas picture." Just like the early artists that I showed you, those were regional artists. You knew by looking at the landscapes that it was Texas.

I have tissue paper. A number of students have taken the paper and made a bluebonnet scene. Now you can tear it, cut it, roll it around you pencil like this, or any way you can think of. Then paste it on the construction paper.

R.C.: The speaker furnished a variety of construction paper and tissue paper. She also supplied glue and scissors. The students went orderly to the supplies at the back of the room and chose the desired supplies.

The students worked on their activity with encouragement from Katie and Mrs. Day. Some of the students needed more suggestions than others. All of the students worked on producing a finished product on regional art.

This type of activity appeared to interest a majority of this group. It certainly consumed their attention, because they were not unruly.
Katie concluded that activity by suggesting that the students give the speaker a round of applause, which they did. The speaker complemented the students on their behavior, enthusiasm, and participation.

May 1, 1990
Interview #4
11:20-11:45 Lunch 12:20-12:45 (Split Period)

K:= Katie
I:= Interviewer
R.C:= Researcher’s Comments

R.C.: This is Katie's only Texas History Class and she relayed that this group of students was composed of a wide range of abilities. She explained how the class came to be created.

K: Three week into the first grading period there was an overload of seventh graders and not enough eighth graders; so they created another seventh grade class and I was given that class.

R.C.: She stated that she had to watch this group closer than any of her other groups because of a tendency for the class to lose control.

I: The art activity that you did appeared to interest a majority of this group. It certainly consumed their attention, because they were well-behaved.
K: Well that was the strength of the speaker. I have to thank her for that. She first presented a slide presentation, and she was really good. She asked the kids a lot of questions, so there was a lot of feedback.

The activity that went along with the presentation was a hands-on. So that, kept them busy.

I: Katie, the class responded so well to this activity. Do you find them more of a hands-on type class?

K: Well, they like hands-on, but then they get too carried away. They can't handle it.

For example, I have tried the hands-on maps, but there are some with such low skills that it is almost defeating the purpose. They can't find simple things. There are so many questions that it almost gets out of hand.

Hands-on would be good for them, but it has to be structured.

They do pretty well with oral presentations, but when it comes to homework there is a lot of inconsistency. When we read out loud, I am amazed when I hear some of them read. They struggle with reading the book, and that is probably why they struggle with their homework. Some just have real low skills. Now some have really high skills. But, for the most part they are pretty good kids; it is just the mix.

If one starts something, then it just spreads. I have to constantly monitor them.
I: How did they do on the slide presentation on the visual part? Did they listen and pay attention?

K: They did pretty good. But, we talked about expectations when we had a speaker. I told them that I expected the best behavior. They handled the visuals real well. And they do real well with visuals. I have shown some videos on the Alamo. They really like that kind of thing. But, there is not that much to be found on Texas History. The few films we can get are not that good.

I am glad you mentioned that. Visuals are good for them. Hands-on activities, yes, but it just depends what the activity is.

Discussion, no! Just trying to sit there and have an open discussion—they can't handle that.

Oral presentation—they do pretty well.

I find in that class, I have to be in control or they are in control.

I have also found that in that class, I have to have at least three activities because of the different ability levels. Because of the extra time in this split period, there are those who will have completed an activity before lunch, and then there are those who have difficulty completing it by the end of the period.

I: Tell me about the posters they did on the immigrants.

K: In Chapter 13, we read about immigration into Texas. What I decided to do with that particular chapter, I let them work in
groups of two as partners. I assigned the partners an immigrant group. That is real good, because in the library there are two books on each of the immigrant groups.

This was an in class assignment. I brought the books to the class. I had a list of like eleven items they were to research with the partner. Along with their written part, they had to make a poster showing some of the symbols representing their immigrant group.

I: Didn't you write letters to some of the cities in Texas?

K: Oh, that was the Texas Cities project. In this project they pick a city in Texas, actually this time I had them pick two, and write a letter to the Chamber of Commerce and request information about that city. They got a grade for the letters they wrote, and they had to bring an envelope and a stamp. And once they received the information, they had to display it on a poster and then present the facts to the class. Now some didn't get answers and some not enough information, so they had to utilize the Almanac.

R.C.: Katie shared that she would be moving from the city next year and would be teaching in a neighboring high school. She is sad at leaving her friends in the school, but is excited over the new challenge.

The Junior High is losing an outstanding teacher, but what a pleasant surprise for a group of high school students.
May 16, 1990
Observation # 5
8:30-9:10 (Early Release Schedule)

K:= Katie
R.C.:= Researcher’s Comments
Weather: Upper 80°, cloudy, sprinkling
Hall Conditions: Orderly
Class: Regular 8th grade American History-First half (27 Students- 2 Afro-Americans, 25 Anglo-Americans)
Bulletin Board: Students’ Texas art work from "Go Van Gogh" art enrichment class on the east wall. North wall had students' poems, stories and illustrations of the Civil War.

R.C.: Katie greeted the students and told them that they had five minutes to study from their charts for the quiz over Part 1.

The following instruction was written on the overhead:

Quiz Over Battles- Part 1

Katie gave instructions to put away all material except a pencil and one piece of paper. She turned on the overhead and projected the five part test over the battles of the Civil War.

The first question was to give the specific month, day year and battle that marked the beginning of the Civil War. The second question requested one goal for both the Union and Confederacy during the Civil War. The third part was the
identification of personalities during the Civil War. The fourth gave a listing of battles and the student was to give the winners, "C" for confederacy and "U" for union. The final part was the matching of battles with its unique description.

When all students had handed in the test, Katie called time. She asked a second time if all had handed in their test, and the response was positive.

Katie glanced through the test and indicated that Joy's test was not on her desk. Joy's response was that she had given it to Erin to hand in for her. At this point, Joy was asked to come and locate her test. Unable to find the test, Joy was given a copy of the test and told to retake the test.

Katie's request was made quietly and calmly. She did not make an issue of the incident as she handed Joy the test. The student left the room and returned after finishing the test.

Katie explained that they would start part 2 of the chart. At this time she switched on the overhead and had the second part of the chart visible. The column headings for the chart were:

<table>
<thead>
<tr>
<th>Battle</th>
<th>Location</th>
<th>Victor</th>
<th>Outcome</th>
</tr>
</thead>
</table>

She discussed each battle and related the battle to the appropriate column heading on the chart. The students copied
the initial information from the overhead, and added information that was given verbally. Verification of some of the facts was supplied by reference to certain pages in the textbook.

After completing the chart, Katie said:

K: Tonight on your map find and locate the battles we have talked about on part 2. Label "U" or "C." Color the Union States blue and the Confederate states gray.

Drew, you have finished your map, let me show the class yours. You can see from Drew's how the labeling can be done.

Remember, we will have a test over part 2 tomorrow.

I have your grade prognosis completed, and as I call your name come and get them.

R.C.: The bell rang before all the averages were handed out, and Katie told those who had not received their averages to remain.

Katie's second period class was arriving, so I told her that I would call and set an appointment for the interview.

May 23, 1990
Interview #5
1:10-1:30

K:= Katie
I:= Interviewer
R.C:= Researcher's Comments
Weather:= Upper 80°, sunny
Hall Conditions: Orderly

R.C.: I met Katie in the lounge and she immediately started sharing an activity that she and the students had enjoyed.

K: At the end of each school year, I have my students pick a person in American history. They are to dress-up like that person. In my regular classes they have to do a two minute oral characterization. They speak in the first person like they are the person. Now in my honors class they have to do a monologue reacting an event in that person's life. The kids were terrific. I was amazed. Especially my honors class, they were just so good.

That was a good assignment. I had a little different assignment for my honors class last year, and I was not too pleased. But, this year it was so good. I just gave them the idea and they just went with it.

This was one assignment that I felt was really successful.

I: Tell me what you generally do when you review a class for a test?

K: What I usually do is, there are certain items that we have used throughout the chapter such as charts, identifications, notes, and things like that. I have them take all of those things out that are pertinent to that chapter. Then I will write the main ideas on the overhead and the format of the test. Now I don't tell them the exact items that will be on the test, but I will say now put a star by this battle. They know
the material that will be on the test. We will go over it orally, as we go through the gathered material from the particular chapter.

I: I want to compliment you on the way you handled the girl who failed to hand in her test. You did it quietly and without making it an issue.

K: Oh, you mean Joy. You know she did pretty good on the test. I don't know why she didn't turn it in, in the first place. What I did was take off 30 points. She didn't say a thing; she knew she was wrong.

I: I want to thank you for letting me come into your class and observe some superb teaching. You will be an asset to your new school, and this school is losing a good teacher.

R.C.: An adjacent school district will be getting a teacher who would fit into Glasser's "quality school."

Katie's Learning Styles Categories Tabulated From Observations

After completing all interviews and observations, Katie's data were color coded and then categorized by the learning styles. An X indicates the use of that particular learning style during the designated observation and interview.

One is able to examine the different learning styles used in her classroom presentations by examining the chart on Figure 4.
Figure 4. Katie's Learning Styles Categories

<table>
<thead>
<tr>
<th>Katie's Categories</th>
<th>Observation#1</th>
<th>Observation#2</th>
<th>Observation#3</th>
<th>Observation#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Elements</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Elements</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>persistence</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>motivation</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>responsibility</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociological Elements</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>learning alone</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>learning-pair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning-team</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>teacher directed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Elements</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>perceptual strength</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>mobility</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Psychological Elements</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>global/analytic</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>hemispheric pref.</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>impulsive/reflective</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Learning Modification</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>
**Principal’s Interview**

**June 6, 1990**

**Culminating Interview**

2:30-3:00

MW:= Mr. White

I:= Interviewer

R.C.:= Researcher’s Comments

R.C.: A formal interview between the first and the final interview proved unnecessary, since Mr. White delegates the specifics of the social studies curriculum to Carol, the chairperson. Thus, the researcher chose informal conversations with him to relate the progress of the observations. The researcher has had a very supportive experience with Mr. White, his secretary, and the receptionist.

The researcher made the final appointment with Mr. White to ask questions pertaining to administrative decisions relating to the social studies curriculum.

I: Mr. White, do you deal with the specifics in the social studies curriculum, or to whom is that delegated?

MW: The district consultants along with teachers in the district write the curriculum. They make sure that all of the essential elements are covered in the history classes.
I: Who is the chairperson of the history department?

MW: The chairperson of the history department is Carol, and she is the Department Chairperson for all three grade levels.

I: Do you require lesson plans of all the teachers?

MW: As far as turning the lesson plans in, no. We do require them to have lesson plans. The Appraisers look at the lesson plans when they go into the class for observations.

I: How are the students, other than honor students, assigned to teachers?

MW: Strictly by the computer, just the luck of the computer.

R.C.: I asked him if he had heard of the school district south of us who had been using a learning style inventory for a number of years. He was not familiar with the school nor the test, but indicated interest. I explained that in administering the test it enables the teachers to know the student’s strongest mode of learning.

I thanked Mr. White for permitting me to observe the four teachers. I also shared with him that he has some outstanding teachers—quality teachers who are reaching outside their own style to meet the different learning styles.

Textbooks and Curriculum Guides

The textbooks in the history department—Texas and American—suggest different activities that could be used to meet the different learning styles. The Annotated Teacher’s Edition of Texas, Our Texas
(Willoughby, 1987) notes that teaching suggestions are numbered to give the teacher an idea of their suitability for students of varying learning styles and abilities. The Annotated Teacher's Edition of *A History of The Republic: The United States to 1877* (Davidson & Batchelor, 1986) has a section titled "Skills Development Chart." A sub-section, "The Arts and Communication Skills," lists activities that would meet all learning styles.

The Curriculum guide for the seventh and eighth grade lists suggested activities. Both grade levels document the objectives and Essential Elements. A three-week unit on "Enterprise City," a unit that meets all learning styles, is appended to the seventh grade guide.

The complaint, as noted in Carol's first interview, is that there is the lack of curriculum for the seventh grade. As Carol stated, "We do have a disadvantage in Texas History in that we do not have the curriculum for it. They [Nystrom] told us when we bought it [the maps] that they were in the process of developing the curriculum for the seventh grade."

Carol has written curriculum to enrich Texas History and as department head has promoted the History Fair—a fine example of meeting students' different learning styles.

**Individual Teacher's Style**

After completing all interviews and observations, the researcher asked each of the teachers to complete The Gregorc Style Delineator (1982). Gregorc states that there are two types of style
or mediation abilities: perception and ordering. He further states that perceptual abilities are the means through which you grasp information. These emerge as two qualities: abstractness and concreteness. Ordering abilities he identifies as the ways in which you authoritatively arrange, systematize, reference, and dispose of information. As he explains, these emerge as two qualities: sequence and randomness.

The scores from the instrument were totaled, and the highest two scores were placed adjacent to the teacher's name on the Teachers' Learning Styles Chart (see Figure 5). However, in one case the subject had duplicate high scores; therefore, the first two scores were joined and the third score was also listed.

Gregorc (1982), in explaining the scoring, stated that every individual is naturally endowed with all four qualities of concreteness, abstraction, sequence, and randomness; and moreover, has the ability to orient himself toward all four style channels. However, the individual will be strongly oriented toward one, two, or even three. He further explains that high scores (27-40) are powerful means of transaction; low scores (10-15) indicate one's least powerful mediation capacity; intermediate scores (16-26) mean that one has moderate mediation capacity to transact in the indicated channel; and balanced scores (25-25-25-25) mean that one possibly will be able to mediate equally in all four channels.
### Figure 5. Teachers' Learning Styles Categories Tabulated From Four Observations

<table>
<thead>
<tr>
<th>Categories</th>
<th>Carol</th>
<th>AR</th>
<th>CS</th>
<th>Anne</th>
<th>CS</th>
<th>AS</th>
<th>Graham</th>
<th>CR&amp;AS</th>
<th>AR</th>
<th>KATIE</th>
<th>AR</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Elements</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>light</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td>XXXX</td>
<td>XXX</td>
<td>XX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>temperature</td>
<td>x</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Elements</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>persistence</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivation</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>structure</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociological Elements</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning alone</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning-pair</td>
<td>XX</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning-team</td>
<td>XXX</td>
<td>X</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher directed</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Elements</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perceptual strength</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mobility</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Elements</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>global/analytic</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hemispheric preference</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impulsive/reflective</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Modification</td>
<td>XXXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The combining of the perceptual and the ordering abilities are indicated by the combination of the following letters: CS, concrete sequential; AS, abstract sequential; AR, abstract random; and CR, concrete random. Further insight into the instrument may be gained by examining (see Appendix B) characteristics of the four styles (Gregorc, 1982).

The Teachers' Learning Styles Chart (see Figure 5) will give a graphic overview of the individual teacher's style and the relationship to the styles used in the classroom.
CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The researcher spent five months observing four seventh and eighth grade social studies classes at a large suburban junior high school located in north Texas. After concluding all observations and interviews, the researcher began the process of establishing categories of focus; thus, the key words of the research questions became the apparent choice. Following an established categorizing pattern, all data were charted to the individual teacher's learning styles categories (see Figures 1-4).

The teacher's style, as determined by The Gregorc Style Delineator, was included as a part of the Teachers' Learning Styles Chart (see Figure 5). This visual aid enables the observer to graphically compare each teacher's Gregorc style with the styles used in teaching social studies.

The five charts in the text were supplemented by individual style graphs and a comparative style graph (see Appendix C). These five figures graphically answered the research questions. The researcher, aware of the qualitative nature of the data, did not generalize the results to other populations.
Findings

What evidence was collected to determine if teachers were aware of their own learning styles?

In only one interview did a teacher express awareness of his style. This occurred in Ann's second interview. She stated that she didn't like the clutter of the students' work on her boards. Her explanation was, "I guess I am—is it right or is it left brain? I am not creative."

What evidence was collected to determine if teachers were modifying their own learning styles?

A close examination of the Teachers' Learning Style Category (see Figure 5), and the results of The Gregorc Style Delineator confirmed that each teacher in this case study modified, to some degree, his natural style and aligned with the projected classroom environment.

What evidence was collected to determine if teachers were aware of their students' learning styles?

There was not any collected evidence that the teachers were aware of their students' learning styles.

Were teachers allowing students to select learning style preferences for the environmental elements: sound, light, temperature, and design?
The environmental elements, in each of the four subjects four observations, were evident in 3.5 out of 4.0 observations. The sub-element sound control, in the four subjects four observations, was observed an average of 3.0 out of 4.0 observations. This was reflected in the teacher's control over noise; thus, the student who learned best in a quiet environment was afforded that climate. Temperature control was only requested or used in three out of the four classes; this is probably due to the season of the year that I observed. A windowed-wall in each room did not afford an escape from the bright light; thus, light was an environmental problem for the student who preferred a dimly lighted environment.

Were teachers allowing students to select learning style preferences for the emotional elements: motivation, persistence, responsibility, and structure?

All four subjects exhibited at least one of the four emotional elements—persistence, motivation, responsibility and structure—in each of the four observations.

Persistence was charted when evident in class or teacher directed discussions or debates, independent research, and management of impulsive behavior.

Motivation was charted in the observation when there was evidence that the student was allowed or inspired to take that extra step in participation.
In all classes the teachers afforded and expected the student to be responsible for their academics and actions. Responsibility was charted on group as well as individual activities.

Structure was afforded in each of the classroom either through a daily routine or outlined expectations—participation, presentation, and citizenship.

Were teachers allowing students to select learning style preferences for the sociological elements: learning alone, as a pair, as a team, or teacher directed?

The strongest two sub-elements in this category were learning alone and teacher directed; however, team learning was present in at least one observation in each of the teacher's presentations. Learning in pairs—the weakest element—was void in one teacher's class, present only once in one teacher's observation, and present in two teachers' classes in two of the four observations.

Were teachers allowing students to select learning style preferences for the physical elements: perceptual strength, intake, time of day, energy levels, and mobility?

The physical elements, perceptual strength and mobility, were observed in the four teachers' four observations. The three modalities—visual, auditory, and kinesthetic/tactile—were in each of the four teacher's four observations. Mobility was present in each observation; however, it was obvious to a greater degree in the team
and group learning. The elements intake, time of day, and energy levels were not measured.

Were teachers matching learning style preferences for the psychological elements: global/analytic, hemispheric preference, impulsive/reflective?

These elements were apparent in each of the four teachers' four observations. The activities were charted based on right brain and left brain activities, sequential and random activities, activities that allowed quick and impulsive reactions, and conversely, activities that afforded time for those who required and demanded time before committing to an answer or taking a position.

What evidence was collected to determine if teachers were teaching learning modifications to enable the students to adjust to different teaching models?

The four teachers during each of the four observations used activities that matched each student's strong modality, and at the same time enriched his secondary and tertiary modalities.

What evidence was collected to determine if the teachers used a method of evaluation to find out the learning style preferences of their students?

The junior high teachers did not use any form of learning style evaluation. The evaluations that were used were related to academic ability; this was verified through teacher interviews.
What organization policies and practices of the school impact upon the teaching model?

There was not any collected evidence that organization policies and practices of the school had an impact upon the teaching model.

**Conclusions**

Due to the qualitative nature of this study on the learning styles used in teaching social studies in 7th and 8th grade, generalizations to other populations could not be made from the results. However, the researcher has reached the following conclusions:

**Environmental Elements**

The environment on the junior high level did not afford the flexibility that is found in the elementary classroom. The changing of students, teachers, and the multi-purpose use of rooms did not lend itself to the flexibility of different preferences of light, temperature, sound, and design.

**Physical and Psychological Overlapping**

The physical and the psychological categories had elements within each category that overlapped. It was noted that a right brain activity was also closely aligned to a tactile/kinesthetic
activity. There was also a parallel relationship between mobility under the physical category and global under the psychological category. A repeating pattern was also noted between the global and the tactile/kinesthetic projects.

**Psychological Elements**

The split lunch period (a thirty minute lunch break in the middle of a class period) created problems for the global, kinesthetic, impulsive students. After lunch, these students had to re-acclimate to settling back into an academic environment that is less global and more analytic.

**Learning Modification**

Each teacher in the junior high moved back and forth between his primary style and his secondary and tertiary styles. The mediation abilities of each of these teachers (see Appendix C) allowed him to adapt and align outside his dominant style. Also, this ability enabled the teacher to teach to the different learning styles.

Gregorc (1989) recommended that teachers provide a variety of means to attain their goals and content. He affirmed:

Prolonged matching has two distinct disadvantages. First, it can lead to laziness. When only one or two channels of reality are used and rewarded, they become the paths of least resistance. Then, arrogance, reality-distortion, and imbalance are sure to arise. The learner garners an inflated view of
himself and demands that all data be delivered his way. He begins to systematically devalue and ignore other ways of gathering information. Or another interesting phenomenon occurs. The learner becomes bored and says, "Enough is enough. I can't stand to read, read, read." Second, the learner doesn't get the opportunity to experience how the "other half" lives, breathes, and creates reality. Ego-centrism and ignorance can flourish without the expectation of adapting to some foreign environments of reality. And with narrow experiences, the under-developed channels can and will psychologically affect the learner later on in life (p. 184).

**Individual Style As An Indicator**

The abstract random and concrete random teachers did more group and team teaching than did the concrete sequential and abstract sequential.

It was easier for those teachers whose primary and secondary ordering were opposite (CS/CR or AS/AR)—as opposed to those whose primary and secondary ordering were the same (CS/AS or CR/AR)—to align to a different environment.

Dominant sequential ordering in a teacher limited random activities. Whereas, dominant random ordering in a teacher limited sequential ordering activities. Both groups of teachers experienced teacher burnout when forced out of their primary style.

Gregorc (1989) explained the internal distress experienced by teachers when they assumed a role-based style:
The distress is often extreme fatigue. It takes a tremendous amount of psychic energy to reshape, redefine, protect and defend changes in life scripts (p. 196). . . . My research and experience indicate that unaligned goals, mind style differences, job content, job fulfillment opportunities, and rewards strongly affect feelings of burnout (p. 217).

**Teachers' Style**

Teachers should be encouraged to meet all learning styles; however, they should not be required to stay in any one style. The flexibility of being able to alternate between the styles will conserve energy and prevent "teacher burn out."

**Recommendations**

**Learning Style Evaluation**

To enable junior high teachers to be aware of the individual student's learning style, it is recommended that a learning style inventory be administered to all students at the elementary level. It is further recommended that this information be passed on to the junior high and become a permanent part of the student's cumulative record.
Scheduling for the Global Student

Global, impulsive students should have the continuity of academics rather than an "academic—lunch—academic" period. It might be well to consider placing the honors classes in this split period, since many honors students are more sequential and reflective in their style.

Recommendation for Further Research

It is recommended by the researcher that further research be conducted on the extent teachers can teach outside their styles and not experience "teacher burn out."

It is also recommended that a follow-up study, as suggested by Glasser (1990), be conducted to see if the future academic performance of the students of these four teachers was enhanced.
APPENDIX A
HEMISPHERICITY
Figure 6. Hemisphericity

<table>
<thead>
<tr>
<th><strong>HEMISPHERICITY</strong></th>
<th><strong>LEFT (ANALYTIC)</strong></th>
<th><strong>RIGHT (GLOBAL)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal</td>
<td>1. Visual, tactual,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kinesthetic</td>
<td></td>
</tr>
<tr>
<td>2. Responds to word</td>
<td>2. Responds to word</td>
<td></td>
</tr>
<tr>
<td>meaning meaning</td>
<td>pitch, feeling</td>
<td></td>
</tr>
<tr>
<td>3. Recalls facts,</td>
<td>3. Recalls images,</td>
<td></td>
</tr>
<tr>
<td>dates</td>
<td>patterns</td>
<td></td>
</tr>
<tr>
<td>4. Sequential</td>
<td>4. Random</td>
<td></td>
</tr>
<tr>
<td>5. Processes  information</td>
<td>5. Processes</td>
<td></td>
</tr>
<tr>
<td>linearly</td>
<td>information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in chunks</td>
<td></td>
</tr>
<tr>
<td>6. Responds to logical</td>
<td>6. Responds to</td>
<td></td>
</tr>
<tr>
<td>appeal</td>
<td>emotional appeal</td>
<td></td>
</tr>
<tr>
<td>7. Trusts logical appeal</td>
<td>7. Trusts intuition</td>
<td></td>
</tr>
<tr>
<td>8. Looks tidy, organized</td>
<td>8. Looks disorganized</td>
<td></td>
</tr>
<tr>
<td>10. Punctual</td>
<td>10. Less punctual</td>
<td></td>
</tr>
<tr>
<td>11. Reflective</td>
<td>11. Impulsive</td>
<td></td>
</tr>
<tr>
<td>12. Recalls people's names</td>
<td>12. Recalls</td>
<td></td>
</tr>
<tr>
<td>13. Speaks with few gestures</td>
<td>people's faces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Gestures when speaking</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

GREGORCS

STYLE CHARACTERISTICS
### STYLE COMPARISON OF THE CONCRETE SEQUENTIAL

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics of a CS</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Reality</td>
<td>Concrete world of the physical senses</td>
</tr>
<tr>
<td>Ordering Ability</td>
<td>Sequential step-by-step linear progression</td>
</tr>
<tr>
<td>Focus of Attention</td>
<td>Material reality; objects of value</td>
</tr>
<tr>
<td>Environmental Preference</td>
<td>Ordered, practical, quiet, stable</td>
</tr>
<tr>
<td>Use of Language</td>
<td>Literal meaning and labels; succinct, logical</td>
</tr>
<tr>
<td>Primary Evaluative Words</td>
<td>Good</td>
</tr>
</tbody>
</table>
Figure 8. Style Characteristics of the Abstract Sequential

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics of an AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Reality</td>
<td>Abstract world of the intellect based upon concrete world</td>
</tr>
<tr>
<td>Ordering Ability</td>
<td>Sequential and two-dimensional; tree-like</td>
</tr>
<tr>
<td>Focus of Attention</td>
<td>Knowledge facts, documentation</td>
</tr>
<tr>
<td>Environmental Preference</td>
<td>Mentally stimulating, ordered and quiet, non-authoritative</td>
</tr>
<tr>
<td>Use of Language</td>
<td>Polysyllabic words; precise, rational; highly verbal</td>
</tr>
<tr>
<td>Primary Evaluative Words</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Figure 9. Style Characteristics of the Abstract Random

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics of an AR</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Reality</td>
<td>Abstract world of feeling and emotion</td>
</tr>
<tr>
<td>Ordering Ability</td>
<td>Random non-linear and multi-dimensional</td>
</tr>
<tr>
<td>Focus of Attention</td>
<td>Emotional attachments, relationships, and memories</td>
</tr>
<tr>
<td>Environmental Preference</td>
<td>Emotional and physical freedom; rich; active and colorful</td>
</tr>
<tr>
<td>Use of Language</td>
<td>Metaphoric, uses gestures and body language; colorful</td>
</tr>
<tr>
<td>Primary Evaluative Words</td>
<td>Super, Fantastic, Out-Of-Sight, Dynamite</td>
</tr>
</tbody>
</table>
**Figure 10.** Style Characteristics of the Concrete Random

## STYLE COMPARISON OF THE CONCRETE RANDOM

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics of a CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Reality</td>
<td>Concrete world of activity and abstract world of intuition</td>
</tr>
<tr>
<td>Ordering Ability</td>
<td>Random three-dimensional patterns</td>
</tr>
<tr>
<td>Focus of Attention</td>
<td>Applications, methods, processes and ideals</td>
</tr>
<tr>
<td>Environmental</td>
<td>Stimulus-rich, competitive, free from restriction, amenable</td>
</tr>
<tr>
<td>Preference</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td>Informative, lively, colorful; &quot;words do not convey true meaning&quot;</td>
</tr>
<tr>
<td>Primary Evaluative</td>
<td>Superior, Great</td>
</tr>
<tr>
<td>Words</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

INDIVIDUAL AND COMPARATIVE

GRAPHS OF TEACHERS'

GREGORC STYLE
Figure 11. Carol's Style Graph
Figure 12: Ann's Style Graph
Figure 13. Graham's Style Graph
Figure 14. Katie's Style Graph
Figure 15. Teachers Comparative Styles Graphs

Carol  Ann  Graham  Katie
REFERENCES


(Original work was published 1857-74)


