

AN ASSESSMENT OF PUPIL PROGRESS WITHIN A  
MULTI-MEDIA APPROACH TO THE TEACHING OF  
A UNIT IN GRADE VI SOCIAL STUDIES

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Master of Education

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by

Janice Andria Roch

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JANICE ANDRIA ROCH

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## ABSTRACT

The purpose of this study was to assess a multi-media approach to the teaching of a unit in Grade VI Social Studies which utilized the teaching methods of exposition, directed discussion and discovery. The chosen unit of study was presented to the researcher's class of grade V and VI students.

The unit of study, Westward Expansion, was developed by presenting several multi-media resources and experiences to three social studies groups within the class. Many evaluative techniques were utilized to assess the progress of the social studies program. Such assessment methods were related to the cognitive, affective and psychomotor domains.

The outcome of such an approach to the teaching of social studies were educationally significant. The multi-media approach was beneficial in that the use of varied learning experiences and materials increased opportunities for learning. By using a combination of teaching techniques (exposition, directed discussion and discovery) various abilities and learning methods were accommodated. As well, a positive feeling toward social studies and personal self-worth developed through the use of local field trips and other forms of multi-media. Finally, group interaction, independent work habits and responsibility did develop but were not achieved in totality.

In conclusion, such an approach to the teaching of Grade VI Social Studies is not flawless, but certainly presents itself as being valuable not only for academic development, but also for social development. During times when technology changes our way of life so rapidly, students need to be aware of knowledge and how to handle such knowledge in a problem-solving manner in relationship to man in society.

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## Chapter 1

### THE PROBLEM

#### Introduction

"Although no single approach can continuously motivate students, new technology is rapidly providing a diversity of techniques and materials for bridging the gap between theory and practice."<sup>1</sup>

Multi-media resources are increasingly being utilized in the social studies classroom. The atmosphere of the classroom is one in which learning through multi-media is exciting and interesting; one where through presentation, the student feels he has nearly reached reality and has experienced something that he can relate to. Multi-media brings to the classroom the inaccessible events, things and people far removed in space and time.<sup>2</sup> Exposure to varied multi-media experiences makes it possible for various learning opportunities to occur. Varied resources

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<sup>1</sup> Earl G. Bagley and David A. Piepfy, Simulation Games and Role-Playing: Social Studies for the Elementary School Proficiency Module 6, Department of Social Sciences Education, Georgia University, Athens, ERIC Document ED 073 987, 1972.

<sup>2</sup> John B. Haney and Eldon J. Ullmer. Educational Media and the Teacher. Dubuque: Wm. C. Brown Company Publishers, 1972, p. 20.

create experiences for the learner. These experiences provide a basis for conceptualization to occur. It is not guaranteed as to what the experiences will be in totality, but the use of varied resources is one of guided discovery or guided experiences in which the teacher must assume the job of predicting the behavior of the student. No matter what the teaching strategy, the learning experience is subject to variables which exert their influence.<sup>3</sup>

Experiences which are in the real world are beneficial in creating an environment conducive to problem-solving and critical thinking.

By utilizing a multi-media approach a combination of instructional methods is necessary. The use of many print and non-print materials comprising multi-media needs to take place through a number of teaching techniques. The teacher can control the social studies class completely through exposition, direct class or group discussion while the students participate in the discussion, or lastly the teacher can also have the students direct their own learning by discovering for themselves.

Pure discovery exercises have limited use for the teaching of inquiry. Discovery exercises demand sophisticated students with considerable knowledge of facts and generalizations. In order

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<sup>3</sup> Ibid.

to inquire about cues without direction from the teacher, the students must develop their critical thinking skills to a maximum and have retained a mass of knowledge to trigger and test hypotheses. Without skills and knowledge, no student can discover without the teacher.<sup>4</sup>

Burner argues that discovery is necessary for "real possession" of knowledge, that discovery has certain motivational advantages, and organizes knowledge effectively for latter use, and promotes long-term retention.

Ausubel agrees that the discovery method is necessary for the development of problem-solving abilities but he feels that it is too time consuming to be used efficiently as a primary method of instruction in the classroom. He indicates that exposition plays a large role in classroom instruction and should continue to do so because few problem-solvers can be trained in comparison with the number of people who can acquire a meaningful grasp of various subjects through reception learning (exposition).

Therefore one individual instructional method is thought to be insufficient and a combination of exposition, directed dis-

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<sup>4</sup>Edwin Fenton, The New Social Studies, Holt, Rinehart and Winston, Inc., Toronto, 1967, p. 48.

cussion and discovery are used in this study. By using these teaching methods and exposing the students to many concrete learning experiences (by utilizing multi-media) the greater the possibility for students of varying abilities and learning styles to form ideas, generalizations and concepts in social studies.

#### A Statement of Definitions

The following definitions are explained in specific reference to their use in the study.

Affective Domain. Refers to that area of thinking which involves feelings and attitudes.

Abstract or Formal Level. Refers to the level of thinking which is higher order and has only intrinsic form with little or no attempt at pictorial representation.

Critical Thinking. Refers to the ability to make valid judgements and to apply knowledge following assessment.

Cognitive Domain. Refers to that area of thinking involving knowledge, problem-solving and higher mental processes.

Concept. An abstract or generic idea generalized from particular instances.

Concept Attainment. The ability to remember concepts

and use them in new situations (transfer).

Concept Formation. The process of teaching the connotative aspects of concepts by using a wide range of experiences with a particular concept.

Concrete Level. Refers to the level of thinking involving experiences that occur in reality such as smelling, tasting, seeing and any other learning experience that involves manipulating objects, places or things in order to teach concepts.

Deductive Method of Teaching. Emphasizes the use of authoritative statements of the rules of operation combined with extensive practice or drill. No attempt was made, before practice with the respective processes was begun, to explain why the rules operated to give the correct results. Through the process of working with the rules in many exercises the pupil was expected to gain operative efficiency and to acquire understanding of the principles in the area under consideration.

Directed Discussion. Teaching techniques where the teacher acts as the mediator or director of a discussion while the students are active participants.

Discovery or Inquiry. Teaching technique where learning is done through a problem-solving approach either by inductive or

deductive sequencing of the learning.

Exposition. Teaching technique where the teacher controls the lesson content and presentation while the student participation is at minimum.

Facts. Facts are relatively objective relations among objects, events and concepts--relations which tend to be specific to a time or place and which are so well accepted that there is little or no dispute over their truth.

Generalization. A generalization is a statement of relationships between or among concepts, usually qualified by condition. Generalizations differ from facts in that while facts are based on observation at some point in time, generalizations are based on inference or suggestion.

Inductive Method. Emphasizes the use of exercises in thinking built around familiar situations. Through the use of these exercises, the pupils are expected to discover and understand the fundamental principles and relationships to be learned. The use of numerous practice exercises to bring about efficiency in the operations is supposed to follow discovery.

Multi-Media. All available resources of the school and community including print and non print-materials.



Psychomotor Domain. That area of thinking related to motor action directly proceeding from mental activity.

Statement of the Problem

The teaching of social studies in the elementary grades requires the use of many concrete experiences by using all available multi-media resources. It is important that multi-media material be pre-viewed and evaluated by the teacher before it is used in the classroom as some of the multi-media resources may not be suitable for a particular class or ability level.

A combination of teaching methods (exposition, directed discussion and discovery) should be utilized throughout a unit of study in social studies. Which method to use would depend on what topic is being taught and what types of activities the teacher wants to emphasize. To provide a variety of approaches should help accommodate varying student needs.

The problem is one of assessing a multi-media approach to the teaching of a unit in Grade VI Social Studies which utilizes exposition, directed discussion and discovery as teaching methods. By using multi-media and three methods of instruction, many learning opportunities are developed. Assessment is to be done by utilizing the following forms of evaluation; (1) sociometric test (2) social and academic skills checklists (3) students' checklists

(4) personality inventory (5) pre-test and post-test (6) field trips (7) large (class) and small group discussions (8) multi-media resources (9) resource personnel (10) student evaluation of multi-media resources (11) samples of note taking (12) samples of written assignments (13) creative writing samples (14) social studies plays (15) project study questions (16) art (17) book selection during free reading periods and (18) researcher's evaluation of student improvement.

#### Limitations

1. The ideal situation would have been to observe each of the twenty-eight students during every social studies class partaking in as many multi-media activities as possible for the eight week time period of the unit, but the teacher and the researcher were one in the same person and she was only able to observe one group specifically per day.
2. The descriptive observations of this study and the choice of multi-media were made by the classroom teacher, thus making the interpretation of the unit subject to possible bias.
3. The incoming Grade V students may have had substantial background knowledge about the historical develop-

ment of Manitoba or they may not have had such knowledge depending on what project topics were chosen and developed from the Grade V Social Studies Curriculum.

4. Only one unit of study from the Grade VI Social Studies Program was chosen for presentation in this thesis work. Had another unit been chosen, the observations of academic and social skills may have been greatly different.

#### Potential Outcomes

1. Group effectiveness will develop from students working in group situations as they will discover that an enormous amount of give and take is essential. The leader in each group assumes some responsibility for group cohesion.
2. By using a combination of teaching techniques (exposition, directed discussion and discovery) various student needs and abilities will be accommodated. The use of such methods will provide necessary confidence for even the weak or quiet student.
3. A positive feeling toward social studies will develop by the use of local field trips and other forms of

multi-media.

4. Individuals as well as groups will develop themselves independently by utilizing the multi-media resources provided for them or sought out by themselves. The students will progress in their ability to be responsible for use of equipment and materials, completion of assignments and responsibility to one another.
5. Personal self-worth will be developed by such an approach (multi-media). Each student in a group will be assigned a particular set of study questions to complete or have a job to accomplish for the group leader. By having discussions within the small group setting, individual feelings will be brought out into the open and dealt with accordingly.

#### Importance of the Study

In reviewing the Manitoba Department of Education Curriculum for Grade VI Social Studies, it seems evident that many resources in the form of outdoor education, audio-visual materials, drama and resource personnel are all necessary in developing learning opportunities.

Students and teachers are living in a highly sophisticated society. Much of the learner's experience outside the school

environment is in mediated form. By the end of high school it is estimated that the student will undergo 15,000 hours of television experience, 500 hours of motion picture exposure and will only experience 11,000 hours in the classroom.<sup>5</sup>

Today the text book as the mainstay of education is being challenged. The print culture is being supplemented by a vast quantity of varied media including those already mentioned. By re-living the past in drama, in creative writing, in the outdoors and the like, students will have greater opportunities to be able to relate better to what happened in the past as well as to what is happening in the here and now.

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<sup>5</sup> Ibid., p. 1.

## Chapter 2

### REVIEW OF THE LITERATURE

#### Introduction

An examination of the literature investigating concept formation in the teaching of social studies reveals a concern with three major questions: 1) What is a concept and how does concept formation in thinking occur? 2) Can an inquiry approach applying multi-media resources to the teaching of Grade VI Social Studies enhance concept formation? Although some research regarding concept formation and attainment is not in complete agreement, many studies do indicate that concepts are learned developmentally and that inquiry procedures of teaching in a problem-centred conceptually-based curriculum do enhance the formation of concepts. 3) What are observational techniques in educational research and why are they used?

The following review of literature is divided into three sections. The first section presents findings of studies related to concept formation and the thinking process. The second section deals with studies which have investigated the relationships between formation and the application of the inquiry method in the teaching of social studies. Both sections include investigations related to

the formation of concepts which is the basis for the case study in this thesis. As this study describes the reactions of students in a descriptive evaluative form during presentation of a unit of study from the Grade VI Social Studies Curriculum, a third section discussing observational techniques in educational research is included.

### CONCEPT FORMATION AND THE THINKING PROCESS

A concept is a unitary idea, usually labelled with a single word. Principles relate concepts to each other and have a high degree of generality across settings and times. Facts are relatively objective relations among objects, events and concepts, relations which tend to be specific to a time or place and which are so well accepted that there is little or no dispute over their truth.<sup>1</sup>

Jerome Burner states, "The working definition of a concept is a network of inferences that are or may be set into play by an act of categorization" while Byron C. Massialas and C. Benjamin Cox say, "A concept may refer to a logical structure which groups objects or phenomena within one class or category."<sup>2</sup>

A social studies concept is a word or phrase which generally has two levels of meaning associated with it, the denotative and the connotative levels. The denotative level is the dictionary definition

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<sup>1</sup> Vincent N. Campbell and Others, "Plan Social Studies: The Match Between Long-Range Objectives and the 1970-71 Curriculum," ERIC Document ED 045 491, July, 1970.

<sup>2</sup> Barry K. Beyer and Anthony N. Penna, eds., Concepts in the Social Studies, ERIC Document ED 049 151, 1971.

of the word. The connotative level is a higher level of meaning which students must be trained to understand.

The process of teaching the connotative aspects of concepts is called concept formation. This process requires introducing students to concepts over long periods of time in varied settings so that they will discover for themselves the diverse connotations of a concept.<sup>3</sup>

Concepts are obtained through a refined and continual process of discrimination and organization of factual data. Both discrimination and abstraction of an essential or characteristic in one set of experiences and generalizations are involved in the acquisition of concepts. The process may or may not be conscious. A fully adequate concept involves recognition of its defining attributes (the similarities among the members composing the class of objects or events involved in the concept), the differences that can also be encompassed within the class, and finally the recognition of possible multiple class memberships.<sup>4</sup>

It is unusual for an individual to form or learn a concept by being presented with the definition only. Experiences are the basis

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<sup>3</sup>Robert H. Watford, "Resources in Social Studies for Elementary Teachers," ERIC Document ED 081 690, August, 1973.

<sup>4</sup>"Research Needs in Geographic Education: Suggestions and Possibilities." Geographic Education Series, No. 7 (1967), 52.



for concept formation, and without a wide range of experiences with a particular concept, that concept will not be fully developed.

Both concrete and abstract concepts may require the teacher to give definitions and verbal examples. However the more concrete concepts there are, the fewer the problems in teaching. If the learner can taste and smell an object, then it will be easier for him to comprehend the object than if he only hears about the object.

Seldom do we experience all of the attributes of a given concept. Our understanding of any concept is continually growing and changing over time. Yet all concepts have certain key attributes that must be acknowledged before the concept is formed by the individual.

Concepts differ in the size of the area they embrace. While some cover a wide spectrum, others cover a relatively small field. It becomes even more complex when one realizes that a concept may be part of an even larger concept. It is not proper to infer that there is any relationship between the magnitude of a concept and the complexity of it. What one eventually has is a hierarchy of concepts, all of which may be interdependent.<sup>5</sup>

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<sup>5</sup>Barry K. Beyer and Anthony N. Penna, eds., Concepts in the Social Studies, ERIC Document ED 049 151, 1971.

A concept isolates from experience the common attributes that identify objects and events. It is flexible as it is host to a variety of facts fitting it.

Concepts help us focus our attention on specific things in experience and are employed as the variables or constants in our generalizations. Without the formulation of statements of connection between concepts, communicating or testing generalizations would not be able to be made.

Concepts cannot be given by one person to another at any level higher than that of simple recognition. Teachers can identify a concept for students and expect them to know it on the cognitive level of recall, but teachers cannot expect students to internalize it to understand all of its various interrelated facts and ramifications by simply labeling it.<sup>6</sup>

Concept teaching means helping learners invent or develop their own mental images of a particular concept. It involves neither pure exposition on the part of the teacher nor pure discovery on the part of the student, but a mixture of both. Students need to work with examples of what-ever they are conceptualizing about, and these examples must include positive and negative

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<sup>6</sup>Ibid., p. 43.

illustrations of the essential facts of the concept.<sup>7</sup>

Deductive as well as inductive learning must be employed. Students seek out features that should exist given a definite description of a concept and also generate or induce other features as they study further examples of the concept.<sup>8</sup>

Concepts develop from the concrete to the abstract as the learner draws from his experience a general idea apart from the particulars he has noted. Building up the child's background of experiences is of tremendous importance.

Not every concept is learned solely in a formalized, pre-arranged school setting. The school environment is in many ways continuous with the out-of-school environment. Concepts are learned partly in school and partly out of school.

What is actually going on in most school learning of concepts is a process that combines in some way deductive and inductive features. Descriptions and definitions provide the deductive elements of the process. The several parts of a description

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<sup>7</sup>Ibid., p. 49.

<sup>8</sup>Ibid.

of definition specify the attributes of the concept. The order in which these specifications are arranged in the description and presented to the student may have something to do with the ease of concept attainment, particularly in the case of complex concepts with many attributes and complex interrelationships. As yet there is no well-founded generalization about the order in which the critical attributes for a concept should be presented.<sup>9</sup> Inductive elements are provided that use familiar situations in order for the students to discover and understand the fundamental principles and relationships to be learned. Both the use of inductive as well as deductive learning allows learners to develop concepts.

A curriculum based on concepts will be more stable through time than one based on facts because concepts remain stable and relevant to life and living. Concepts serve to organize vast quantities of facts or information by organizing the social studies around a conceptual framework and emphasizing the teaching of concepts rather than facts.

In order to develop concepts, Bloom's Taxonomy of the thinking process needs to be studied. According to Bloom there are three domains in which educational objectives may be categorized; the cognitive, affective and the psychomotor. All three

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<sup>9</sup>Ibid., p. 58.

domains will be dealt with during the study.

The taxonomy, in the cognitive domain, is ordered in a hierarchial manner from the simple to complex. A student cannot comprehend unless he knows, as he cannot apply unless he comprehends. Also the taxonomy provides for the concrete to abstract principle in respect to the task presented.

At the lowest end of the cognitive domain the thinking skill of acquisition of knowledge: (remembering) is located. There are three types of knowledge: knowledge of specifics, knowledge of ways of dealing with specifics and knowledge of the universal abstractions in the field.

The second thinking skill deals with comprehension which is probably the largest general class of intellectual abilities emphasized in social studies. It can be considered a transitional category between simply remembering and using higher mental processes in novel or new situations. The student needs to know an abstraction well enough that he can correctly demonstrate its use when he is asked specifically to do so. Three forms of comprehension are translation, interpretation and extrapolation.

Application is the third thinking skill towards more complex reasoning on Bloom's Scale. Here the student, given a new problem, will apply the appropriate abstraction (principle, general-

ization process or procedure) without having to be prompted as to which abstraction is correct without having to be shown how to use it in that situation.

The fourth thinking skill is analysis which emphasizes the breakdown of material into its constituent parts, the detection of the relationships of the parts and of the way they are organized. Both content and form are dealt with.

Synthesis, the fifth thinking skill, is the cognitive process of combining elements and parts so as to form a whole, and should yield a product which is greater than the sum of its parts. This category provides freedom for creative behavior on the part of the learner and has most emphasis on uniqueness and originality within the scope of some particular conceptual framework.

The last and highest of the thinking skills is evaluation which includes the process of making judgements concerning the extent to which particulars are accurate, effective, economical and satisfying.<sup>10</sup>

The affective and psychomotor domains are both related to the cognitive domain. Knowledge, feelings and attitudes, and the development of motor skills (art and drama) are all inter-

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<sup>10</sup> Benjamin S. Bloom, (ed.), Taxonomy of Educational Objectives: Cognitive Domain, New York: Longman Green, 1956, p. 5-39.

related.

By a series of gradual steps of which investigators are not fully aware, children develop and are able to manipulate an ever increasing array of adequate concepts. Research such as that of Bruner (1956), Piaget (1950), Szeminska (1962), and Vygotsky (1962), suggests that thinking is learned developmentally. It is a continuous development of an increasingly complex mental organization with which to view the world and to solve problems.<sup>11</sup>

The sequential organization of learning experiences through a unit of work and in each lesson is of prime importance. Optimum learning demands the sequencing of activities and lessons in such a way that each student is able to organize materials, analyse a situation, synthesize and formulate hypotheses. Thinking is learned. Learning experiences must be organized in a sequential order to maintain continuity in learning from concrete to abstract and from simple to complex learning.

Sequential lesson development is demonstrated by Taba in Teacher's Handbook for Elementary Social Studies, as she builds lessons around three main parts, the opener, the develop-

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<sup>11</sup> Norman E. Wallen and Others, "The Taba Curriculum Project in Social Studies," ERIC Document ED 040 106, October, 1969.

ment and the conclusion. The opener should offer an opportunity for the child to classify information in such a way that he is able to make the transition from one main idea to the next. The development of the lesson should involve several inductive sequences moving from the concrete to abstract. The conclusion should consolidate learning and should not be a review of work already taken. The student applies, assesses and evaluates what he has learned. The task of instruction is to provide systematic training in thinking and to help students acquire the cognitive skills that are necessary for thinking autonomously and productively.

Concepts are formed as students respond to questions that require them to enumerate items, to find a basis for grouping items in some respect, to identify the common characteristics of items in a group, to label the groups and to subsume items that they have enumerated under those labels. As a part of this process they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be. It is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items and devise the categories. It is also important for students to discover that any item has many different characteristics and therefore can be grouped in



many different ways.

Evidence of Bruner (1956) and Hunt (1961) has accumulated that elementary students are capable of a higher level of cognitive functioning than has often been assumed. When cognitive processes are emphasized systematically and taught inductively through the use of appropriate concrete instances and episodes, it is found that higher levels are possible.<sup>12</sup>

Investigators such as Goldstein (1966), Lowry (1963), Kaltsounis (1961) and Penner (1967), all concluded that elementary school children possess a higher degree of knowledge of social studies information and concepts than is generally supposed.<sup>13</sup> However Mugge (1968) is of the opinion that evidence of pupils' acquisition of information may mislead the teacher to overlook their lack of ability to systematize, store and use such information.<sup>14</sup>

Sixth grade pupils were subjects in an investigation by Schiele (1961), who studied their ability to explain conceptions of common terms appearing in a sixth grade text. Pupils tended

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<sup>12</sup> Ibid., p. 4.

<sup>13</sup> Maxine Dunfee, "Elementary School Social Studies: A Guide to Current Research," ERIC Document ED 043 552, 1970.

<sup>14</sup> Ibid., p. 26.

to score higher on a multiple choice test of understanding than they did when they were asked to define the same concepts with concrete objects. Children of higher intelligence had less need of concrete objects to express their ideas than pupils of lower intelligence.<sup>15</sup>

Mental age provides a rough index to the child's ability to comprehend a certain topic. Also the kinds of experience a child has had and the ways these experiences contributed to his conceptual repertoire are equally important.

Towler and Nelson (1968), after a study of children from each grade level in a Canadian school system, concluded that children do not develop a concept of scale before the age of ten or eleven, even though they are frequently presented with map situations which require such knowledge at an earlier age.<sup>16</sup>

Basic concepts introduced in early grades are spiraled to more advanced levels of complexity as the child moves through the grades.

Concepts are key ideas that have high transfer value and are long lasting. Much factual information is not retained for a long period of time, whereas the basic concepts are retained on

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<sup>15</sup>Ibid., p. 28.

<sup>16</sup>Ibid., p. 32.

a permanent basis.<sup>17</sup>

#### THE INQUIRY METHOD TO CONCEPT FORMATION

Concept meanings need to be developed. The learner uses specific facts and details to arrive at more general conclusions (inductive sequencing of the learning). The reverse may also be possible having inquiry teaching follow a deductive sequence where the learner would use a statement as a working hypothesis and then gather specific data to support or reject it.

There is good evidence now that concept learnings achieved through a problem approach in the elementary school years are remembered longer and are better available for productive new use (transfer) in new situations. Skills of inquiry and productive thinking must be practised to be learned.<sup>18</sup>

Social studies lends itself to a problem-solving approach. Questions that stimulate thinking, that are open ended and that encourage alternate solutions, help children experience involvement, excitement and fun in a learning experience.

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<sup>17</sup> John Jarolimek, "New Challenges in Social Studies Education," *Wilson Library Bulletin*; 49:2 ERIC Document E J 104 609, October, 1974.

<sup>18</sup> Richard E. Gross and Raymond H. Muessig, eds., "Problem-Centred Social Studies Instruction: Approaches to Reflective Teaching," ERIC Document ED 051 058, 1971.

Simple recall is the lowest cognitive level and is often the least interesting and beneficial form of learning. The use of inquiry teaching strategies calls for greatly expanded learning sources to be available to the pupil.

Providing opportunities for pupils to gather the facts and to generalize from them makes possible comprehension of significant adult generalizations from various subject matter categories. When the separate facts can be brought together during processes of organizing and classifying data through multi-media, the relationship can be readily perceived and the inferences made.<sup>19</sup>

A multi-media approach can provide learning experiences for children of varying abilities and interests, while the textbook approach is not always as flexible and does not develop the same depth of understanding. In a multi-media approach students make use of all available resources of the school and community. As the pupil assumes increased responsibility for finding things out for himself, he has a need for many and varied data sources besides the textbook such as informative fiction in which historical events are reconstructed around a fictionalized story or

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<sup>19</sup>Robert W. Reynolds and Others, "Guiding Children Through the Social Studies," ERIC Document ED 044 317, 1964.

plot, poems, biographies, historical documents, non-fiction history and locally produced materials. The pupil will also need to make use of a variety of non-print materials including pictures, films, charts, maps, filmstrips, interviews, resource persons and trips to museums and other places of interest.<sup>20</sup>

Filmstrips and other materials may be made available for students to gather information individually or as a group project in the classroom or the school library. Current events are best related to social studies content areas. News items should be used to compare versions of the same event to stimulate critical thinking and to increase children's sensitivity to propaganda. The daily reading of randomly selected news clippings has little value.<sup>21</sup>

Teacher-prepared materials need to be used when printed information is at a too advanced reading level. According to Arnsdorf's study (1964), the fact that even competent readers had difficulty with social studies materials used, reinforced the idea that pupils must be taught specifically how to read social

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<sup>20</sup>Maxine Dunfee, "Man in a Changing World," Social Studies Evaluation, National Council for the Social Studies, 35th ed., ERIC Document ED 048 045, August, 1970.

<sup>21</sup>Ibid.

studies materials.<sup>22</sup>

Systematic instruction in the use of research procedures needs to be taught to the students as does discussion methods and interpretation of findings. Students also need to be helped in organizing and sharing information and analysing data.

It is difficult to generalize about employing media in concept learning. The selection of media for concept learning must depend upon the critical attitudes of the concept and the capabilities of particular media to act as vehicles for presentation to the learner.

Concepts that have direct, physical referents are likely to benefit from still projections using slides and filmstrips, while motion pictures are most effective in teaching such concepts as momentum and elasticity. Abstract concepts like inflation might be better taught with some graphic support in the form of charts and graphs rather than with realistic pictures.

Ingli (1961) confirmed earlier research which showed that pupils profit from film techniques. After subjecting fourth and fifth grade pupils to both film and non-film techniques, the researcher found that the film technique increased factual learning

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<sup>22</sup>Maxine Dunfee, "Elementary School Social Studies: A Guide to Current Research," ERIC Document ED 043 552, 1970.

and vocabulary for both groups.<sup>23</sup>

Arndorf (1964) found map overlays useful in developing map skills and graphic understanding. Gains made by the children were even greater than expected.<sup>24</sup>

Based on a study of middle grade children, Fortess (1959) devised a guide to the use of paintings as resources in social studies. She found that paintings which depicted real life situations were more effective than those which were more abstract in content.<sup>25</sup>

Hardy (1967) and Forster (1960) designed studies to evaluate field trips as an aid to concept formation and found evidence of the value of the direct involvement in the discovery process.<sup>26</sup>

Dufty (1966) studied the values of using folksongs in social studies. Judging from this pre-experimental study, the investigator concluded that folksongs can provide insights into the life of the ordinary man, can help to fill in his written history and can develop appreciation for other people.<sup>27</sup>

Mountain's study (1960) of educational games confirmed his belief that well-selected educational games can be effective

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<sup>23</sup> Ibid., p. 61.    <sup>24</sup> Ibid., p. 62.    <sup>25</sup> Ibid.    <sup>26</sup> Ibid., p. 63.

<sup>27</sup> Ibid., p. 68.

teaching aids, can provide purposeful learning experiences and can stimulate and hold pupil interest.<sup>28</sup>

Role playing and simulation games have been identified as effective instruments for concept development. What is involved is the construction of a model which may be symbolic (pictorial, verbal) or physical and presents all or some aspects of a social or psychological process.<sup>29</sup>

Simulation is a very useful device for exploring verbal theories and testing hypotheses. By simulating the significant variables it is possible to explore such phenomena by experimenting with the simulated system. In these simulations students make decisions, handle data and experience consequences comparable to those which occur in the real system.

What a simulation game does in the social studies area is to provide such a structure of action, one within which the information the student learns can be located and fixed in his memory.

Role playing or sociodrama, which is a form of group problem-solving, focuses on handling data (a problem situation), making tentative decisions in choosing among alternatives, ex-

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<sup>28</sup> Ibid.

<sup>29</sup> "Elements: Translating Theory into Practice," Vol. II, No. 7, ERIC Document ED 051 047, March, 1971.



periencing consequences (going through enactments in which consequences are delineated) and making final decisions (choosing in the light of consequences).

A player's role in a game consists of a structure of inter-related actions toward a goal. Learning of this structure of actions, and their relation to the larger structure of actions of all the plays, constitutes learning both the whole and the relation between the parts. This structure of action, once learned, becomes a structure to which relevant information is assimilated. Thus the information, when it is assimilated, is not merely "learned". It is fitted into the structure of action in such a way that it facilitates achieving a goal. Thus the game provides a structure which Bruner argues is so important to retention and usability of information. The structure learned in this way is even more deeply embedded than one that is learned only cognitively.<sup>30</sup>

Dramatic play provides the teacher with an opportunity to check on the accuracy of children's concepts and to help children identify emotionally with the people, their life activities and the time and place involved.

The teacher's primary objective is to guide the evaluation

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<sup>30</sup>James S. Coleman, "Academic Games and Learning,"  
ERIC Document ED 049 966.

of the play in such a manner that the children will feel the need for more accurate and detailed information, so that they can better identify with the time and people as they resolve the problems that emerge through the play.

In the use of this technique both question-solving and problem-solving develop and permit experiences with a wide range of problems.

When the social studies curriculum is designed around experience units, children engage in many on going enterprises within which many problems reside. Children who are constructing on the classroom floor a miniature community which they will use for exploring community activities and relationships, are inevitably faced with planning, construction, inter-personal relationships, searching for answers to questions and human relations problems. These problems become real for children because they satisfy children's needs to explore and reconstruct the adult life around them in active ways. They are multi-sensory and involve the child as a totality.<sup>31</sup>

Making models causes students to face intellectual tasks

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<sup>31</sup> Richard E. Gross and Raymond H. Muessig, eds., "Problem-Centred Social Studies Instruction: Approaches to Reflective Teaching," ERIC Document ED 051 058, 1971.

(conceiving and planning), physical ones (handling materials) and social ones (getting along in groups or sharing ideas and materials).

Because work in small groups is basic to social studies, the teacher and children must plan carefully before dividing into committees. To ensure success the first experiences should be carefully structured by the teacher. The role and responsibilities of the group leader, the recorder and the committee members must be discussed and then posted for easy reference and evaluation. Committees should be heterogeneous and newly formed for each activity.<sup>32</sup>

The teacher may set the stage, then step aside as the children take hold and take their own next steps and face or sense a problem.

If the teacher is focused upon teaching children primarily information in expository form such as chapters in books and workbook exercises, there will be few opportunities for genuine problem situations to emerge. If however the curriculum involved children in broad social studies' enterprises (experience

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<sup>32</sup>Maxine Dunfee, "Man in a Changing World," Social Studies Evaluation, National Council for the Social Studies, 35th ed., ERIC Document ED 048 045, August, 1970.

units, community and school service projects) which require decision-making, group work experiments exploring life processes and inquiry-centred projects, the opportunities for problem-solving are greatly increased.

Involvement in inquiry learning provides the pupil with many opportunities to develop sub-skills directly related to the development of thinking abilities. Inquiry means that the pupil must learn to ask appropriate questions. He must also learn to propose sensible and plausible hypotheses, make many choices in selecting relevant informational sources and data, perceive relationships and make conclusions and generalizations based on those relationships.

The fore-going statements have created a basis for applying the inquiry approach to concept formation in teaching. The rationale underlying this approach to the unit of study to be presented, is that the inquiry approach is crucial to adequate concept formation in the teaching of social studies. The availability of multi-media resources to the teacher provides him with the necessary tools to stimulate an environment of learning through inquiry. In co-operation with inquiry the teaching methods of exposition and directed discussion are essential, but only used at the very minimum deemed necessary. The prominence of inquiry teaching in

concept formation will come to the undivided attention of educators only when ... "until at least we see that time and man's thoughts go on endlessly-: only the names are changed. Yesterday might be Today and Tomorrow is their twin Brother. We are all pawns in the hand of Time."<sup>33</sup>

### OBSERVATIONAL TECHNIQUES IN EDUCATIONAL RESEARCH

Observational techniques in educational research including checklists, sociometric techniques, personality and interest inventories, and the like, are very necessary in assessing pupil progress in a unit of study.

The observer in such a study must be informed of the techniques to be used in observing certain items as well as the purpose of using these techniques for assessment.

An observer or observers will be noticed by the students and they will wonder what he is doing. Therefore the students should be made aware of the fact that the observer(s) will be present in the classroom at certain times and that he or they will be recording information.

It is probable that information obtained by large teams of

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<sup>33</sup> Robert L. Cornish, "The Social Studies in the Elementary School," ERIC Document ED 048 052, 1958.

observers is less valid than scores obtained by a solitary observer, because the sample of behavior is smaller. Another factor is that when several visitors go into a classroom one at a time, the teacher and the class have more opportunity to become accustomed to being observed. Subjective impressions reported by observers indicate that after six or eight visits (at the most) even the teacher appears to forget that the observer is there.<sup>34</sup>

Observing the phenomena as they exist in the classroom, recreation centre, or camp is the only way to examine and analyze the factors that are associated with their occurrence. Making observations in a dynamic, ongoing situation, however, is much more difficult than observing a few isolated variables in a rigidly controlled lab experiment.<sup>35</sup>

Before setting out to observe any type of behavior within the classroom, the researcher must isolate the problem that he wishes to observe. Once this has been done the researcher can decide which items (behaviors) are necessary to be observed, how the information is going to be collected and what use is going to

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<sup>34</sup> N. L. Gage ed., Handbook of Research on Teaching, American Educational Research Association, Rand McNally and Co., Chicago, 1963, p. 301.

<sup>35</sup> Deobold B. Van Dalen, Understanding Educational Research: An Introduction, University of California, McGraw-Hill Book Co., Toronto, 1973, p. 253.

be made from the gathered data.

The choice of the aspects of behaviors to be recorded in a particular study depends on the purpose of the study. This process of selecting the behaviors to be recorded is essentially one of identifying a limited range of behavior related to the purpose of the study and of constructing categories or items to be used by the observer.

For actual collection of information, the length of each observation period will depend upon the nature of the information being collected. Generally twenty to thirty minutes will be spent at one time observing within an elementary school classroom.<sup>36</sup>

One form of constructing observational items, the sign system, is to list beforehand a number of specific acts or incidents of behavior which may or may not occur during a period of observation. The record will show which of these incidents occurred during a period of observation and, in some cases, how frequently each occurred.

A superficial similarity exists between a sign and what Flanagan (1949) has called a "critical incident". The similarity

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<sup>36</sup>N L. Gage ed., Handbook of Research on Teaching, American Educational Research Association, Rand McNally and Co., Chicago, 1963, p. 304.

seems great enough, however, to allow the methods he uses in collecting such incidents conceivably to be used in collecting ideas for behavior items. The important difference between the two is that instead of using the reported incident to get ideas for constructing rating scales, the sign conductor would incorporate the incidents themselves into behavior items on the schedule, so that occurrences of the incidents could be recorded.<sup>37</sup>

Lists of items of behavior to be checked according to their occurrence are extensively used not only in educational evaluation but in many other situations. As used in education, a checklist usually consists of a list of traits or behaviors, such as work habits or skills, on which one checks those manifested by the individual being considered.

Another observational technique is the sociometric test which elicits responses from members of a defined social group about each other. These responses, usually have direction such as like, neutral, or dislike and are often presented in some diagrammatic or matrix form called a sociogram.

The relevance of sociometric methods to research on teaching arises from the fact that the classroom holds a social

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<sup>37</sup> Ibid., p. 301



group. The structure and dynamics of classroom groups are not too well understood but have recently been the focus of an increasing amount of research. That the social interactions within the classroom have significant bearing on the teacher's effectiveness is well established.<sup>38</sup>

A considerable number of self-report instruments variously labeled as personality schedules, problem and interest inventories, preference schedules, attitude scales, opinion questionnaires, and the like, all have in common the essential property of requiring the respondent to make and record judgements concerning himself or some other subject.

A number of studies have been concerned with the stability of the preference values. A. L. Edwards (1957), Ghiselli (1954), Gordon (1953), Maher (1959), Rundquist, Winer and Falk (1950), and Uhrbrock (1950) all report great stability of preference values even over considerable periods of time.

Another method of observing students is by interviewing them. Children must be able to feel comfortable with the adult interviewing them. Wording of questions for children can be rather tricky. "It is often surprising to find that there is a

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<sup>38</sup> Ibid., p. 343.

difference between what one believes he is telling students (verbally and non-verbally) and what they believe is being told."<sup>39</sup>

Related to the observational technique of interviewing is the discussion group. During discussion sessions mechanical recordings can be useful in observing classroom behavior. Transcripts of sound recordings were used by Huges (1959) and Smith (1959), in the development of category systems for classifying behaviors.

It is essential that the behaviors be coded and recorded as soon after they occur as possible so that if there were any difficulties noted, plans could be made for modification of observational techniques to be used the next time.

"It is known that many factors can affect memory and may seriously distort a record made in retrospect."<sup>40</sup> Perceptions are subject to distortions because of the observer's emotions, motivations, prejudices, sense of values, physical conditions and errors

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<sup>39</sup>Ruth Anne Olson, Internal Evaluation Techniques for Teachers, "What's Going on Here," Minneapolis Public Schools - University of Minnesota Teacher Centre Project, Minneapolis, Minnesota, 1976, p. 20.

<sup>40</sup>N. L. Gage ed., Handbook of Research on Teaching, American Educational Association, Rand McNally and Co., Chicago, 1963, p. 301.

of inference. Information gathered must be written as it really appeared not in a "doctored-up" manner, as the information in this state is of little or no value.

In summary, an observational technique which can be used to describe classroom behavior is one in which an observer records aspects of classroom behaviors as they occur, with a minimum of quantification intervening between the observation of a behavior and the recording of it. Behaviors are recorded in the form of tallies, checks, or other marks which code them into pre-defined categories and yield information about which behaviors occurred, or how often they occurred, during the period of observation.

"Direct observation should play a crucial part in the most fundamental kind of research on teaching - the search for effective patterns of classroom behavior."<sup>41</sup>

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<sup>41</sup>Ibid., p. 249.

## Chapter 3

### PROCEDURE (DESIGN OF THE STUDY)

This study involves a description of observations made during a unit of study in the Grade VI Social Studies Program in which a multi-media teaching approach was to be used. To help ensure that students grasped ideas and were able to use these ideas in problem-solving situations, a combination of teaching techniques (discovery, exposition and directed discussion) were to be applied.

The subjects of this study were ten and eleven year old grade V and VI students of varying abilities who came from middle class (professional) homes. Assuming that these students were operating mainly at the concrete level, the social studies unit presented was to be introduced by utilizing the realm of the concrete and then gradually moving out to the more abstract realm. The students were to be exposed to the social studies unit by being involved in many experiences. (A description was to be made of the procedures used in these experiences). The experiences referred to are field trips, discussions, drama, mural making, reading materials, art and creative writing, note taking, doing written assignments, doing project study questions, using

audio-visual materials and equipment and use of resource personnel.

Pre-visits were to be made to each field trip site by the researcher and advance research at the Provincial Archives helped to develop a set of sixty-seven slides related to historical Western Canada. As well, zeroxed pages from the diaries of settlers and explorers added to the development of the unit. Many films, filmstrips, records, audio and video tapes, pamphlets, booklets, multimedia resource kits and jackdaws, (Jackdaws are folders containing duplicates of documents and maps and letters belonging to explorers, as well as other historical information), were chosen from the Department of Education Library, the Faculty of Education Library, the Library Services Centre of the Winnipeg School Division and the researcher's school library.

The unit of study was to span a time period of eight weeks in the early fall. Social studies was to be taught on the average four times a week, depending on holidays, in-service days and the six-day cycle.

At the outset of the unit reasons for studying the grade VI unit, Westward Expansion, at this time of year were to be told to the class. The students were to be informed that studying the unit in early fall would help them get to know their peers in a group situation. They were also to be informed that the unit

of study overlapped both grades' social studies programs and that the field trips would be more feasible at that particular time of year.

A sociometric test was to be used to create three groups of students for this project. Time was to be set aside for an explanation of the purpose of these three groups. The students were to be told that the groups formed would be maintained only for the subject, social studies. They were to be asked to choose, in order of preference, three students that they would like to work with, keeping in mind that they would be responsible for doing study questions and other activities such as making models or murals and doing plays within a group setting. The students were to be then asked to explain why they chose each student.

The second question to be asked the student was to name anyone in the class whom he found impossible to work with. As the group sizes were nine, nine and ten, and after choosing three favorites, it would be necessary to combine groups of threes as well as those not chosen, with a particular group.

Responding to the third and final question the student was to comment as to how he worked in a group situation. He was to take into consideration whether he concentrated well, completed an assignment or behaved.

The same form of sociometric test was to be administered at the end of the unit to see if the student changed his choice of group members, to indicate reasons for such a change and if work habits changed in any way.

In order to assess such a unit various methods were to be used. Checklists measuring academic and social skills were to be constructed. Each student was to record on a social skills checklist only every Friday by making a check (✓) or an 'x' beside the skill that he felt had been mastered during each of the eight weeks. The researcher was to record checks and x's on both checklists each day social studies was taught. Only one group was to be observed in detail daily and a group rotation was to be set up to accommodate the three groups. In total each group was to be observed nine times.

Social skills and academic skills develop together, not one as a separate entity from the other. In choosing items to be included in the checklists the researcher took into consideration the following criteria: 1) It is important that students learn how to work in a group situation. 2) Students need to be exposed to many different learning materials and experiences. 3) Working responsibly and independently develop through opportunities provided by the learning situation. eg., discussion groups, making

murals and play scripts, etc., and 4) academic skills of note taking, research skills, creative writing and the like, are important in that they are necessary for the communication of ideas.

The following is the list of items on the academic skills and social skills checklists, their relationships to the multi-media resources and the methods of evaluation that were to be used. Most items were to be evaluated between five and nine times during the course of this study. In the following list of skills 'a)' refers to skill, 'b)' refers to the relationship to a multi-media resource and 'c)' refers to method of evaluation to be used. In some cases 'b)' was to be omitted as the skill was not directly related to a multi-media resource.

#### Social Skills

- 1 a) I take part in activities and discussion
  - b) activities are field trips and using audio-visual equipment  
on own
  - c) class discussions and small group discussions which are taped
- 2 a) I volunteer for committee work
  - b) --
  - c) researcher's observations



- 3 a) I work well independently
- b) --
- c) knows what is to be done and proceeds without asking questions unnecessarily
- 4 a) I asked questions when I was unaware or did not know
- b) --
- c) knowing the academic background of each student and his work habits and social behavior, as well as the circumstances when the questions were asked, the researcher is able to make judgements related to this skill
- 5 a) I pay attention to directions and listen attentively during class discussions and lessons
- b) --
- c) does student chat to friends or play with objects found in desk?
- 6 a) I enjoy doing social studies assignments and projects
- b) uses filmloops, filmstrips, articles displayed on bulletin boards; asks teacher for help and suggestions; reads social studies texts during free reading periods; uses social studies texts during social studies class; takes notes even when not required during film or field trip

- c) observes use of above
- 7 a) I am interested in using filmstrips, pictures, transparencies and other materials during social studies classes
- b) use of resources above
  - c) researcher's observations
- 8 a) I like to work in groups
- b) --
  - c) those who cannot cope in a group will be noticeable; those who seem to get along and cooperate with others would appear to like working in groups
- 9 a) I think our group got along quite well and did a good job while working in groups
- b) --
  - c) cooperation among all members; completes task assigned; working conscientiously
- 10 a) I am interested in learning about what happened in the past
- b) use of multi-media resources other than texts
  - c) indicates orally or in written form positive feelings towards field trips, assignments, audio-visual aids etc.
- 11 a) I concentrate on the job at hand working promptly and try to keep committee conversation on the topic being covered

- b) --
  - c) student should not be easily distracted; he completes his work in good time and he does not have to be told by the teacher to get on with the job
- 12 a) I share ideas and materials with others
- b) --
  - c) from observation
- 13 a) I am courteous and helpful
- b) offers to show film or filmstrip using audio-visual equipment or helps distribute lessons materials
  - c) from observation
- 14 a) I listen to the other fellow's ideas and settle disagreements reasonably
- b) --
  - c) from observation
- 15 a) I am willing to abide by group decisions
- b) --
  - c) direct observation
- 16 a) I take turns in being a leader and a follower
- b) --
  - c) direct observation

- 17 a) I am able to help divide the tasks involved in preparing a group written report or how to decide who will search for answers to which of several study questions
- b) --
- c) direct observations
- 18 a) I carry out my share of the task to the best of my ability and finish it before starting a new one
- b) --
- c) direct observation; teacher marking project work can tell whether student has worked up to his ability

#### Academic Skills

- 1 a) reads widely with interest and understanding narrative and other materials of suitable reading difficulty including books, encyclopedias, historical articles, pamphlets, jackdaws and other print materials related to the topic being studied
- b&c) can only record and observe what materials are being used in the classroom
- 2 a) follows a logical organization of a simple social study selection eg., notes topic headings, uses them as aids in comprehension and selection of central ideas, sees paragraph organization and recognizes the progression of ideas

- b) by using guided silent reading exercises from social studies books
  - c) from oral and written assignments
- 3 a) understands social studies materials of appropriate difficulty and interprets it accurately
- b&c) by reading over notes written by students related to a reel-tape, a video-tape and a filmstrip
- 4 a) speaks clearly and directly using appropriate social studies vocabulary and correct pronunciation
- b&c) answering questions during discussions after or while using a multi-media resource
- 5 a) notes discrepancies and gaps in the information classmates offer orally
- b) --
  - c) from observation
- 6 a) asks pertinent questions to gain understanding but does not monopolize discussion
- b) --
  - c) direct discussion
- 7 a) gives accurate directions using longitude and latitude for locating a place on a map or globe

- b) use of maps and globes in classroom
  - c) exercises in map skills
- 8 a) locates needed information by using reference texts from shelves in the social studies library
- b) --
  - c) direct observation
- 9 a) finds sources of social studies materials by using the table of contents, index, and lists of maps
- b) --
  - c) direct observation
- 10 a) views and listens to various media to locate needed information
- b) use of films, slides, filmstrips, tapes, pictures, records, transparencies, field trips and resource personnel
  - c) direct observation
- 11 a) listens carefully to study questions as they are given (asks only for explanations of directions, not a repetition of them)
- b) uses required resource materials properly
  - c) direct observation
- 12 a) identifies the parts of a book (table of contents, index, glossary, list of illustrations, maps, appendix and introduction)

- b) use of books
  - c) direct observation
- 13 a) begins to use the Dewey Decimal Classification Scheme to locate books in the library
- b) use of library
  - c) direct observation
- 14 a) locates in the card catalogue and interprets the entries correctly (eg. author, title and subject)
- b) use of library
  - c) direct observation
- 15 a) does original writing with teacher's guidance eg. letter from Selkirk Settlers to relatives in Scotland
- b) ideas and information obtained from many resource materials
  - c) creative writing assignments
- 16 a) makes simple needed bibliographies in good form (author, title, pages and copyright date)
- b) correct use of information
  - c) only observed at end of study when projects are handed in
- 17 a) prepares good written explanations to accompany maps, exhibits and models
- b) use of maps, exhibits and models

- c) reads descriptions for maps, exhibits and models
- 18 a) is able to label a map correctly by printing horizontally  
in pencil and to use a dot to represent a village, town or  
city
- b) map use
  - c) from practice exercises
- 19 a) is able to make notes related to a filmstrip, tapes, films,  
resource personnel, texts or other forms of media used
- b) gaining information from media
  - c) taking in note samples
- 20 a) is able to write creative stories and poems related to the  
topic being studied
- b) gaining information from media
  - c) taking in samples
- 21 a) enjoys making drawings related to social studies
- b) use of pictures, slides, filmstrips etc.
  - c) notes diagrams drawn
- 22 a) participates enthusiastically in model and mural making
- b) ideas from media used during unit
  - c) direct observation
- 23 a) enjoys role-playing activities



- b) --
- c) direct observation

General observations of individual participation were to be made whenever possible in a descriptive form. During class presentation of a group of slides or a filmstrip, or some other form of multi-media, the class was observed for a ten minute period and any noticeable behaviors were recorded. Group discussion was also to be used as an assessment measure in the small group setting (based on the three social studies groups) as well as the class as a group. In the case of the small group discussion, the discourse was to be taped. There were to be six tapings (ten minutes each) in total during the entire study. Each group was to be taped twice every second week. The discussion was to be related to the multi-media resource that had just been used during the social studies class. The researcher was to be able to play back the discussion and make an assessment. The researcher would make observations and record the findings on the social and academic skills checklists.

A personality inventory was to be given at the beginning and at the end of the study. This was to be done in order to assess any changes in attitude toward peers or school. Such a

test was composed of fifty-five questions which were to require a "yes" or "no" response.

Through the use of multi-media and a three-fold teaching approach of discovery, exposition and directed discussion, the concepts of exploration, settlement and fur trade were to be developed and a word count for each concept was taken. At the beginning of the unit the students were to be given an assignment whereby they recorded all the information that came to mind related to the three above mentioned concepts. This assignment was to be repeated at the close of the study in order to make some comparisons of growth in understanding of these three concepts.

Each week varying multi-media resources were to be utilized. The researcher was to observe and record the use and value of the material presented in the classroom. The students were to evaluate one different form of multi-media each week, not them all, as such an exercise would become boring and could prove confusing to students of ten and eleven years of age.

Evaluations were to be made after each field trip in written form. A short quiz was to be given orally as a follow-up after each of the four excursions as well.

Activity cards related to the history of Western Canada were to be used at the Museum of Man and Nature. Students were to be grouped and each group was to answer questions on activity cards which covered at least two topics out of five. At the St. Boniface Museum the students were not to be asked to record information on question sheets. The field trip to Lower Fort Garry was to involve active participation in such activities as bannock and butter making, spinning and weaving, and candle and lye soap making.

Note taking was to be taught and expected to be done while a multi-media resource was being utilized in the classroom. Samples of notes were to be taken and evaluated by the researcher at the beginning of the project (late September) to ensure that the students had some fundamental exposure to making notes and later again in mid-October.

Samples of creative writing and written assignments were to be collected on five occasions - one in September, two in October and two in November. These were also to be interpreted by the researcher as an evaluative measure.

Each group was to create a play script related to one of the topics in the social studies unit, Westward Expansion. They were to be responsible not only for a script, but also for dividing

up the parts, gathering costumes, practising the lines and making props and scenery.

Project study questions were to be done by each student within the group. A group leader was to be chosen in each group and topic questions were to be distributed by him.

Another evaluation method to be utilized was a record of books read by the students to indicate whether or not they turned to social studies reading materials during free-reading periods. Every Friday the book titles were to be recorded by the researcher.

After the initial introduction of the unit, the researcher was to be able to record those observations which she felt needed improvement or changing. During the course of the unit (every Tuesday) she was to reflect upon these observations and note changes or improvements. At the close of the unit, final comments as to evaluate the results were to be made.

As the unit of study progresses so should observation and assessment. The process was to be on-going and changes in behavior, interest and knowledge were to be observed and recorded.

## Chapter 4

### THE STUDY AND THE ANALYSIS

#### Introduction

The unit of study, Westward Expansion, spanned a time period of eight weeks but involved six weeks of concentrated work. This particular unit of study is part of the Grade VI Program as outlined in the Manitoba Department of Education Curriculum.

The three concepts to be developed within the unit based on the Grade VI Social Studies Curriculum were the following:

1. to show exploration of the west in the 18th and 19th centuries was closely related to the activities of the fur trading companies
2. to understand the problems of settlement in fur trading areas
3. to see that the Canadian West became the home of a wide variety of settlers

The students were informed of the reasons for studying the Grade VI Social Studies Unit, Westward Expansion. Both grades V and VI students in the class accepted the idea that they would be mixed into three groups so that they could assist one another.

### Sociometric Test

A sociometric test was administered before the unit began to create three groups of students that would work well together throughout the project doing study questions, plays, murals and being involved in discussion groups.

The sociometric test revealed that there was no student not chosen by at least one person in the classroom. Some students were chosen by several students, and first and second choices were not always possible to arrange. The three groups were finally established with at least third and fourth choices being placed together, and in some cases first and second choices being together.

The answer to the first question of the sociometric test was related to the choice of group workers. The following are reasons that were listed by the students for their choices.

1. worked well together last year and completed many successful projects
2. does not talk much but likes me
3. never worked with him before
4. polite student
5. smart student
6. good serious worker
7. helpful student who is kind and sharing

8. can get along well with other students
9. can work with these students and learn
10. fair with jobs
11. known student a long time
12. cooperative student

Twenty-seven out of twenty-eight choices seemed to be centred around a concern for being able to get along well within the group and at the same time be able to do constructive work.

The second question included in the sociometric test was whether or not the student found someone in the classroom incompatible. Only two students revealed this to be so.

Seventeen out of twenty-eight students commented to question three which asked the student to indicate his ability to work in a group situation. By this time the researcher could identify many of the character traits of individual students. Such comments as follows reveal the students' self-awareness:

1. I do talk and giggle sometimes, but I will try to improve and be more quiet.
2. I am a good worker in a group and am a good sport.  
I work well out of the room.
3. I am quiet but I do speak up when I am told to.
4. I do not speak up in a group. I do not work well in

a group.

5. I sometimes do not finish my work on time.
6. I really do not know. It is up to the people in the group.
7. I get along well in the group but sometimes I get mad if I cannot get my own way.
8. I think I would be able to work well in a group. I would not be mad if I did not get my own way.
9. I think I work well in a group because I agree with things within the group.
10. I do not think I would make a fuss or argue with anybody but I would tell him if I did not agree.
11. I finish most assignments. I speak up when I have to and do not get mad that much.
12. I can make decisions.
13. I work well in a group if everybody works.

A second sociometric test was administered at the close of the unit. The comments regarding responsibility as indicated on the second sociometric test were as follows:

1. I lost the headbands for the play.
2. I became more responsible because I depended on myself.
3. I did not want to turn down the group.
4. I was trying to get our mural done, but I was also



- trying to find a costume for the play.
5. I was getting things I needed for the project and taking things I borrowed back on time.
  6. The group was too noisy.
  7. I did not do very much on my project and my library books were overdue.
  8. I gave my project to the teacher on time.
  9. I became more responsible because I got our group started in a play.
  10. I wasted time.
  11. I was more responsible in completing my project properly as it was all mixed up.
  12. I did some of the mural but not the script.

## EVALUATION TECHNIQUES

### Researcher's Checklists<sup>1</sup>

Throughout the unit of study checklists were used by the researcher to evaluate both social and academic skills. There were nineteen items on the social skills checklist and twenty-three items on the academic skills checklist. Some items were easier to observe

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<sup>1</sup>  
Appendix A

than others.

Each of the three social studies groups was observed nine times during the course of the unit. During each social studies class, only one of the three groups was concentrated on for a ten minute period. The researcher would record checks or x's to indicate achievement or non-achievement of particular items on the checklists. The teaching method or choice of multi-media resource used during lessons determined to some extent which items received a check or an x.

A pre-determined mastery level of 90% was set due to the fact that the study sample was restricted in size (twenty-eight students). In order to increase validity of the study a high mastery level seemed necessary.

The researcher became familiar with the listed items and could utilize the checklists quite easily as the unit progressed. Sometimes students with questions related to the social studies class would interrupt the ten minute observation session. It was sometimes necessary to answer these questions in order to avoid the possibility of discipline problems. The researcher and the students were required to transpose their thoughts back to the discussion group to where they had left off before being interrupted.

An analysis of the observations related to the items on the social skills checklist is displayed on Table 1 on pages sixty-five to sixty-nine. The table reveals that eleven of the nineteen items were achieved by the students. Achieving nine out of nineteen would seem to be a significant accomplishment as there were only fifteen items that could be observed.

Table 1

## Analysis of Researcher's Social Skills Checklist

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
1. I take part in activities and discussions.	122	* 95	Twenty-six students out of twenty-eight were able to display ability in participating in group activities and discussions most of the time.
2. I volunteer for committee work.	48	* 91	Four students did not volunteer for committee work at all. Two of them previously stated in the sociometric test that they did not like to work in a group, while the other two were very dull students.

\* items mastered on the basis of a pre-determined mastery level of 90%

Table 1 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
3. I work well independently.	59	86	Five students had some difficulty on one occasion working on their own.
4. I asked questions when I was unsure or did not know.	27	* 96	Observations difficult to make.
5. I pay attention to directions and listen attentively during class discussions and lessons.	151	82	There were five students not pay-attention at least three times during the unit of study.
6. I enjoy doing social studies assignments and projects.	91	* 95	No specific comments.
7. I am interested in using filmstrips, pictures, transparencies and other materials during social studies classes.	144	* 91	No specific comments.

\* items mastered on the basis of a pre-determined mastery level of 90%

Table 1 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
8. I like to work in groups.	93	89	No specific comments.
9. I think our group got along quite well and did a good job while working on assignments.	77	85	Observations difficult to make.
10. I am interested in learning about what happened in the past (history).	150	* 98	No specific comments.
11. I concentrate on the job at hand working promptly and try to keep committee conversation on the topic being covered.	126	77	Twelve students were not able to master this item on at least one occasion.
12. I share ideas and materials with others.	73	* 100	No specific comments.

\* items mastered on the basis of a pre-determined mastery level of 90%

Table 1 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
13. I am courteous and helpful.	70	85	No specific comments.
14. I listen to the other fellow's ideas and settle disagreements reasonably.	56	84	One entire group did not achieve this item at all.
15. I am willing to abide by group decisions.	46	* 93	The same group as in #14 was not able to master this item either.
16. I take turns in being a leader and a follower.	39	* 94	No specific comments.
17. I am able to help divide the tasks involved in preparing a group written report or how to decide who will search for answers to which of several study questions.	61	* 93	Limited observations.

\* items mastered on the basis of a pre-determined mastery level of 90%

Table 1 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
18. I make plans before beginning work and follow them through.	47	* 100	Limited observations.
19. I carry out my share of the task to the best of my ability and finish it before starting a new one.	43	88	One entire group (the same group referred to in items 14 and 15) again were not able to master this item.

\* items mastered on the basis of a pre-determined mastery level of 90%

Four items, 4, 9, 17 and 18, were difficult to observe while the other fifteen items were not. Items 17 and 18 related to skills which were only displayed on two occasions each. Of these four items all but item 9 were considered to be achieved. Eight items, 3, 5, 8, 9, 11, 13, 14, and 19, were not considered to be achieved, while the other eleven items were considered to be achieved.

An analysis of the twenty-three items on the academic skills checklist is displayed in Table 2 on pages seventy to seventy-six. Seven of the twenty-three items were achieved according to the pre-determined mastery level of 90%. It would seem that twelve items would be a significant achievement, because there were four items which could not be observed. Specific observations related to each item are as follows according to its specific item number.

Table 2

## Analysis of Researcher's Academic Skills Checklist

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
<p><u>Reading Skills</u></p> <p>1. Reads widely with interest and understands narrative and other materials of suitable reading difficulty including books, encyclopedias, historical articles, pamphlets, jackdaws and other print materials related to the topic being studied.</p>	63	79	Five students had much difficulty in achieving this item.



Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
2. Follows the logical organization of a simple social studies selection eg. notes topic headings, uses them as aids in comprehension and selection of central ideas, sees paragraph organization, recognizes the progression of ideas.	3	* 100	Limited observations.
3. Understands social studies materials of appropriate difficulty and interprets it accurately eg. knows words that are unique to social studies, gathers ideas from accompanying maps, charts, diagrams and illustrations.	52	69	Those students who were weak in the reading skills were the ones who had difficulty in mastering this item.

\* item achieved on the basis of a pre-determined mastery level of 90%

Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
<u>Speaking and Listening Skills</u>  4. Speaks clearly and directly using appropriate social studies vocabulary with understanding and correct pronunciation.  5. Notes discrepancies and gaps in the information classmates offer orally.  6. Asks pertinent questions to gain understanding but does not monopolize discussion.  7. Gives accurate directions using longitude and latitude for locating a place on a map.	43	83	No specific comments.
	13	53	This item was only observed once in all students.
	27	88	Three students tried to monopolize most group discussions.
	0	0	No observations.

Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
<u>Study Skills</u>			
8. Locates needed information by using reference texts from shelves in the social studies library.	39	* 92	No specific comments.
9. Finds sources of social studies materials by using the table of contents, index and lists of maps.	162	* 100	No specific comments.
10. Views and listens to various media to locate needed information eg. films, filmstrips, tapes, television, pictures, transparencies, records, field trips and resource personnel.	104	88	Most students made fairly good use of multi-media resources.

\* item achieved on the basis of a pre-determined mastery level of 90%

Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
11. Listens carefully to study directions as they are given (asks only for explanations of directions, not a repetition of them).	81	77	Ten students were not able to achieve this item at all.
<u>Library Skills</u>			
12. Identifies the parts of a book (table of contents, index, etc.).	0	0	No observations.
13. Begins to use the Dewey Decimal System to locate books in the library.	4	75	No specific comments.
14. Locates in the card catalogue and interprets the entries correctly eg. author, title and subject.	13	76	No specific comments.

Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
<u>Expressive Skills</u>			
15. Does original writing with teacher's guidance eg. letters from Selkirk Settlers to relatives in Scotland.	162	87	No specific comments.
16. Makes simple needed bibliographies in good form (author, title, pages and copyright date).	28	53	Ten students failed to include a proper bibliography.
17. Prepares good written explanations to accompany maps, exhibits and models.	20	70	Five students were not able to achieve this item.
18. Is able to label a map correctly by printing horizontally in pencil and to use a dot to represent a village, town or city.	0	0	No observations.

Table 2 (continued)

Item	Total Number of Observations	Item Achieved (percentage)	Observational Comments
19. Is able to make notes related to a filmstrip, tape, film, resource person, text or any other form of media used.	94	60	Nine students had difficulty in taking notes even though the skills were previously taught.
20. Is able to write creative stories and poems related to the topic being studied.	82	* 90	No specific comments.
21. Enjoys making drawings related to social studies.	19	* 100	All twenty-eight students in the class achieved this item.
22. Participates enthusiastically in model and mural making.	47	* 98	This item was mastered once or twice by all students.
23. Enjoys role-playing activities (drama-being involved in creating and presenting social studies plays).	45	* 100	All but one group were able to master this item.

\* item achieved on the basis of a pre-determined mastery level of 90%

Four of the twenty-three academic skills items were difficult to observe. Three of them, items, 7, 12, and 18, were related to map skills which were not emphasized during the unit of study. Sixteen items of the twenty-three were considered not achieved, but three of them were the same three items not observed because map skills were not emphasized. Some items related to comprehension, listening and writing skills were not mastered by the class.

### Students' Checklists

The students evaluated themselves four times on their own separate social skills checklist. They made a check mark beside the skill when they mastered it and an x if they did not master the skill. A mastery level of 90% was again used to determine achievement. Nine of the nineteen social skills were felt to have been accomplished by the students, while the researcher determined that eleven social skills had been achieved by the students, in all approximately one half. Table 3 on pages seventy-eight to eighty shows an analysis of the students' responses.

Table 3

#### Student Response to Social Skills Checklist

Item	Total Number of Observations	Item Achieved (percentage)
1. I take part in activities and discussions.	67	* 92
2. I volunteer for committee work.	58	74
3. I work well independently.	101	88
4. I asked questions when I was unsure or did not know.	99	* 93

\* indicates items mastered on the basis of a pre-determined mastery level of 90%



Table 3 (continued)

Item <sup>a</sup>	Total Number of Observations	Item Achieved (percentage)
5. I pay attention to directions and listen attentively during class discussions and lessons.	78	* 91
6. I enjoy doing social studies assignments and projects.	87	89
7. I am interested in using filmstrips, pictures, transparencies and other materials during social studies classes.	87	89
8. I like to work in groups.	88	* 90
9. I think our group got along quite well and did a good job while working on assignments.	82	76
10. I am interested in learning about what happened in the past (history).	90	71
11. I concentrate on the job at hand working promptly and try to keep committee conversation on the topic being covered.	80	* 96
12. I share ideas and materials with others.	93	* 92

\* indicates items mastered on the basis of a pre-determined mastery level of 90%

Table 3 (continued)

Item.	Total Number of Observations	Item Achieved (percentage)
13. I am courteous and helpful.	82	* 90
14. I listen to the other fellow's ideas and settle disagreements reasonably.	73	* 92
15. I am willing to abide by group decisions.	76	* 90
16. I take turns in being a leader and a follower.	61	83
17. I am able to help divide the tasks involved in preparing a group written report or how to decide who will search for answers to which of several study questions.	73	89
18. I make plans before beginning work and follow them through.	88	86
19. I carry out my share of the task to the best of my ability and finish it before starting a new one.	72	87

\* indicates items mastered on the basis of a pre-determined mastery level of 90%

### Discussion Groups

Small group discussion was taped twice for each of the three groups. Large group discussion (class discussion) was not taped. Within the small group discussion the students were asked questions and later discussed them, all within a ten minute period. Such questions were related to a specific multi-media resource that had just been used in the classroom. Within the large group setting a ten minute period for direct observation of the entire class took place and any significant occurrences were recorded, as questions were asked. In both discussion situations types of questions asked sought facts, opinions, generalizations and conclusions.

Small group taped sessions are dealt with in detail in the next six paragraphs. More observations were made within the small group setting.

The reel tape, "Samuel Hearne," was discussed by Group I. Three students answered seventeen out of twenty-one questions. One of these three students monopolized the discussion and misbehaved by interrupting other students on several occasions. One other student made three attempts at answering questions but was very easily distracted and never seemed to complete an answer. The new Canadian student in this group only answered one question. Two other students who answered two of the quest-

ions each were easily overcome by the more vocal members in the group.

Group I was again observed and taped in a discussion group related to the multi-media kit, "Rosenort." Students were asked questions after they had read a specific booklet from the kit which the teacher had assigned to them. There was limited participation in answering the discussion questions.

A question and discussion session, which involved Group II, was taped after using the video tape, "Lower Ft. Garry." Six out of nine students in this group answered at least two questions each.

Group II was again taped after working with the multi-media kit, "The March West, N. W. M. P., Part II." All of the nine questions were answered by at least five of the nine members of this group during discussion.

Group III was observed during a social studies period devoted to doing social studies project questions. Most students were helping one another search for the answers by using multi-media resources. Two students had materials that they had borrowed from the public library. One student who did not wish to work with another Group III member transferred to another group. The new working partner and the student who moved did not follow instructions very well.

Again Group III was taped after some slides related to Lord Selkirk were shown to the class. All ten students in the group could answer the questions about the slides and showed keen interest in responding.

Two examples of large group discussions were as follows. A large group discussion with the class was conducted regarding the filmstrip, "Lord Selkirk, The Colonizer," and twenty-eight students had difficulty understanding this particular filmstrip. Many slides related to the unit, Westward Expansion, were shown at different times during the eight week period to the entire class. They were studied and discussed with much interest and enthusiasm by the class.

#### Personality Inventory<sup>2</sup>

Of the twenty-six students who completed two personality inventories of fifty-five items each, one at the beginning of the unit and one at the end of the unit, eight students made changes between two and five times. Twelve students made changes in responses between five and ten times and six students made changes in responses between ten and eighteen times.

In the case of four items the change went in one direction, either from a "yes" to a "no" response or from a "no" to a "yes" response. Four students changed their responses in item twenty-

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<sup>2</sup>Appendix B.

one, 'I like to take my work home,' from a "yes" to "no." Item twenty-two, 'I argue often in school,' was changed from "yes" to "no" by ten students. 'I laugh quite often,' item twenty-five, was changed from "yes" to "no" by six students. The last item, number thirty-one, 'I am interested in knowing what kinds of hobbies other kids have,' was changed from "no" to "yes" by four students.

### Pre-Test and Post-Test<sup>3</sup>

The tables on pages eighty-five through eighty-seven show the word count for each concept by group on both the pre-test and the post-test as well as a comparison of class totals for each concept on each of the two tests. During both the pre-test and post-test the students were asked to write all that they knew about each of the following concepts, exploration, settlement and fur trade. A word count was taken for each concept on both tests. Samples of concept development are included in the Appendix.<sup>4</sup>

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<sup>3</sup> Appendix C.

<sup>4</sup> Appendix D.

Concept Word Count  
from Pre-Test to Post-Test

Student No. (in groups)	Exploration Total Word		Settlement Total Word		Fur Trade Total Word	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
* 1	6	—	6	—	10	—
* 2	14	—	9	—	9	—
3	0	0	0	0	0	0
4	0	24	15	27	8	44
5	23	16	10	48	7	53
6	0	0	0	0	7	13
7	1	40	19	16	10	29
8	3	29	5	28	11	62
9	3	21	9	31	5	31
Total	30	130	58	150	48	232
* 10	—	38	—	0	—	66
11	20	20	22	24	9	27
12	6	24	10	15	0	26
13	7	31	9	30	0	31
14	3	42	8	29	9	51
15	12	35	3	45	4	61
16	35	18	15	19	12	45
17	10	10	7	12	11	20
18	10	8	11	10	10	14
19	11	34	9	17	9	44
Total	114	222	94	201	64	319

\* indicates student was absent for the test

Table 4 (continued)

Student No. (in groups)	Exploration Total Word		Settlement Total Word		Fur	Trade
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
* 20	—	48	—	0	—	33
* 21	—	30	—	41	—	56
22	21	0	0	0	0	155
23	0	32	52	39	52	76
24	15	47	11	45	13	40
25	11	121	17	61	15	31
26	0	0	0	34	10	52
27	0	5	6	0	4	23
28	12	21	9	20	12	26
Total	59	226	95	199	106	403

\* indicates student was absent for test



Total Concept Word Count and the Number of Words Increased  
from Pre-Test to Post-Test

Test Concept	Group 1	Group 2	Group 3	Total
Pre-Test Exploration	30	114	59	203
Post-Test Exploration	130	222	226	578
No. of Words Increased	100	108	167	375
% Increase	333%	94%	283%	135%
Pre-Test Settlement	58	94	95	247
Post-Test Settlement	150	201	199	550
No. of Words Increased	162	107	104	303
% Increase	279%	113%	109%	122%
Pre-Test Fur Trade	48	64	106	218
Post-Test Fur Trade	232	319	403	954
No. of Words Increased	184	255	297	736
% Increase	383%	398%	280%	337%

Increase in conceptualization as measured by number of words used was 135% for exploration, 122% for settlement and 337% for fur trade. From the pre-test to the post-test the students made high percentage increases in the number of words they could use to express the concepts given.

## MULTI-MEDIA RESOURCES

Filmstrips

Multi-media resources were borrowed from the Faculty of Education Library at the University of Manitoba, the Department of Education Library, the Library Services Centre of the Winnipeg School Division and the researcher's school library. As well pictures were made into slides and articles were zeroxed at the Manitoba Provincial Archives. Materials were used to correlate with the time sequence within the unit.

Filmstrips were presented to the class and the students were also free to go to the library, sign out their own filmstrips and use a small viewer to look at them.

The filmstrip, "Lord Selkirk, The Colonizer," was presented to the class as a whole. It was a very long process to complete the filmstrip.

Preliminary work was done related to library skills by making use of the filmstrip and cassette tape, "The Library or How I Learned to Love Melvil Dewey". A quiz was given to the class in which the researcher was interested in the number of multi-media materials recognized by the students. The range of multi-media items known to the students ranged from three to nineteen.

After viewing the filmstrip, "The Dewey Decimal System," a written quiz was given to the class. All twenty-eight students were able to distinguish between fiction and non-fiction, knew where the call number was on a filmstrip and book and knew what was meant by the Dewey Decimal System. Eight of the twenty-eight students could explain why there was a need for libraries as man developed throughout time.

Eight students knew the three different types of library cards while nine knew two different types after they viewed the filmstrip, "The Card Catalogue." Therefore seventeen of the twenty-eight students remembered at least two types of library cards, ten recalled one type and one student was absent. Twenty-three students knew that a call number should be written down on a piece of paper. Twelve students knew the name of at least one reference book.

### Films

The films, "Selkirk of Red River," and "The Hutterites," were both shown to the class. An oral evaluation was done by counting hands to see how many students liked the films. On both hand counts for the two films all twenty-eight students indicated "yes."

### Slides

Pictures related to the history of Western Canada found in the Manitoba Provincial Archives were chosen by the researcher and made into sixty-eight slides. After the presentation of a group of slides associated with a specific topic, a discussion followed. Two thirds of the class on the average answered the two to three questions which were asked about each slide.

### Reel Tapes

Exploration of the West was introduced by the reel tape, "Samuel Hearne." The tape was very descriptive particularly with regard to Hearne and his mens' encounters with the Eskimo.

The reel tape, "Mr. Grant of Grantown," was shown to the class and they appeared to be having difficulty in concentrating on the story.

A very involved story about the plight of the Métis was described on the reel tape, "Man Without Fear." Eight students asked the researcher if she would turn off the tape recorder as they did not want to listen to the remainder of the tape.

### Video Tapes

Two video tapes were watched, "Samuel Hearne," and "The West Began Here - Lower Ft. Garry." Both tapes contained much information. Just after these two video tapes were shown a

count of hands was taken to indicate the number of students who found them to be interesting. Only eight out of twenty-eight students indicated "yes" for "Samuel Hearne" while twenty out of twenty-eight students indicated "yes" for "Lower Ft. Garry".

### Records

The "Cree Dance Song" and the "Civil War" were both songs taken from records, Indian Music of the Canadian Plains and Folk Songs of Saskatchewan. These songs were used for creative writing purposes which are later discussed in this thesis.

### Jackdaws

Jackdaws were borrowed weekly from the Faculty of Education Library, University of Manitoba. They were borrowed corresponding to the order needed in the unit of study. The class had to share the four to six copies of jackdaws when they arrived at school each week. Such jackdaws used were: "The Fur Trade," "Push to the Pacific," "Selkirk," "Riel," "R. C. M. P." and "The Building of the C. P. R." These jackdaws provided such things as replicas of official documents and letters, ancient maps and general historical information. Eight students indicated that they used jackdaws during the unit of study. Five indicated that they were the most helpful multi-media resource. The other three students did

not choose jackdaws as a most helpful or least helpful resource.

### Kits

The kit, "N.W.M.P., Part II," was introduced to the class. The cover of the student's booklet was discussed with the class as well as the historical method of presenting information. After reading the student's booklet with the class, questions related to the development of the West were asked. Two major questions were addressed to the class but there were several interruptions during the class with people coming to the classroom door, that these questions were not really answered.

There were two tape recordings that accompanied the kit which were a repetition of some of the information given in the booklet articles. Therefore it was decided not to play them to the students.

The kit, "Rosenort," contained three booklets of information (1) Its Background and Beginnings (2) The Growing Years and (3) The People Now. This kit was not used in its entirety.

### Student Evaluation of Multi-Media Resources<sup>5</sup>

A questionnaire was given to the students where they had to indicate what multi-media resources were used while they were doing

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<sup>5</sup> Appendix E.

the social studies unit, which were the most helpful and what other sources they used. Students were exposed to all available multi-media resources.

Table 6 on page ninety-four shows the findings of the questionnaire with the exception of 'other sources used'. Social studies texts, encyclopedias, and library books seemed to be the most helpful multi-media materials to the class. Pictures and slides seemed to be the least helpful resources used.

There were six other sources of information used by the students during the unit. One received help from parents and from television programs about pioneers. Three students received information from a resource person. Ten pupils utilized the public library as a resource, two used pictures found outside the school and one student used books from home.

Table 6

## Multi-Media Resources Usefulness

Multi-Media Resource	No. of Students Who Used Resource	No. of Students Who Chose Resource as Most Helpful	No. of Students Who Chose Resource as Least Helpful	No. of Students Who Did Not Choose Resource as either
text books	21	* 13	1	7
pamphlets	17	8	9	0
library books	16	* 10	6	0
filmstrips	15	6	6	3
pictures and slides	15	3	* 10	2
encyclopedias	15	* 8	3	4
reel tapes	12	6	4	2
video tapes	9	4	5	0
films	9	5	0	4
jackdaws	8	5	0	3
filmloops	5	0	3	2
transparencies	1	1	0	0
kits	1	1	0	0
maps	1	0	0	0



There was only one filmloop in the school library for student use and two sets of transparencies. Kits that were used were presented during teacher-directed lessons and map work was not emphasized. These reasons help account for the responses on Table 6 on page ninety-four.

Library books, text books and encyclopedias were more accessible to the students while slides were presented by teacher-directed lessons. Few pictures were available from the school library but books used contained some pictures.

#### OTHER EVALUATION TECHNIQUES RELATED TO MULTI-MEDIA

##### Field Trips

Four field trips related to the unit of study were taken during the course of the unit. They were 1) Museum of Man and Nature 2) St. Boniface Museum 3) Steinbach Museum and 4) Lower Ft. Garry.

The first trip was to the Museum of Man and Nature and was supervised by two parent volunteers and the teacher, who was also the researcher. The researcher on a previous occasion created a duplicate set of study cards related to that section of the Museum of Man and Nature dealing with the development of Western Canada.

The study cards dealt with such topics as the Hutterites and Mennonites, La Verendrye, Early Pioneers and Sodbusters, Henry Kelsey, The Métis, Selkirk Settlers and Indians. Study cards were given out to the three previously formed social studies groups who then proceeded to answer the questions given on the study cards. Students who completed their study cards were able to do some of the other study cards even if the other members of the group were not finished using them, because the group leader also had a complete set of cards.

Parents and teacher were really assistants and the students were directly involved in searching for answers themselves. Most information that was visual was most clearly read and understood, but the tape and filmstrip about Louis Riel was not clearly audible. Two students had much difficulty understanding some of the information written on the displays in the museum.

Students were given class time to re-write the study card answers. This task was completed during one social studies class. Thirteen out of twenty-four students misspelled words while answering questions, although these particular words were printed on display cards on the wall. Also nineteen out of twenty-four students failed to capitalize proper nouns although these words were capitalized within display descriptions.

The second field trip was to the St. Boniface Museum.

Two parent volunteers and the classroom teacher supervised the three groups, which were led by guides who explained things in a very interesting fashion at the comprehension level of the students.

A written evaluation was administered to the students upon their return from the St. Boniface Museum. The students were asked if they liked the St. Boniface Museum better than the Museum of Man and Nature and why. They were also asked to indicate which particular room appealed to them the most.

Twenty-five students attended the trip to the St. Boniface Museum and twenty of these students indicated that they liked the St. Boniface Museum better than the Museum of Man and Nature. The students' reasons were (1) more interesting (2) never seen before (3) neater things (4) everything was a lot older (5) learned more things (6) guide showed us around and told us dates about the early days (7) more old-fashioned as it really showed how people lived long ago and (8) bigger than the Museum of Man and Nature.

The eight students who liked the Museum of Man and Nature better than the St. Boniface Museum expressed the following reasons: (1) did not like having a guide (2) more interesting and (3) bigger place.

The students were asked to write down the name of their

favorite room in the museum and indicate why the room was chosen. Most popular was the livingroom, chosen by eight of the twenty-five students for the following reasons: (1) liked the beautiful harp and piano (2) liked the room because it was so fancy and (3) the furniture was home made.

The third field trip was to the Steinbach Museum. This was the only field trip where the weather was an important factor in determining the interest level of the students. Due to the cold, snow and continual walking outside and going into unheated buildings the tour was not completed.

Worksheets, including questions regarding the various buildings making up the Mennonite Village were given to each student at school before the trip. Two supervisors accompanied the students on this trip (the teacher and a parent).

Only one guide was available for the entire group. Often students could not see what the guide was describing, particularly when describing items in small rooms in the Mennonite House. The students were not given much time to view a particular display or item so some questions on the worksheet were incomplete. Upon the students' return to the classroom, they were given time to try and complete the question sheets.

The last field trip of the unit was to Lower Ft. Garry.

Four activities were done (1) open hearth cooking (bannock making and butter churning) (2) candle and lye soap making (3) weaving and (4) skinning animals and trapping.

Four groups of seven students rotated throughout the four activities during the day. Resource personnel operated the four mentioned activities while four accompanying adult supervisors managed the groups. The researcher was free to move to all groups for observation purposes.

Each student was an active participant in each activity. He was able to make, cook and eat his own bannock as well as churn butter which was later spread on the bannock made at the first activity.

At the candle and lye soap making centre, each student again was actively involved. Each student helped make the candles by helping to pour the tallow into molds, tie knots and thread wicks, tie wicks to sticks, dunk molds into warm water and take out finished candles. As well the students helped make lye soap by mixing ash, straw and lime. Then water was poured over this mixture and collected below the barrel as it strained through the above. After, it was boiled over an open fire and poured into molds as it thickened. Completed soap and lye soap samples were taken home by the students.

At the third activity, weaving, the students learned the art of weaving cloth. Each student was given a small loom to use in order to weave a few centimetres of cloth. Later they were instructed in weaving on the large loom. Samples were not taken home.

At the fur loft the students saw slides of skinning animals as well as pelts of many different animals. Trapping was also discussed and the students evaluated some actual beaver pelts. While discussing and watching the slides the students lay on buffalo robes which were spread over the floor.

The field trip to Lower Ft. Garry was evaluated orally. When asked who liked the trip twenty-four out of twenty-six students raised their hands to indicate "yes."

At the conclusion of the four field trips, the students were asked to do a written evaluation rank ordering the trips and stating reasons for first and last choices. Of the twenty-six students who responded to an evaluation, twenty-four chose Lower Ft. Garry as their first choice while one chose Steinbach and the other chose the Museum of Man and Nature.

Reasons why the students chose Lower Ft. Garry as their first choice are as follows: (1) saw how to make things and got to make them too eg. bannock and candles (2) took home things made

(3) got to make things by ourselves with a little bit of help (4) learned new things by doing (5) got to do lots of fun things instead of just looking and answering questions on paper (6) did not stay doing the same thing all day (7) interesting to learn how people lived in the olden days (8) groups were controlled better (9) people were really nice and (10) bulidings were heated.

Seventeen of the twenty-six students chose St. Boniface Museum as second choice. Five students chose the Museum of Man and Nature, three chose the Steinbach Museum and one chose Lower Ft. Garry.

For third choice no one chose Lower Ft. Garry. The St. Boniface Museum and the Museum of Man and Nature each had nine students choose them while eight students chose the Steinbach Museum.

The Steinbach Museum was chosen as the fourth most enjoyed trip with the Museum of Man and Nature next in line. Fourteen students rated the Steinbach Museum as the least liked field trip while eleven rated the Museum of Man and Nature as the least enjoyed outdoor trip. One student liked Lower Ft. Garry the least.

Reasons why the students chose the Steinbach Museum as the least liked field trip are as follows: (1) not very interesting (2) groups were controlled too much (3) too cold and (4) difficult

to hear the guide and see what he was showing.

#### Resource Personnel

A resource person from the Mennonite community came to the class and presented an oral talk, several transparencies and slides related to the Mennonite way of life in the past and in the present. Six students asked the visitor two questions each related to religion and modern way of life.

#### Note Taking

Notes which were evaluated were made after using the reel tape, "Mr. Grant of Grantown," the filmstrip, "Lord Selkirk, The Colonizer," and the video tape, "The West Began Here-Lower Ft. Garry."

#### Written Assignments

The students were asked to write a short essay explaining what section of the Rosenort booklet from the "Rosenort" kit assigned to them, they enjoyed the most and why.

#### Creative Writing

Four sets of creative writing were collected and evaluated. The song, "The Cree Dance Song," from the record, Indian Music of the Canadian Plains, was presented twice to the class. As a follow-up activity the students were asked to write a poem or



description related to the music they heard, taking into account what the beat, rhythm and voices meant to them.

The second set of creative writing samples were letters written by the students who pretended that they were Selkirk Settlers from Red River writing home to Scotland.

The students were then instructed to write a conversation which might have taken place between a N. W. M. P. officer and a suspected criminal in the 1880's. Before the assignment was given the class had discussed the kit, "The March West, N. W. M. P., Part II," and were told of the difficulties which faced the N. W. M. P. as they travelled west from Port Arthur. Also the students listened to a story from, Outlaws of Manitoba, a paperback book which may be purchased from the Museum of Man and Nature. In order for the students to do this assignment an explanation of "smuggling" was given.

The fourth assignment was related to the song, "The Civil War," from the record, "Folksongs of Saskatchewan." The record was played to the class twice. The students were asked to explain what the Civil War was in the song and what its results were.

#### Social Studies Play

The three social studies groups attempted to write play scripts related to the social studies unit. Each group chose a lead-

er who led the discussion, planning, and division of group tasks.

Group III was observed organizing a play related to the Selkirk Settlers. Only one out of nine students in this group did not take part in planning the play, and one other student took some time in getting involved. They also discussed ideas for character costumes. One student had difficulty in controlling himself unless the teacher sat in the group. The keenest student during independent assignments was not very well accepted by the rest of the group.

Group II was observed as they prepared for mural making. Water, paint, and newspaper was gotten by the members of Group II. Jobs were given out by the leader to various members of the group. One situation caused the teacher to intervene. The question of how large a hole to cut in the piece of brown paper for Louis Riel's head was this situation.

Group II and III had several early morning practices and later performed their plays, "Selkirk Settlers Meet Indians on the Way to Red River," and "The Hanging of Louis Riel." In order to evaluate a play performance which involved three social studies groups composed of grade V and VI students of varying abilities it seemed only fair to assess an individual grade to each student as well as a group grade. In order to do this effectively the

performances were evaluated by two teachers, the researcher being one of them, on the basis of plot, acting ability, costumes, responsibility and creativity. Two points were designated to each category. A total of ten points could be scored by an individual.

### Project

The project study questions including the topics, Early Explorers of the West, Indians of the Plains, Fur Trading Companies, Red River Settlement and Later Settlement, were assigned and evaluated by the researcher. The students were asked to answer three topics, two of their own choosing but Red River Settlement was compulsory as this topic would be more relevant to the students as the Selkirk Settlers were the first real settlers in the Winnipeg area. The project study questions were mainly content type and could be answered by using texts and any suitable type of multi-media. Answers to these questions provided a basis of information for play ideas, for doing creative writing and doing art related to social studies. A mark out of ten was assigned. Eighteen students were graded eight out of ten or better. Eight students scored between two and seven out of ten, while two students did not complete their projects and hand them in so received zero as a mark. Eight out of ten would seem to indicate significant achievement.

### Art

Murals were constructed to accompany the plays. Items made for costumes and props were guns, knives, Indian headbands and necklaces.

Indian jewelry was made from willow, glass beads and wooden beads. The entire class worked on this activity having to cut their own willow with jackknives. Those who were finished early helped those who were not. One student invented his own choker catch by bending a paper clip with pruning shears.

### Book Selection During Free Reading Periods

During free reading periods over a period of five weeks, fifteen students read at least one social studies book, six students read two books and two students read three books. Slightly more than half the class chose to read a social studies book on at least one occasion instead of reading other non social studies books. Most of those students who did not read a single social studies book read only fiction selections.

### Researcher's Evaluation of Student Improvement

At the very beginning of the unit the researcher made some general over-all observations of the class and took note of those skills and behavior that needed improvement. Every week these items were reviewed and the researcher made comments regarding

the development of such improvement if any was observed. The five items requiring improvement were: (1) concentration on assignments (2) independent work (3) using the public library (4) stopping the playing with school equipment found in desks during instruction and (5) improvement of research skills.

The following is an item analysis of improvement in behavior and skills over a period of five weeks.

(1) Concentration on Assignments

Second Week: Two students were not paying attention to the filmstrip, "Dewey Decimal System."

Third Week: Students were not able to concentrate on a reel tape for thirty-five minutes.

Fourth Week: Approximately two thirds of the class is concentrating on assignments.

Fifth Week: The atmosphere of the class was quiet.

Sixth Week: Students were able to complete social studies questions when given special extra work periods when they requested them.

(2) Independent Work

Second Week: Four students were drawing pictures and whispering when they were supposed to be taking notes. On another occasion two other students were wasting class time by not doing the assignment given.

Third Week: Students have been obtaining resources from the library in order to answer the set of study questions. Two students have divided up their work load. Three other students were planning a model of Lower Ft. Garry by making arrangements to go out and visit the fort and to go to an art store for supplies.

Fourth Week: Three students are using their spare time to do extra social studies work by utilizing texts, filmstrips, film loops and articles.

Fifth Week: The students asked the teacher fewer questions and they were working in their groups using texts, filmstrips, jackdaws and other multi-media resources.

Sixth Week: Students were very concerned about a substitute teacher not letting them work on social studies when the deadline for handing in project study questions and answers was approaching.

### (3) Using the Public Library

Second Week: Three students have been bringing social studies books from the public library to school that are related to the unit of study.

Third Week: A total of five students are now using the public library.

Fourth Week: This item was not observed.

Fifth Week: Eight students are now using outside resources from

the public library.

Sixth Week: Ten students are now using the public library in addition to the school library.

(4) Stopping the Playing with School Equipment Found in Desks during Instruction

Second Week: Two students were playing with compasses.

Third Week: Playing with objects found in desks seems to have stopped.

Fourth Week: Students have not been playing with objects found in their desks.

Fifth Week: Playing with objects found in desks is no longer a problem.

Sixth Week: --

(5) Improvement of Research Skills

Second Week: Fewer questions were asked by the students related to the use of an index.

Third Week: Students are writing down too much when they are answering questions and making notes.

Fourth Week: Students are now more accustomed to working in groups using resource materials but notes are still too lengthy.

Fifth Week: Groups shared materials that they were using to find answers to study questions.

Sixth Week: Students are using the library more on their own now and are more capable of using the index and table of contents of a book and using encyclopedias with more accuracy. Four students are seeking help from either resource personnel in the community or from books at home.

The following are general observations by analyzing the five items which the researcher felt needed improvement by the class.

- 1) There were no students noticed who were not working at given assignments by the end of the unit.
- 2) Only four students are now seeking a great deal of help from the teacher related to the social studies unit.
- 3) There was an increase from three to ten students who used the public library by the end of the unit.
- 4) By the third week playing with objects found in the desk had stopped.
- 5) Students are able to make proper use of a text and other resource materials but note taking is still too lengthy.

The unit of study was completed after the eight week period. Some of the initial objectives were met very well while some of them were not.

Those objectives which stand out as having particularly high



attainment levels are:

1. Exposure to varied multi-media experiences makes it possible for various learning opportunities to occur.
2. A combination of instructional methods is necessary to utilize a multi-media approach and to accommodate various student needs and abilities.
3. A positive feeling toward social studies will develop by the use of local field trips and other forms of multi-media.
4. Personal self-worth will be developed by a multi-media approach.

Those objectives which stand out for the fact that they were satisfactorily met are:

1. Group effectiveness will develop from students working in the group situation.
2. Individuals as well as groups will develop themselves independently and responsibly utilizing multi-media resources provided for them or sought out by themselves.

The last chapter evaluates the multi-media approach used in the social studies unit and makes some suggestions for improvement. Objectives of the unit of study are dealt with in detail.

## Chapter V

## DISCUSSION: SUMMARY AND CONCLUSIONS

Introduction

In the following chapter the pre-determined objectives which were identified at the beginning of the study as being significant in a multi-media approach to the teaching of a unit in the Grade VI Social Studies Program are evaluated. Secondly, a chart that identifies non-achieved social and academic skills from the checklists is displayed, indicating the probable reason for the student not achieving a particular item and a possible program alteration for the next time such a study is done. Thirdly, some concluding statements are made regarding this study.

AN EVALUATION OF  
PRE-DETERMINED OBJECTIVES OF A MULTI-MEDIA APPROACH

Multi-Media and Learning Opportunities

1. Exposure to varied multi-media experiences makes it possible for various learning opportunities to occur.

The use of a wide variety of learning experiences and materials did increase the opportunities for actual learning. Students were exposed to many audio-visual aids and other forms of media such as

resource personnel and field trips. The text book was not the only learning resource available to the student, as the students were encouraged to use as many different kinds of multi-media resources as they wished to. Such a non-restrictive atmosphere helped create an atmosphere of willingness and enthusiasm for learning in the social studies.

The use of filmstrips, slides, films, video tapes, jackdaws, texts, transparencies, library books, pamphlets and kits created opportunities for visual perception to develop.

The filmstrip, "Lord Selkirk, The Colonizer," that had script written below each frame containing vocabulary too difficult for the class to comprehend had to be interpreted for the class by the teacher. On the other hand if the script is fairly comprehensible a gain in knowledge can be achieved. For example, a range of three to nineteen items of multi-media resources were known to the students after viewing the filmstrip, "The Library, or How I Learned to Love Melvil Dewey."

Slides, films and video tapes related to the development of the West were important in developing visual perception and discussion skills. These three multi-media resources were very informative and at least two thirds of the class participated in discussions related to them.

Jackdaws, texts, transparencies, library books and pamphlets were used by the students on an individual or group basis. The teacher was not involved in their presentation.

The use of the kits, "Rosenort" and "The March West, N.W.M.P., Part II," helped develop learning opportunities for developing the skills involved in doing written assignments and creative writing. The written assignment explaining what section of the "Rosenort" booklet assigned to the pupils was enjoyed the most and why, was done quite successfully. The students were not restricted in their answers and each of them was able to succeed in doing the assignment. In the creative writing assignment related to the kit, "The March West, N.W.M.P., Part II," the students were asked to create a conversation which might have taken place between a N.W.M.P. officer and a suspected criminal in the 1880's. Opportunity for creativity was developed as was evident in the fictitious names for story characters and towns used in the conversations.

The use of reel tapes and records created opportunities for auditory perception to develop. The reel tape, "Samuel Hearne," was rated as very interesting by the students as it was very descriptive particularly with regards to encounters Hearne and his men had with the Eskimo. The songs, "Cree Dance Song"

and "Civil War" taken from the records, Indian Music of the Canadian Plains and Folk Songs of Saskatchewan were responded to in creative writing and written assignments. Listening skills did develop, as is evident by reading the samples of such assignments.

Resource personnel and field trips also created opportunities for learning to occur. The resource person from the Mennonite community who visited the classroom brought with him an abundance of information related to religion and modern way of life that the students found very interesting. Field trips helped to bring the students closer in time to the topics that they were studying through concrete experiences.

When such an approach as multi-media is used the number of questions students ask are numerous and the evaluation is demanding. However, subsequent learning experiences prove the effort to be most worthwhile.

#### Instructional Methods

2. A combination of instructional methods is necessary to utilize a multi-media approach and to accommodate various student needs and abilities.

Through the use of exposition, directed discussion and discovery, concepts were greatly developed. The word counts

for the concepts, exploration, settlement and fur trade, were increased greatly and in terms of percentage the gains were 135%, 122% and 337% respectively. Therefore there was a significant growth, in the number of words used to describe each of the concepts and a growth in understanding of the concepts as the written information was more comprehensible.

Note taking, written assignments and project study questions were all evaluation techniques related to teaching by using exposition.

By instructing the class in note taking during the social studies unit and collecting two samples for evaluation purposes, the researcher was able to see the progress being made. On the students' first experience in note taking related to the reel tape, "Mr. Grant of Grantown," the students found it difficult to comprehend the tape and they did not know what to write down. The second set of notes related to the filmstrip, "Lord Selkirk, The Colonizer," was more coherent and much more to the point. Evaluating note taking was necessary and indicated the students' progress to develop this skill. Teaching the students how to choose the important ideas from a multi-media resource took much practice. The progress was very gradual and progress was not rapid.

Written assignments such as the one related to the

"Rosenort" kit which asked the students to explain which section of the booklet assigned to them they liked best and why, and the other written assignment related to the song, "Civil War," which asked the students to describe the civil war and its outcome, accommodated various student needs and abilities by asking the students for their own individual interpretation of the material.

The project study questions were also related to expository lessons directed by the teacher. It was a significant accomplishment for eighteen out of twenty-eight students in the class to score eight out of ten or better on their project study questions.

Exposition usually only reaches the very bright whose thinking ability has developed beyond the concrete level and there are very few students ten and eleven years old in this category. Besides concentrated expository lessons would certainly become monotonous for the elementary school student.

Directed discussion related to a specific multi-media resource used in a social studies lesson was utilized to accommodate various student needs. Small group discussion and large group discussion were conducted. Taped small group discussions allowed for students who always let the more vocal students carry on the discussion in a large class discussion have a better opportunity to express themselves. One group had located some excell-

ent resource material related to the unit, and shared it with the other group members which enabled the group to carry on a good discussion. Large class discussions permitted active participation for all pupils to develop oral speaking skills while the teacher acted as moderator. Slides and films were used for large class discussions and participation was very good, as on most occasions there were about two thirds of the class involved in discussion. Directed discussion in the class or in the small group helped students think and participate in discussion being directed by the teacher.

Discovery methods using drama, creative writing, art and independent work helped students of varying abilities to be able to achieve in at least some form of assignment or activity related to the social studies unit. When making Indian jewelry the students were quite inventive in designing chokers and bracelets during the lesson. The importance of including art and the social studies plays in a unit of study in social studies was that those students who were not capable of making great achievement in the written content area of the unit were given the opportunities to achieve in the more creative activities. Not always did every single weak achiever in written work in the content area achieve better creatively, but at least there were more opportunities for different



types of achievement. Creative writing and independent work were also ways in which students of varying needs and abilities could display their knowledge of a topic in social studies. Such experiences lent themselves to enrichment reading and projects for the interested and stimulated students.

Discovery methods of teaching can assist differing needs and abilities of students from the very clever to the student who needs many concrete experiences to understand a concept. Such activities involve the use of many multi-media resources. By having the students utilize several multi-media materials they soon come to realize what item can best help them understand a given idea.

All three methods of instruction lend themselves to assist the heterogeneous class who were the subjects of this study. Limiting oneself to a single method of instruction deprives the students of being able to determine their best way of learning and understanding.

### Group Effectiveness

3. Group effectiveness will develop from students working in the group situation.

Group interaction was satisfactorily achieved most of the time and over-all group effectiveness did develop during the time

span of the unit. In comparing the two sociometric tests, one given at the beginning of the unit and one given at the end of the unit, over half the class chose two or three of the same students after the unit had been completed. Such a finding indicated that these students were getting along in their chosen group situations. At the end of the unit the students were more familiar with evaluating themselves as this was the weekly practice on a social skills checklist. They were being trained to think critically about their group interaction and effectiveness.

Two non-mastered items on the social skills checklist related to group effectiveness were not achieved because one social studies group was not effective in cooperating and failed to produce a social studies play. This group's leader was chosen on the basis of popularity rather than on the basis of having good leadership qualities.

In small group discussions two of the three social studies groups interacted very well. No one really monopolized the discussion and each student made adequate contribution to discussion.

Although the three social studies groups were heterogeneous with regard to range in abilities, mixture of grade levels and varied personality types, group effectiveness did show progress in development. The students were subjected to experiences requiring them

to make decisions, think critically and offer opinions which are all related to group interaction and effectiveness.

#### Positive Feeling Toward Social Studies

4. A positive feeling toward social studies will develop by the use of local field trips and other forms of multi-media.

A positive feeling toward social studies did develop by using local field trips and other forms of multi-media. Evidence to support this statement was determined by the use of field trips, resource personnel, drama, creative writing and the researcher's social skills checklist.

The field trip, a very excellent resource which involved concrete experiences, should be included in any unit of study in a social studies program as it helps develop positive feelings toward social studies. Students related far better to the hardships of the Selkirk Settlers when they visited the Governor's House at Lower Ft. Garry and took part in making bannock and lye soap. Such concrete realistic experiences were truly beneficial for students ten and eleven years of age, particularly for teaching relevance of studying pioneer life.

The resource person brought into the classroom was of great value in increasing a positive feeling toward social studies, as he had more up-to-date information related to his particular

topic than did the teacher or multi-media materials found in the school library. As he was a member of a particular ethnic group he discussed topics with the students regarding personal feelings towards his way of life versus theirs, that a book or filmstrip did not do. The class seemed very interested in the presentation given by the resource person from the Mennonite community because they asked many questions and listened attentively.

Drama was also important in developing a positive feeling toward social studies as the students learned to empathize with the early pioneers and gained a clearer perspective of what they had read in a text book. The student must read or see to gain information related to the topic he is dramatizing in order to acquire the initial insight into dramatic experience.

Creative writing also allowed for a positive feeling toward social studies to develop. Most students were able to sympathize with the plight of the pioneers by writing letters to Scotland pretending that they are Selkirk Settlers.

Items on the researcher's social skills checklist indicated that the students had a positive feeling toward social studies. The students mastered the items, 'I enjoy doing social studies assignments and projects,' and 'I am interested in learning about what happened in the past.' The students indicated that these same two

items were not mastered on their social skills checklists. In this regard it is worth noting that general class enthusiasm and participation would lead one to conclude that a positive feeling did develop. The discrepancy is unusual.

The booklist indicating selection during free reading class revealed that slightly more than half the class chose to read a social studies book on at least one occasion out of five during the course of the unit. This finding is remarkable when due consideration is given to the unfair bias against reading social studies books because non-fiction social studies books in the researcher's school library were mostly books containing strictly factual information and very few titles related to the unit were available.

#### Independent and Responsible Growth of Individuals and Groups

5. Individuals as well as groups will develop themselves independently and responsibly utilizing multi-media resources provided for them or sought out by themselves.

Individuals and groups developed independently and responsibly to an acceptable degree throughout the program. All multi-media resources used within the unit helped to develop independence and responsibility. No single multi-media resource was totally responsible for such development, but a combined use of them all.

The students made some comments related to responsibility on the second sociometric test which indicated development in independence and responsibility. These comments were more specific than the list given on the first sociometric test because the students had been exposed to specific group work using multi-media resources. The students were able to pin point their success or failure in being responsible members of the group. Half the class felt that they were more responsible by the time the unit was completed.

Two of the three groups developed themselves responsibly and independently. The reason for non-mastery of the items, 'I work well independently' and 'I carry out my share of the task to the best of my ability and finish it before starting a new one.' can be explained by the fact that one complete group was quite ineffective most of the time. Both the researcher and the students indicated these items were not achieved.

Also by observing the findings of the researcher's weekly evaluation of student improvement it was found that there was an increase in independent responsible work in groups and individuals by the completion of the unit. There were more students using the public library independently as a resource centre. Besides the teacher was being asked fewer questions related to the use of the parts of a book for locating information.

By the end of the unit of study there had been some progress in developing individuals and groups independently and responsibly. Such progress was significant in that it was the basis for the researcher to move ahead to further the development of independence and responsibility, two skills which take much practice and time.

#### Personal Self-Worth

6. Personal self-worth will be developed by a multi-media approach.

Personal self-worth did develop as shown by three items on the social skills checklist which were considered mastered, 'I volunteer for committee work,' 'I share ideas and materials,' and 'I am willing to abide by group decisions.' These items were related to the choice and use of multi-media resources being used independently by the students.

There were six items on the personality inventory that revealed that personal self-worth did develop within the class. The first time the test was administered only one student out of twenty-six indicated "no" to item seven, 'I like myself,' but by the completion of the unit he indicated "yes." The item, 'I feel good most of the time,' was changed from "no" to "yes" by the end of the unit by two students who had indicated "no" at the beginning. The other four items which changed indicated a positive feeling of self-worth on the part of the students.

The use of the personality inventory was instrumental in demanding that the students critically assess their own behavior and make judgements related to this behavior. However, it must be borne in mind that such a data collecting measure was subject to inaccuracy as the students may not have answered truthfully. Whether or not one can rely on students who are ten and eleven years old to really be honest or to be able to observe any changes in their own personalities is questionable.

The use of drama, art, creative writing and field trips allowed for those students who realized their own weaknesses in the written content area of the social studies to build up self confidence by being involved in more creative and concrete experiences. Many opportunities were made available for students to build self-images throughout the unit of study.



## CHECKLISTS

The social skills and academic checklists were valuable in that they guided the researcher in knowing what she was observing as well as distributed the observation period equally among the three social studies groups. Some items were much easier to observe than others. Items which proved to be of little or no value were made aware to the researcher and would be deleted if such a study were repeated.

The value of the social skills checklists done by the students is questionable. The students did not mark their social skills checklists faithfully unless the researcher watched them carefully and demanded it be done, so how much thought and effort was put into their responses is not known.

The researcher reflected upon the items from the social and academic checklists which were not mastered, established reasons why these items were not achieved and developed possible program alterations to help insure a better mastery of the items the next time such a program is attempted. The reasons for non-mastery of items and suggestions for program alteration are shown in Tables 7 and 8, pages one hundred and twenty-eight through one hundred and thirty-six.

Table 7

Reasons Why Social Skills Items Were Not  
Achieved and Program Alteration

Social Skills	Reason for Not Achieving Item	Program Alteration
3. I work well independently.	Those three students who had difficulty usually needed reassurance from the teacher for most assignments given. One student who was scholastically above average had much difficulty in following through, concentrating on one particular topic for very long.	Perhaps shorter periods of social studies (less than thirty minutes) requiring independent work would help develop the students' ability to work independently.
5. I pay attention to directions and listen attentively during class discussions and lessons.	Those students not paying attention were five students who failed to concentrate in other areas of academic work.	Again shorter periods would perhaps help strengthen concentration.
8. I like to work in groups.	Those students who did not like working in groups were those students who had much difficulty in the classroom with peer relationships.	The use of kits dealing with the affective domain is necessary.

Table 7 (continued)

Social Skills	Reason for Not Achieving Item	Program Alteration
9. I think our group got along quite well and did a good job while working on assignments.	This was a poor item as total group compatibility was not achieved often.	Perhaps lessons dealing with getting along with others should be taught.
11. I concentrate on the job at hand working promptly and try to keep committee conversation on the topic being covered.	As the groups were heterogeneous with varying abilities distractions did occur.	Tolerance must be taught to the pupils. Lessons dealing with values and attitudes need to be increased.
13. I am courteous and helpful.	Students need to learn to be more courteous.	The teacher should continue to encourage courteous behavior and helpfulness on the part of the student but without the help of the home this skill may not develop to the fullest.
14. I listen to the other fellow's ideas and settle disagreements reasonably.	One entire group would not discuss plans reasonably with total cooperation from all group members.	If a group is formed even by using a sociometric test, and the interrelationship among group members is very poor, a couple of the group's members should be exchanged with a couple of members from another group.

Table 7 (continued)

Social Skills	Reason for Not Achieving Item	Program Alteration
19. I carry out my share of the task to the best of my ability and finish it before starting a new one.	One of the groups had a very poor group leader and some members of the group were not very cooperative and willing to work.	The teacher should intervene and have the students choose a new leader.

Table 8

Reasons Why Academic Skills Items Were Not  
Achieved and Program Alteration

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
<p>1. Reads widely with interest and understands narrative and other materials of suitable reading difficulty including books, encyclopedias, historical articles, pamphlets, jackdaws and other print materials related to the topic being studied.</p>	<p>Easy reading materials in Canadian History is really non-existent and locating materials close to the reading level of individual students was frustrating to both student and teacher. The teacher tried to encourage the student to continue searching for reading materials. The purpose of discovery teaching would be defeated if the teacher presented all the findings to the students.</p>	<p>Ideally the teacher should make some of his own reading materials but publishing companies must be sought out and persuaded to develop some easier historical reading materials than what is presently found in grade VI classrooms in Manitoba.</p>
<p>3. Understands social studies materials of appropriate difficulty and interprets it accurately eg. knows words that are unique to social studies, gathers ideas from accompanying maps, charts, diagrams and illustrations.</p>	<p>Some students lacked specific reading skills.</p>	<p>A greater emphasis on vocabulary and comprehension skills is necessary.</p>

Table 8 (continued)

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
4. Speaks clearly and directly using appropriate social studies vocabulary with understanding and correct pronunciation.	Few opportunities were given.	There should be more emphasis on oral speaking.
5. Notes discrepancies and gaps in the information classmates offer orally.	This item was not chosen to suit the unit activities or it was too advanced for the class.	This skill would not be developed until junior high.
6. Asks pertinent questions to gain understanding but does not monopolize discussion.	Certain students monopolized discussion on several occasions.	Include experiences where the student who monopolizes discussion becomes the discussion moderator in order for him to see what it is like to control group discussion.
7. Gives accurate directions using longitude and latitude for locating a place on the map.	Activities involving extensive map work skills were omitted from the unit due to lack of time. Basic information such as the routes of the Selkirk Settlers from Scotland to Red River was discussed.	More emphasis on map skills is necessary.

Table 8 (continued)

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
<p>10. Views and listens to various media to locate needed information eg. films, filmstrips, tapes, television, pictures, transparencies, records, field trips and resource personnel.</p>	<p>Some multi-media resources were not always suitable for the ability level of the class eg. filmstrip "Lord Selkirk, The Colonizer," and the reel tape, "Man Without Fear."</p>	<p>Closer pre-viewing of multi-media resources is necessary. Unit should be begun later than the second week in September, perhaps October 1, so that the teacher would be more aware of student ability levels when choosing multi-media resources.</p>
<p>11. Listens carefully to study directions as they are given (asks only for explanations of directions, not a repetition of them).</p>	<p>Some of these students did not listen to directions when given in other areas of class work. Concentration span may have been limited. Some students were not able to remember directions unless they were written down.</p>	<p>Additional practice in listening skills in all subject areas is required.</p>
<p>12, 13, &amp; 14 12. Identifies the parts of a book (table of contents, index, etc.)</p>	<p>The researcher was not able to be in the library when the students chose books and the librarian was only half-time.</p>	<p>Perhaps the researcher's school should have scheduled library periods for each class so she could make an assessment related to the mastery of various library skills.</p>

Table 8 (continued)

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
<p>13. Begins to use the Dewey Decimal System to locate books in the library.</p> <p>14. Locates in the card catalogue and interprets the entries correctly eg. author, title and subject.</p> <p>15. Does original writing with the teacher's guidance eg. letters from Selkirk Settlers to relatives in Scotland.</p>	<p>Some students' efforts were not considered satisfactory by the researcher.</p>	<p>Creativity is difficult to teach if the student has not been given ample opportunities to develop this skill in the earlier grades or at home. Through the teacher's encouragement and many practice sessions in creative writing the students may show improvement.</p>



Table 8 (continued)

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
<p>16. Makes simple needed bibliographies in good form (author, title, pages and copy right date).</p>	<p>Of the ten students who did not achieve this item, five of them were in grade V while the other five were in grade VI. Three of the students immigrated to Canada within the last two years and spent the first year in a Basic English Class and would not have likely been taught a bibliography format. The other seven students either had forgotten the format or were not taught it previously.</p>	<p>Two or three structured lessons related to bibliography is essential.</p>
<p>17. Prepares good written explanations to accompany maps, exhibits and models.</p>	<p>Students did not reach the mastery level on this item because not everyone wrote the write-ups for the mural work related to the plays. Some were involved with the artistic aspects of the play presentations or the oral giving of ideas to those doing the script writing or model write-ups.</p>	<p>The students need more practice in descriptive writing.</p>

Table 8 (continued)

Academic Skills Checklist Items	Reason for Not Achieving Item	Program Alteration
<p>18. Is able to label a map correctly by printing horizontally in pencil and to use a dot to represent a village, town or city.</p>	<p>Map work was not emphasized.</p>	<p>An inclusion of a more intensive map skills program is necessary.</p>
<p>19. Is able to make notes related to a filmstrip, tape, film, resource person, text or any other form of media used.</p>	<p>Note taking is a difficult skill to teach, but it still should begin in the elementary school even though students at this level find it very difficult. Much practice is necessary.</p>	<p>Note taking could be practised in other subject areas as well as social studies once a week.</p>

## CONCLUSION

The objectives of the study were accomplished or were partially developed through the use of a multi-media approach and the use of the teaching techniques of exposition, directed discussion and discovery which provided many learning opportunities. Of the several objectives attained in the study, the following are thought to be of particular significance:

1. Exposure to varied multi-media experiences makes it possible for various learning opportunities to occur.
2. A combination of instructional methods is necessary to utilize a multi-media approach and to accommodate various student needs and abilities.
3. A positive feeling toward social studies will develop by the use of local field trips and other forms of multi-media.
4. Personal self-worth will be developed by a multi-media approach.

Along with a multi-instructional approach goes a multi-media approach to the teaching of social studies. Multi-media resources are valuable and have their place in the social studies classroom. Properly used and evaluated they can enrich the

social studies program and help make it more interesting for the students. Such an approach makes the subject matter of social studies come alive and seem more meaningful in a time when students question the relevance of the material they study in school.

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APPENDIX



STUDENTS	DATE	<p><u>PARTICIPATES EFFECTIVELY WITH OTHER MEMBERS:</u>                      A) I share ideas and materials with others                      B) I am courteous and helpful                      C) I listen to the other fellow's ideas and settle disagreements reasonably                      D) I am willing to abide by group decisions                      E) I take turns in being a leader and a follower</p> <p><u>USES MATERIALS WISELY:</u>                      A) I am able to help divide the tasks involved in preparing a group written report or how to decide who will search for answers to which of several study questions                      B) I make plans before beginning work and follow them through</p> <p><u>COMPLETES RESPONSIBILITIES TO THE GROUP:</u>                      A) I carry out my share of the task to the best of my ability and finish it before starting a new one</p>
GROUP I:		
GROUP II:		
GROUP III:		

Academic Skills Checklist

STUDENTS	DATE	<p><u>READING SKILLS:</u>                      A) Reads widely with interest and understands narrative and other materials of suitable reading difficulty including books, encyclopedias, historical articles, pamphlets, jackdaws and other print materials related to the topic being studied</p>	<p>B) Follows the logical organization of a simple social studies selection eg. notes topic headings, uses them as aids in comprehension and selection of central ideas, sees paragraph organization, recognizes the progression of ideas</p>	<p>C) Understands social studies materials of appropriate difficulty and interprets it accurately eg. knows words that are unique to social studies, gathers ideas from accompanying maps, charts, diagrams and illustrations</p>
GROUP I:				
GROUP II:				
GROUP III:				

STUDENTS	DATE	<u>SPEAKING AND LISTENING SKILLS:</u> A) Speaks clearly and directly using appropriate social studies vocabulary with understanding and correct pronunciation B) Notes discrepancies and gaps in the information classmates offer orally C) Asks pertinent questions to gain understanding but does not monopolize discussion D) Gives accurate directions using longitude and latitude for locating a place on a map or globe
GROUP I:		

<u>EXPRESSIVE SKILLS:</u> A) Does original writing with teacher's guidance eg. letters from Selkirk Settlers to relatives in Scotland B) Makes simple needed bibliographies in good form (author, title, pages and copyright date) C) Prepares good written explanations to accompany maps, exhibits and models





STUDENTS	DATE	C) Views and listens to various media to locate needed information eg. films, slides, filmstrips, tapes, television, pictures, transparencies, records, field trips, and resource personnel	D) Listens carefully to study directions as they are given (asks only for explanations of directions, not a repetition of them)	LIBRARY SKILLS: A) Identifies the parts of a book (table of contents, index, glossary, list of illustrations, maps, appendix, preface and introduction)	B) Begins to use the Dewey Decimal Classification Scheme to locate books in the library	C) Locates in the card catalogue and interprets the entries correctly (eg. author, title and subject)
GROUP I:						
GROUP II:						
GROUP III:						

## APPENDIX B

## Personality Inventory - Seven Oaks School Division

## Who Am I?

INTERMEDIATE

NAME: \_\_\_\_\_

- |    |   |     |    |
|----|---|-----|----|
| 1. | I am nervous if I have to go to the board.    | Yes | No |
| 2. | I like to be leader when I play with friends. | Yes | No |
| 3. | I am getting better in my work.               | Yes | No |
| 4. | I like school most of the time.               | Yes | No |
| 5. | I am good at making things.                   | Yes | No |
| 6. | I chew my fingernails.                        | Yes | No |
| 7. | I like myself.                                | Yes | No |
| 8. | I am happiest when I am alone.                | Yes | No |
| 9. | I can relax when I read.                      | Yes | No |

- |     |  |     |    |
|-----|--|-----|----|
| 10. | I am thoughtful toward others.                     | Yes | No |
| 11. | I enjoy Mathematics.                               | Yes | No |
| 12. | I like people to help me.                          | Yes | No |
| 13. | I am polite.                                       | Yes | No |
| 14. | I sometimes tell lies.                             | Yes | No |
| 15. | My classmates . . . . are usually nice to me.      | Yes | No |
| 16. | I feel shy when I talk to adults.                  | Yes | No |
| 17. | Sometimes I want to know how to make more friends. | Yes | No |
| 18. | I sometimes worry.                                 | Yes | No |
| 19. | I sometimes daydream.                              | Yes | No |
| 20. | I enjoy sharing things with other kids.            | Yes | No |

- |     |   |     |    |
|-----|---|-----|----|
| 21. | I like to take my work home.                                      | Yes | No |
| 22. | I argue often in school.  | Yes | No |
| 23. | I lose interest in things quickly.                                | Yes | No |
| 24. | When there is no school, I know what to do with my spare time.    | Yes | No |
| 25. | I laugh quite often.  | Yes | No |
| 26. | I make lots of enemies.   | Yes | No |
| 27. | I often think that I am sloppy.                                   | Yes | No |
| 28. | I enjoy disturbing the class.                                     | Yes | No |
| 29. | I often pout when I don't get my own way.                         | Yes | No |
| 30. | I like the teacher to tell me I'm doing good work.                | Yes | No |
| 31. | I am interested in knowing what kinds of hobbies other kids have. | Yes | No |

- |     |  |     |    |
|-----|--|-----|----|
| 32. | I am angry at people a lot.            | Yes | No |
| 33. | I ought to be more friendly.           | Yes | No |
| 34. | I try to please others.                | Yes | No |
| 35. | I feel good most of the time.          | Yes | No |
| 36. | I solve my problems quite easily.      | Yes | No |
| 37. | I change my mind a lot.                | Yes | No |
| 38. | I fight often with my family.          | Yes | No |
| 39. | I always tell the truth.               | Yes | No |
| 40. | I am an important person to my family. | Yes | No |
| 41. | I hate myself.                         | Yes | No |
| 42. | People tell me I'm no good.            | Yes | No |

- |     |   |     |    |
|-----|---|-----|----|
| 43. | It's hard for me to do new things.                                  | Yes | No |
| 44. | I sometimes give up too easily.                                     | Yes | No |
| 45. | I am eager to help the teacher.                                     | Yes | No |
| 46. | I like to answer questions out loud in class.                       | Yes | No |
| 47. | I like to show the teacher my work.                                 | Yes | No |
| 48. | I do things in front of the teacher that I know are wrong.          | Yes | No |
| 49. | I sometimes borrow the belongings of other children without asking. | Yes | No |
| 50. | I am sometimes careless with my belongings.                         | Yes | No |
| 51. | Sometimes I tell on other kids when they do something wrong.        | Yes | No |
| 52. | I like to become friends with new classmates in our room.           | Yes | No |

- |     |   |     |    |
|-----|---|-----|----|
| 53. | Sometimes I swear out loud when the teacher can hear.   | Yes | No |
| 54. | I am usually pleased to play games with the other kids. | Yes | No |
| 55. | I like most people.                                     | Yes | No |

## APPENDIX C

## Pre-Test and Post-Test

Write all the information that you can think of that relates to each of the following ideas or concepts.

A. Exploration

B. Settlement

C. Fur Trade



## APPENDIX D

## Examples of Concept Development

Concept	Pre-Test	Post-Test
Exploration	--	Exploration means explorers like Henry Kelsey, La Verendrye and Henry Hudson who were looking for new land, animals, new waters and gold.
Settlement	Where people live	The Red River Settlement caused lots of problems with the fur traders because fur-bearing animals would leave because man was beginning to settle near their homes. The Indians were unhappy because they would drive the buffalo, one of their only sources of food, away.
Fur Trade	The fur trade means to trade furs like the Hudson Bay Co. did.	There were two companies in Canada called the Hudson Bay Co. and the Northwest Co., also known as the North Westers. The Hudson Bay Co. and the Northwest Co. had a rebellion and to settle the rebellion they joined and became the Hudson Bay Co.

## APPENDIX E

## Student Evaluation of Multi-Media Resources

My name \_\_\_\_\_

Unit on \_\_\_\_\_

I was a member of the committee on \_\_\_\_\_

My special jobs on the committee were:

These are the materials I used:

The most helpful of the materials were:

The least helpful materials were:

Other sources I used (film, filmstrips, interviews, etc.) were:

The most helpful of these other sources were: