

ACTS OF THE IMAGINATION: AN INQUIRY IN USING COLLINGWOOD'S
HISTORICAL METHODOLOGY IN TEXAS HISTORY CLASSES

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

Previous research has focused on various methods, strategies and concepts that impact the teaching of history in classrooms (Brush & Saye, 2002; Hicks, Doolittle & Ewing, 2004; Levstik & Barton, 2011; Shepherd, 2010). However, research that examines the practice of using the reenactment process in regard to teachers' beliefs and perceptions is missing in today's literature. The theoretical foundations of this study were grounded in the social constructivism of Vygotsky (1978), Bower & Lobdell (1998) along with the substantive framework of Collingwood's (1946) reenactment process. The purpose of this study was to investigate the ways in which Texas history teachers used the reenactment method in their classrooms.

The investigation took place at a Texas coastal school district where the participants were Texas history teachers at the local junior high. This multi-case study was informed by an interpretivist framework and emphasized the substantive framework of Collingwood's historical reenactment thinking strategy. Finally, a cross-case analysis was used to perform a thematic analysis around the three individual cases. The findings indicate that all of the participants shared different experiences while integrating the reenactment process into their classrooms.

These different experiences were unique and indicative of each of the participant's case write-ups. They were further supported in the thematic patterns that emerged by way of cross-case analysis: (a) There's More Than One Path to Historical Literacy: But They're not always paved in Gold, (b) Levels of Engagement: At What Cost? and (c) Can we all Get Along? Searching for a Happy Medium. The findings also showed that each of the participants experiences with the reenactment process provided a good foundation for the delivery of a critical thinking strategy in the classroom.

The research in this study revealed various implications for secondary social studies classes and their use of the reenactment method. There is potentially here, a significant opportunity to improve the acquisition and understanding of historical events at all secondary levels of social studies classes. There is, in my opinion enough qualitative evidence to recommend additional studies behind the reenactment method.

DEDICATION

This work is dedicated to my family. To my beautiful wife, Eileen, your unwavering support help sustain me during the most difficult times of my life. I give you first and foremost my deepest love and gratitude for all the sacrifices you made during all of my years in the program. For Joseph, I am proud of you and the man you have become. You always supported me and never gave up on my tempestuous ways and crazy ideas. For Aiden, you are the light of my life. Thank you for just being yourself and making me laugh when I needed it the most.

To my wonderful sister, Lally, without your unwavering confidence in me and the many, many times you babysat Aiden, I might not have completed this degree. I can't begin to count the number of times that you saved the day and helped us out of a bind. To my mom, I love you and hope this makes you proud. You have been like a guiding beacon throughout my life, who according to you, I get all my brains. Thanks for believing in me and for giving me all of my "smarts." To my mother-in-law Sylvia Barrera, I'd like to thank you for lending your support when I decided to return to the program. I'll always be grateful and remember that. Miss you.

To my late dad, I dedicate this labor of work to whom I credit a strong and guiding presence in my life and who helped shape me into the person I was to become. Without your advice and work ethic, I would not be where I am today. Over the years you were there to lend an ear and offer kind words of encouragement. There are still times when I can hear your voice and feel your presence when I work alone at night. It's comforting to know that you are there. I love you dad. I would also like to thank a childhood friend and present mentor, Emilio Zamora, for all his words of encouragement and valuable points he had to offer. Finally, I would like to thank a good friend and colleague, Jack Young, for providing keen insights and advice on this paper.

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CHAPTER I: INTRODUCTION

Background and Setting

This dissertation is based on the insight offered by the historian and philosopher R.G. Collingwood. He was an historical philosopher who studied the “idea of history” and developed a radical approach regarding this concept and its connection to historical methodology and investigation (Carr, 2001). Collingwood developed a critical thinking approach that re-conceptualized the way we typically *understand* history (Smith, 1998). As a result, Collingwood’s historical scholarship has become influential in playing pivotal role in social studies classes (Pattiz, 2004). His reenactment method is useful in acquiring a more comprehensive grasp of historical events by way of critical thinking.

Critical thinking has become essential in today’s history classroom for reasons that revolve around comprehension and originality of thinking (Shaughnessy, 1985). Utilizing critical thinking in the classroom allows students of history to apply improved ways of thinking, not just in other academic courses but in public discourse as well (Milton, 1993). The traditional model of delivery and understanding of historical facts and events has relied on the memorization of dates and events (Newmann, 1991).

Over the course of time, critics in the field of education have disparaged this memorization construct, which is instituted at all grade levels in the school system (Moore & Parker, 2007; Stahl, Hynd, Britton, McNish and Bosquet, 1996). The “teach to the test” climate educators and administrators have come to know and assume has unfortunately eliminated the time needed to create assignments that stimulate critical thinking. Critical thinking is a proper grounding in historical causality and its tie to the narrative is a necessary instructional element to give the student the ability to reason historically.

Yet Texas history teachers and students alike must wade through a host of information and set curriculum frameworks as mandated by their respective schools and departments. Texas history teachers and their students must grapple with internal and external forces. Levesque (2008) notes that more research is needed on teachers' perceptions and beliefs regarding the implementation of Collingwood's philosophy of history in their classrooms and its impact on learning as mandated by the Texas history curriculum.

A central aspect of historical investigation that is missing in many Texas history classes is what is known as "historical thinking" skills, more specifically, the reenactment process, a method originally introduced by Collingwood. Students who do not practice historical thinking do not always achieve an aptitude to think critically in social studies classes (Fogel & Elton, 1983). The fact remains that students often remember their history classes as being boring and all too often, dull (Atkinson, 1978). This is often attributable to the memorization of dry historical facts that can stultify the aptitude for learning (Seixas, 1997). This is, in large part, a reason why researchers point to critical elements missing in the social studies' pedagogical lexicon (Foster & Padgett, 1999).

Historical thinking skills are often taught and used primarily in advanced placement classes (Van Sledright, 2002). This form of thinking has generally been used as a method of teaching history in a stringent and contextualized manner that elicits cooperation and group investigational techniques related to primary and secondary sources (Davis, 1998; Wineburg, 2001). This method has primarily been used in select social studies classes by history teachers who apply its technique to learning history (Seixas, 1993; Wineburg, 2001). More specifically, historical thinking skills, developed through reenactment, would allow students in Texas history classes to investigate the past by reimagining the thoughts behind the historical agents.

The traditional method of exploration and interpretation usually coincides with the practice of historical argument in oration and writing. The “old and dry method” of rote memorization often lacks evidence of imagination, true understanding, and a robust evaluation of historical narrative credibility (Goodlad, 1984; Loewen, 1995). Frequently, the tide to implement broader critical thinking strategies in standard Texas history classes, like those of advanced placement classes, diverges from critical thinking constructs to those of rote-memorization and has been demonstrated by the traditional social studies model (Foster & Padgett, 1999). Historical thinking skills can take on various formats when applied to today’s social studies classes. Research suggested that when a series of historical themes was examined, the analysis significantly improved the critical thinking skills of students (Stake, 1994).

Milton (1993), found that when students were given the opportunity to (a) immerse themselves in the process of examining different historical perspectives, (b) conduct factual analysis of historical narratives, (c) identify differing assumptions, and (d) participate in synthesizing alternative concepts through “historical reenactment,” they provided an opportunity for students to grow from their shared experiences. Teaching practices like those of Milton are known as pedagogical thinking and are most prevalent in advanced placement classes like AP U.S. History. Historical pedagogical thinking has been instituted and adopted by social studies educators to achieve authenticity in their students’ historical thinking and learning over the course of the last several decades. The evolutionary steps in this process have been slow in some areas and more accelerated in others (Van Sledright, 2002; Wineburg, 2001). Researchers have asserted that the productive imagination of students is imperative for their success in critical thinking (Facione, 2004).

Accordingly, other researchers in the field of history, like Bohan and Davis, have been quick to establish that the ideas behind the imagination of students are imperative when students engage in this method of inquiry:

Intriguing history requires the imaginative ability to place oneself back in time, to understand human struggles, actions and consequences, to derive meaning from the stories of persons, places and events, and to make informed judgments on the basis of historical evidence. Conveying such fascinating history to others requires considerable ability, knowledge and effort.... Students should be encouraged to imagine many possibilities when thinking of distant times, places, people, and ways of living. (1998, pp. 174-175)

Other researchers (Facione, 2004; Lucey & Grant, 2010; Milton, 1993; Moore & Parker, 2007) found that when these strategies are utilized in a multiplicity of different texts, students, in turn, made substantial gains in critical thinking. In one study involving exposure to multiple texts in relation to specific historical events, students showed improved critical thinking skills regarding the integration of all the materials being examined (Stahl, Hynd, Britton, McNish & Bosquet, 1996). However, due to the increasing and diversified nature of comprehensive exams and the pervasiveness of standardized curriculum, the implementation of historical thinking strategies in non-AP social studies classes is still somewhat limited (Grant, 2003; Richardson, 2003). The teacher must be adept at creating lesson plans that demonstrate challenging lesson activities and assignments that will challenge preexisting assumptions brought to the classroom by his or her students. Once students engage in assessing, evaluating, looking at different viewpoints, and examining multiple texts, teachers can create a real sense of understanding in their students' lives (Shaughnessy, 1985).

All their acquired “detective-like” skills are what help constitute the understanding of what critical thinking is all about and why the student of history must be engaged in the process of investigating historical events in question (Moore & Parker, 2007).

Statement of the Problem

Scholarly research (Carr, 2001; Van Sledright, 2002; Wineburg, 2011) has shown that students in social studies classes do not always receive adequate instruction in relation to the material that will elicit a more robust explanation of historical events. Too often, students do not properly take stock of historical concepts or appreciate the intricacies as to why historical events may have occurred. Social studies classes, by their very nature, do not always present a neat and linear progression of historical events (Atkinson, 1978). Historically, students are not always taught to re-examine and think critically about (1) historical events, (2) historical individuals, and (3) important ideas in history (Loewen, 1995). Many social studies students end up utilizing a myopic way of thinking about historical events and see the natural order of these events as inevitable based on a preexisting way of viewing history (Carr, 2001). As a result, many students see history as being preordained in the path that it must follow; yet may not realize that the reason is due to hindsight.

The natural tendency of hindsight causes many of us to see that history could only have unfolded in the manner that it did. As a result, we see history as having had one particular reason for one particular event (Demandt, 1984). Loewen (1995) noted that this is why it’s so easy for students to traditionally see one historical path traveling in a chronological manner. The problem with this is that many of our social studies classes are traditionally being taught in a manner that involves the replication of non-contextualized information, such as names, dates, places, and eras.

As a result, reproduction of this information is assessed on a variety of instruments which elicit *matching, true-or-false, multiple choice, and fill-in-the-blank* responses. The job of social studies students should be to try to see for themselves the perspective developed in the mind of the historical agent, as that individual grappled with the future unknown. Goodlad (1984) stated that students of social studies classes too often look at history as akin to a maze. If one starts at the end of the path (in which case they often do), then the answers seem far too apparent and obvious. However, if one were to start at the beginning of the maze, then one will be able to see the maze as opening up to different routes and possibilities that the historical figure in question might have taken (Goodlad, 1984).

Yeager and Wilson (1997) and Yeager and Davis (1995) argued in favor of social studies teachers receiving further instruction in acquiring adequate critical thinking skills when it comes to their subject matter because teachers often lack the philosophical foundation to critically assess historical time periods. Yeager and Davis (1995) noted “As we begin increasingly to teach (and to advocate teaching) with primary historical sources, teacher educators must think far more about what it will take to prepare new teachers for that task” (p. 337). Past research has found teaching critical thinking skills beneficial and current research (Carr, 2001; Van Sledright, 2002; Wineburg, 2011) indicates potential future benefits to history teachers in particular. Teachers must learn to recognize that the traditional model still used in classes encourages students to be passively engaged listeners and uncritical when it comes to acceptance of questionable information. What is needed at this juncture is a form of historical instruction that can be crafted in a way that will stimulate the student of history to think in a *different* way, one that is characterized and designed in a way that will call on students to think critically in a world increasingly complicated by objective standards and accountability metrics.

It is for these reasons that social studies teachers should be conversant with historical philosophical studies, especially in cases where historical thinking skills will be part of their pedagogical thinking. An additional problem is that students of history end up reading the works of popular historians rather than assessing problems and primary data that will enable them to think historically about the events and figures in question. Therefore, the aspect central to my investigation was to describe the effect of introducing Collingwood's method of investigation to Texas history teachers who did not have the philosophical background in historical research. Their thoughts and perceptions regarding Collingwood's technique of historical investigation will lend insight into its potential use in classes such as those being taught in secondary Texas history classes.

Purpose of the Study

The purpose of this study was to investigate the ways in which three Texas history teachers used Collingwood's reenactment methodology and in what ways did participants reflect their beliefs and perceptions regarding this method of conducting historical investigations in their classrooms? An additional aim of this study was to see how the implementation of the reenactment process in the classroom impacted the participants' beliefs and attitudes regarding its efficacy.

Methodological Framework

This study was framed as a qualitative paper that would be informed by interpretivist theory. Interpretivism has traditionally been perceived as the meaningful nature of a person's character and his or her participation in a social setting (Elster, 2015; Walsham, 1995). Because of the nature of interpretivism, the scientific method can effectively be ruled out and a more

humanistic position developed. McIntosh (1997) emphasized that this position is essentially grounded in the fact that people's knowledge of reality is a social construction.

If one were to look for a more distinguishable and functional use of the term *social* construction, one could look into the meanings and motives behind people's actions. Whitley (1984) observes that many of these meanings and motives can often be classified as behavior and interactions with others in society and culture. Yet it has been argued that this type of data cannot be obtained without imparting some form of value onto it. This is especially true once the inquirer interacts with the human subjects of the inquiry (Walsham, 1995). This dissertation employed a qualitative case study methodology, specifically, a multi-case study. There were three participant teachers involved in this study, each bringing their lived experiences and voices to their classroom setting. Because each of their praxis of teaching is unique to their own style of conducting instruction, the case study method was the most conducive and informative method to use.

Theoretical Framework

The theoretical framework for this study was social-constructivism. Social-constructivism was initially developed by the post-revolutionary Soviet psychologist Lev Vygotsky. Social-constructivism is a sociological theory of knowledge. It is primarily situated in how human development is constructed by way of interaction and collaboration amongst one another (Brooks & Brooks, 1993). Students learn by valuing the perspectives and values held by other students in constructing their own modes of learning. It is this level of concerted effort in connecting students' bases of knowledge with each other that creates a shared understanding of the world around them (Bower & Lobdell, 1998; Bruner, 1971; Vygotsky, 1978). The goal of this study was to explore Texas history teachers' beliefs and experiences within the social-

constructivist teaching paradigm. This framework facilitated the design of this study and fostered an understanding of the forces at work that affected the outcome of the students' apprehension of Collingwood's method of historical investigation (Lemisko, 2004). This case study was written in an interpretive form and is concerned with providing the reader with the uniqueness and complexity of all the multiple contexts involved in the study.

Barker, Pistrang and Elliott (2002), suggest that interpretive inquiry is suitable as the bases for qualitative research when (a) there is little known in a particular research area; (b) existing research is confusing, contradictory, or not moving forward; or (c) the topic is highly complex. As a result, this interpretive inquiry relied on the theoretical framework known today as social constructivism. It's applicability to the nature of this study was significant in making the connection with Collingwood's historical methodology known as the reenactment process.

Substantive Framework

Collingwood's primary form of historical methodology in the classroom is the act of the reexamination of evidence itself (Collingwood, 1946). This method entails that students examine, for themselves, documents, artifacts, and credentials of sources (Stahl, Hynd, Britton, McNish & Bosquet, 1996). The student, according to Collingwood's methodology, would be able to determine or justify whether an artifact or document's use in a narrative was credibly based in fact or fiction (Stanford, 2001). As a result, the students themselves must determine whether the credibility of an authored source is used or discarded in their investigation (Stahl, Hynd, Britton, McNish & Bosquet, 1996). This is a powerful way of allowing students to see events and evidence through their own eyes and empowers them to make critical decisions in light of the teacher and their classmates (Shaughnessy, 1985). Thus, students are able to critically reflect and reenact a thought

process that did not lay dormant in the past but instead lies open to view in the present (Stanley, 1991).

Collingwood's (1946) historical methods of philosophical inquiry can be closely aligned with historical thinking for two essential reasons. First, his ideas concerning historical knowledge and its production can be used by history teachers in a social-constructivist manner in the classroom (Fosnot, 2005). Second, Collingwood's methodology has the potential to greatly enhance the aptitude for "historical thinking" in social studies classes (Wineburg, 2001). A collaborative synergy by means of group sharing within members leads to the integration of ideas and improved thought processes within the classroom itself. Utilizing a historical thinking approach within classroom groups connects Collingswood's methodology of investigating history and lends itself well to student outcomes in the social studies classroom.

Research Questions

1. How do participants, Texas history teachers, describe implementation of a historical thinking strategy (reenactment process) in their classroom?
2. In what ways do participants reflect their beliefs and perceptions regarding this method of conducting historical investigations in their classrooms?

Definition of Terms

For the purpose of this study, the following definitions apply:

AP US History – A high school course used to inculcate students to the practice of history by means of historical disciplinary practices and study skills.

Critical Thinking – The mode of thinking about a subject that improves the quality of thinking by means of analyzing and assessing a specific topic (Moore & Parker, 2007).

Historical Causality – The attempt by the investigators of history to trace back current and historical events to their root causes (Waring, 2010).

Historical Thinking – The ability to analyze primary sources and artifacts, make historical connections, employ chronological reasoning and conduct historical arguments (Foster & Padgett, 1999).

Historical Thinking Skills – The practice and skill needed to investigate the past through exploration and analysis of primary sources and secondary texts.

Primary Sources –The original documents and artifacts used by the researcher in investigating historical events (Newman, 1991).

Reenactment Process – An educational and historical activity in which students use primary source material to imagine and re-think the historical figures or events in question (Bain & Mirel, 1982).

Social Constructivism – A sociological theory of knowledge by which human thought is socially situated and knowledge is constructed by way of interaction with others (Brooks & Brooks, 1999).

Social Studies – The multiple aspect of branches of the study of human society and considered an educational discipline.

Texas History – The study of the history of Texas from early times to the present.

Significance of the Study

A significant aspect of this study was to describe the effect of using the historical thinking strategy known as the reenactment process in a Texas history classroom. An additional aspect of this study was to explore the usefulness of using such a strategy by observing the instructor's thoughts and perceptions during the study. The point of the study was to examine

potentially successful teaching strategies for Texas history teachers who want to reach the full potential of their students. By understanding and utilizing Collingwood's reenactment process in the classroom, Texas history teachers can show improved student outcomes when it pertains to critical thinking in their history classes.

Limitations of the Study

Because this case study involved three participants, all teaching at the same junior high, the insight gained was limited to the lived experiences of the participants themselves. It cannot reflect in totality the shared experiences of Texas history teachers in neighboring school districts. An additional limitation present in this study was the researcher's subjectivity in connection with the participants shared experiences. As an experienced teacher myself, I was particularly mindful of similar experiences that could in turn shape the inquiry and eventual outcome of this study.

CHAPTER II: REVIEW OF THE LITERATURE

Social Constructivism in Theory and Practice

Social constructivism is a sociological theory of knowledge based on the way human knowledge is constructed through social interactions amongst individuals (Brooks & Brooks, 1993). In light of our recent obsession with improving and measuring outcomes through standards in the classroom, social constructivism offers many practical solutions and theoretical ideas that often lead to good learning and teaching. The key here is that utilizing social constructivism in the classroom is tied to learning and not just “performance.” Adams (2006) notes that it is precisely because of the emphasis on “learning” that social constructivism should become more evident in today’s classrooms. The primary underlying factor for the focus on social constructivism in this paper can be traced to its initial theoretical origins: people construct their own understanding of the world, which, in turn, creates their own knowledge.

Ishii (2003) states that, children too, construct, learn, and gain knowledge in the educational classroom setting as they progress through the system. Human acts of communication by way of language, real world experiences and interaction amongst one’s peers leads to the notion of individually constructed knowledge. This final evolutionary step in acquiring knowledge is the key ingredient when trying to stimulate critical thinking in the classroom. Yet, in the case of social constructivism, individual knowledge and social knowledge are one and the same. Gordon (2008), states that this final form of knowing can only be constructed by the confluence of perspectives and ideological stances. Students involved in a social constructivist classroom are often involved in discussion, collaboration amongst one another, and solving problems through projects.

The social constructivist premise of this paper is closely aligned with the idea of a Vygotskian classroom. It would feature teacher-student and student-student interactions. Ozer (2004) states that this type of classroom might utilize cognitive strategies like questioning, predicting, summarizing, and clarifying. This form of pedagogical learning is supported in various primary, secondary, and post-secondary institutions of higher learning (Brooks & Brooks, 1999). A key emphasis behind the idea of social constructivism is that it applies the concept of constructivism in social settings, wherein groups construct knowledge for one another (Richardson, 2003). It is a sociological theory of knowledge that allows collaboration amongst classroom groups that creates a culture of shared meaning (Brooks & Brooks, 1999). This aspect is imperative for those teachers who must impart critical thinking skills through the process of shared group collaboration (Wineburg, 2001). Social constructivism is tied to the act of historical thinking by way of contextualization: the use of multiple lenses that leads to a comprehensive look at historical events and figures.

The direct by-product of Collingwood's method of historical investigation supplies the observer with the *how* and *why* students have arrived at their results. The real challenge lies in trying to balance pre-existing curriculum frameworks (school and departmental policies) with those of emerging constructivist approaches (Lemisko, 2004). There are numerous benefits to employing social constructivist principles in social studies classes. Experiences like imaginative exercises, historical reenactments, group interactions, uniqueness and diversity of thought are a few of many that can be advantageously utilized in a history classroom. This framework of learning by way of its epistemological nature can generate a better way of understanding the thought processes and actions taken by historical figures and how contextualization can work in a social studies environment.

Collingwood's Philosophy of History

R.G. Collingwood's method of conducting historical investigation is seen as one that deals with the idea of history as being imagined first and foremost in the mind of the agent (Collingwood, 1946). Collingwood used the term *agent* to refer to the historian in conducting historical investigations, the student is taught how to imagine the past through the eyes of the historical agent in question. The student must also learn to relate context to primary and secondary sources in order to determine possible historical outcomes. Students taking history classes, in general, are not always taught *how* to think critically for themselves; instead, they are subjected to exercises often lacking in rigor and critical examination of evidence (Atkinson, 1978).

Students must become their own "historical detectives" in which they themselves imagine and play out the narrative process (Bain & Mirel, 1982). Although one could argue that some forms of critical thinking may be occurring in history classes, research continues to show that the strategies of assessing and questioning the validity of documents, narratives, events, individuals, and ideas are not a major focus in too many regular history classes (Stanford, 1986). One central advantage of using Collingwood's methodology in the classroom is that the students themselves are seen as "historical detectives." The student themselves must be able to reenact past historical events in order to comprehend the narrative in its proper context. As Collingwood (1946) explains,

To know someone else's activity of thinking is possible only in the assumption that this same activity can be re-enacted in one's own mind. In that sense, to know what someone is thinking [or has thought] involves thinking it for oneself. (p. 286).

In Collingwood's *The Idea of History* (1946), he is not espousing his own idea or theory of history. Instead, he chronicles the past on what other noted philosophers and historians, such as *Augustine, Hegel, Descartes* and *Comte* considered history to be. Collingwood (1946) insists that ultimately thought in itself gives rise to action in the form of a creative imagination. This process is what gives historians the essential components needed to complete the historical narrative for a particular period or episteme. What was important to Collingwood was that we can "re-think" (Collingwood, 1946). Take, for example, the idea of the prehistoric axe. The point Collingwood would make is that this artifact is not important because it's an object of evidence entered into the chronicle of a particular epoch, but because of the intended purpose its users had (Foster & Padgett, 1999). We cannot just look at its obvious functionality, but instead at what the thought may have been in the mind of the user, which is what ultimately matters.

Did a hunter-gatherer use the axe as a tool to kill for food, a symbol of manhood via a rite of passage, a token of hospitality amongst neighboring tribes, or a weapon of war? What were the intentions behind the user of this pre-historic axe? Was it used only by barbarians with murderous intentions or was it considered the holiest of objects that a preordained individual could use in some ceremonial manner? Collingwood insisted that historical causality was completely unlike anything in the fields of natural science or, for that matter, academic philosophy (Mendel, 1987). What was the motive for the cause? He determined the motive could have been due to an act of *persuading, making, inducing, urging, forcing, or compelling* as the motive behind a particular cause (Collingwood, 1938). Intention and reenactment were paramount to his view of historical causality. He likened history to the job of a detective (Milton, 1993). The historian, like the detective, must be able to relate the artifact to its proper context and the movement or action to human intentions (Moore & Parker, 2007).

This is *the* evidence that the historian must investigate if he is to reconstruct a convincing narrative with his imagination. This is how the historian must proceed in order to breathe life into the past (Moore & Parker, 2007). By engaging historical causality in this manner, Collingwood is placing intention and imagination front and center while placing the “object via verification” off center stage and making historical causality independent through the process of thought and reenactment (Salmon, 1998).

The past, according to Collingwood, is not really *gone*; it is present in the form of objects and artifacts. As a result, the historian must do his best to reenact the past in order to reconstruct it in the present (Salmon, 1998). Salmon suggested that his idea of historical causality called for the rejection of historians who attempt to construct meaning out of past events through a “scissors and paste” methodology, noting, “History constructed by excerpting and combining the testimonies of different authorities I call scissors-and-paste history. I repeat that is not really history at all....” (p. 294). In Collingwood’s estimation, there was nothing left for the imagination when historians used this form of thought, for it all lead to a systemized and processed way of thinking about history and was ultimately a dead end. History, according to Collingwood, could not be subjected to this kind of rudimentary and primitive manner of assessing past historical events (Collingwood, 1946).

Critical Thinking in the History Classroom

When students do think critically, they are often taking part in calculating likelihoods, making inferences, and solving problems (Facione, 2004). It is imperative that students develop these skills prior to reaching middle school (Bickford 2013). This way they will be able to apply them when they are faced with lectures, taking notes, and reading textbooks for the very first time (Waring & Robinson, 2010). When students are engaged with critical thinking skills by

middle school, they will be successful in high school and post-secondary education as well (Facione, 2004).

The historical and critical thinking skills learned in middle school must be taught: Who is the historian? and Why use primary sources? In “Developing Critical and Historical Thinking Skills in Middle Grade Social Studies,” Waring & Robinson (2010) demonstrate how to help students develop a foundation for improvement on historical and critical thinking skills in the history classroom. Students were asked to study two terms on the classroom board: *historian* and *primary sources*.

Students were asked to draw pictures and then openly define what a historian might be. Afterward, students were asked to define what primary sources could be. Common answers were “sources we use,” “sources we get,” “sources used long ago,” and “sources that historians need.” Then students were asked to prove that they themselves existed in the last 24 hours. Students recited their own evidence and discussed with the teacher how evidence would play a role in proving their own existence. Critical thinking was stimulated as students had to use primary sources to verify their own existence.

Analyzing Primary Sources

Hines and Day (2002), suggest that critical thinking in history classes can be stimulated by evaluating primary source photos, section by section. Students were initially shown an image, such as a Civil War cannon, and asked if the image was old or new. After introducing the pictures and asking the students themselves to make inferences regarding the evidence surrounding the cannon, the instructor concluded, along with the students, that it was a weapon used in 1864 at the time of the Civil War. Afterwards, they were instructed to delve more deeply into the photo by looking at it, section by section. The teacher covered various sections of the

photos and asked the students to infer as to what time of year or season the photos might have been taken. Students then made inferences as to the nature of the weather and clothing used by the soldiers to determine a more precise sense of the season and also the battalion represented at that time. The lesson concluded with the teacher asking the students for their ideas as to what a primary source now actually meant to them.

Multiple Perspectives in the Classroom

Scieszka (1995) recounts a method known as *multiple perspectives* of historical events. In this study, students were given a sheet of construction paper; on one side the letter “I” was written and on the other side the letter “T” was marked. Only one half of the classroom could see the “I” while the other side only saw the “T.” The point the instructor was attempting to make to the students was that people see things differently from different viewpoints. Students were then instructed to read stories that used multiple perspectives, based on the characters in the book. Students were also to browse historical websites that allowed for fuller recounting of information based on different perspectives involved in the historical event. Afterwards, the instructor asked the students to debate in groups as to whether the character’s point of view was authentic or not.

Reexamination of the Evidence

An additional form of critical thinking that has proven beneficial in the classroom is the act of reexamination itself (Stanford, 2001). This method requires that students examine documents, artifacts, and credentials of sources for themselves. This method allows the student to determine or justify whether an artifact or document’s use in a narrative is credibly based in fact or fiction. A similar method, *historical thinking*, is currently employed in social studies classes like AP U.S. History, where students are expected to critically reflect and use a

methodology similar to Collingwood's reenactment process. However, the difference in this methodology is that it does not delve as deeply as Collingwood's reenactment model. In the reenactment process, the students themselves must determine the credibility of an authored source and decide whether the source is to be used or discarded in the students' investigation.

Methods of Teaching History

The following sections outline various methods, specific strategies, and concepts that focus on teaching history in social studies classrooms. Research indicates that many teachers use parts of these different strategies even if they do not refer to them by name. It is useful to compare the similarities and differences amongst the competing strategies. These approaches serve as an introduction to Collingwood's reenactment process. Additional insight may be gained, then, by an exploration of the use of technology in history instruction.

The SCIM-C strategy

The SCIM-C strategy was initially developed to provide teachers with essential tools to develop students' knowledge and skills necessary to interpret primary sources and focus on reconciling historical accounts in order to answer complex historical questions. Hicks, Doolittle, and Ewing (2004) developed the SCIM-C strategy. The strategy includes five broad phases that must be followed in sequence: Summarizing, Contextualizing, Inferring, Monitoring and Corroborating. Students in their history classes first examine a primary source and apply the first four phases (summarizing, contextualizing, inferring and monitoring) to the data source. Afterward, they apply the same procedure to several other primary sources before eventually comparing all the sources collectively under the fifth phase—collaborating. In addition to the five phases, the students also apply four additional questions that serve as scaffolding to enable them to analyze and engage with the primary source in question.

The SCIM-C strategy is grounded in research and theory by noted historians and scholars Wineburg (2001), Levstik and Barton (2011), and Seixas and Morton (2012). In the summarizing phase, students quickly examine the primary source for evidence, such as subject, author, purpose, and audience, as well as historical source. In the contextualizing phase, the students spend more time with the source with regard to time and space. Students spend additional time focusing on “archaic” words used at that time. How are the words and images from that time evidently different from our time period? What is evidentially important here is not only to note the difference between the use of words from the past to the present but also to note what the “archaic” words meant at that time.

In the inferring phase, the students revisit the initial facts and sources of information in order to make educated inferences. This stage provides students the opportunity to answer questions not initially evident in the primary source material. By doing this, the students are able not only to explore the source material but also, more importantly, the perspectives of the historical figures at that time. In the monitoring phase, students are expected to question and reflect on their initial assumption in lieu of the historical questions being answered. By reflecting, the students ask key questions related to the previous phases and attempt to reconcile their initial assumptions with those now held after they completed the previous three phases.

The students are now the principal investigators and examine the credibility of the sources in question. In the corroboration phase, students must compare the evidence in consideration of the historical questions being asked and try to search for differences in ideas, information, and perspectives that exist amongst the varied sources. The students search for discrepancies in the sources and check further for credibility in any gaps associated with historical accounts that are expressed in primary sources or narratives expressed by historical

figures. Once evidence has been compared, they must then form their own conclusions as to what this all means to them.

The Probe Method

The Probe method focuses on improving the critical thinking skills of middle school social studies students by requiring them to investigate a historical event or problem. Shepherd (2010) initially designed this innovative learning strategy in his dissertation. The method allows students to thoroughly investigate a topic, question, or problem. Its flexibility allows it to be used at any grade level and it is adaptable to any subject matter or unit of study. In the preliminary steps to the Probe method, the students are provided with a set of information regarding the topic of study. They are assigned the required readings, exercises, and assignments related to a unit of study. Students in turn, must identify a real-world problem that somehow relates to the unit of study. Upon completion of the objective, they then must produce a presentation on the issues related to the real-world problem.

The presentation must be relayed to the whole class in a teacher-led discussion, either face-to-face or through electronic communication. Afterward, each group must gather the data generated and develop it into a presentable format. The next step involves group presentations where small groups take turns presenting the data to the class. A recommended presentation medium for the group presentations is either Prezi or PowerPoint; groups decide which medium is more effective in getting their message across. The groups then take turns discussing their interpretation of the data and how it might help solve the problem. Then, large group, teacher-led discussions are held in which each group's interpretation is open to debate and criticism. After open debate discussions are held, the class breaks back into small groups in order to brainstorm a solution to the problem.

Groups take turns summarizing their solutions with a Prezi or PowerPoint. This summarization is conveyed to the larger class as a whole. The class then discusses other solutions to the problem.

The Inquiry Design Method

The inquiry design method has been used in social studies instruction for several decades. Levstik and Barton (2001) note that the inquiry method involves four basic phases: (1) ask meaningful questions, (2) find information, (3) draw conclusions, and (4) reflect on possible solutions. Throughout this process, social studies students analyze evidence, consider multiple perspectives, and come up with their own conclusions. The inquiry is built around one single question, which, in turn, is broken down into several related questions. The instructor in each case identifies and assigns primary and secondary sources that correspond with each of the related questions. The teacher typically then designs a performance task that requires the students to build an argument to answer each of the questions, including the single compelling question at the heart of the lesson. It is important in the inquiry method that access to primary and secondary sources be made available.

The instructor contributes in this process by leading a whole-class discussion that attempts to answer some of the related questions that might challenge students. This, in turn, is followed by the instructor conducting an in-depth full class discussion on the main compelling question. Brush and Saye (2002) note how scaffolding is an important ingredient in conducting the inquiry-based method. Scaffolding offered during the exercise is there to support and guide the students' inquiries during the entire exercise. Some instructors use graphic organizers in order to support students during the analysis of documents, and some use separate organizers to summarize information from multiple sources (Brush & Saye 2002).

By implementing scaffolding for classes, the instructor is better able to effectively differentiate student readiness and ability.

Using the Reenactment Process

The reenactment method associated with Collingwood's historical investigative techniques is an effective strategy in social studies. Social studies, for many middle school students, can be challenging because of the way the instructional has been delivered in the past. It is a difficult subject to learn because students need to be able to deconstruct their knowledge of the present to learn more about the past (Morris, 2001). This paradigm shift in thinking presents a difficulty for middle school students because they must now revert to a form of thinking that will not only capture their interest but also motivate them to want to learn about historical events, facts, and figures. Unlike classroom simulations, which have students apply their pre-knowledge to a simulated experience in the classroom (e.g. mock trials, town meetings, and elections), the reenactment method helps students see different perspective from a first-hand experience. This method gives the students of history the ability to re-think the thoughts of historical figures for themselves and to take that perspective and relate it back to their own lives.

When students of history use reenactment, they are able to actively explore a multiplicity of narratives, time periods, and historical events. What's unique to this method is that it is not as tightly scripted as the other methods of teaching. It is up to the instructor to delegate the required reading and source material to the students. Small group settings, coupled with a social constructivist theory of learning, allows the students not only to research the norms, customs, and attitudes of people at that time but also to generate new perspectives and truths based on their shared findings. Students are forced to think about what life was like in a certain time period and how the perspective and thoughts of the individuals in question might have been

shaped or changed in light of new circumstances. When students reenact the thoughts of historical figures and their ties to historical events, they are able to recreate the historical figures' thoughts and build a greater empathy for different groups of people. Bain and Mirel (1982), note that when students are able to assume the role of a specific person in history or reenact the life of a certain person, they make themselves live a piece of history, which may increase their chances of understanding the historical narrative in question.

Technology Use in Teaching History

Technology can help teachers encourage historical and critical thinking in a multitude of ways. It can help students think critically about historical events rather than just memorize dates and events. The development of many new electronic tools affords teachers greater opportunities when it comes to utilizing technology in their classrooms. History teachers now have at their disposal accessibility to rich historical web content that was not available even a few decades ago. The history teachers of today have little justification for resorting solely to textbook sources for their historical investigations.

In this day and age, the avenues and diversity of web content the Internet has to offer is imbued in our way of living and often functions seamlessly in today's classrooms. Friedman and Hicks (2006) allude to the fact that historians must recognize the significance of going beyond the promise and potential of current and emerging technologies in the classroom to a real focus on how technology can actually be used to scaffold student learning. Mason, Berson, Diem, Hicks, Lee and Dralle (2000), created a set of guidelines for the use of technology in the social studies setting:

1. The use of technology should extend learning beyond what can be done without technology.

2. Technology use should occur in an existing socially and educational meaningful context.
3. Technology use should foster the development of participatory and critically democratic experiences.

At the bottom of these guidelines, the authors intent is to recognize how technology's role in the history classroom should help create and foster authentic experiences that link new knowledge to prior knowledge. The role of technology should be to create socially interactive environments where a student's historical questions can be answered.

Technology Applied to Historical Thinking

Schrum (2000) suggests that integrating technology in social studies greatly enhances the potential for greater student inquiry. Thus, while historical thinking is important in conducting student inquiry, it is the use of primary and secondary sources that drives this method of inquiry. This is a major value of using technology in the history classroom. It is specifically the use of web-based digital historical primary sources that helps create authentic and meaningful historical inquiry (Lombardi, 2007). As students become more technologically Internet proficient, the need for digital access and technologically driven instruction is incumbent upon the school systems. If the students of history are to meaningfully construct and re-imagine the events of the past, the Internet portal can supply teachers with the necessary meaningful content that is far richer than any end-of-chapter handout or supplementary chapter material can provide.

Role of Technology in Enhancing the Learning Experience

When students of history are engaged in authentic learning that uses a historical approach through technology, they see themselves as acquiring 21st century skills and competencies. Therefore, social studies teachers must become adept at designing authentic lesson plans for students who are working in technology-enabled learning environments. Students, themselves,

are able to use technology as a tool to construct their own understanding and form conclusions based on their collection of primary and secondary source material. Because source material is critical to historical thinking methods, instructors need to facilitate the creative thinking process by supporting and empowering students to use technology as a tool for data collection, manipulation, and communication.

Lucey and Grant (2010) suggest that using technology to empower the history student embodies the new method of instruction as opposed to using technology as a passive device for direct instruction. However, the role of utilizing this method should not only suggest the sole idea of only gathering information but also that it be used to collaborate, communicate, and present student ideas as part of knowledge creation. However, there are questions regarding the efficacy of the use of technology in social studies classes. Although technology in teaching history is a popular and promising mode of supplementing instructional delivery, its effectiveness needs to be evaluated further. Some historical scholars (Berson, Lee & Stuckart, 2001; Cuban 2001) suggest that in contrast to supported claims, research shows that teachers rarely engage in activities in a way that harnesses the potential benefits of learning beyond traditional processes. More studies need to be reported that establish credible links between technology and student learning outcomes to demonstrate that the technology methods in the classroom we advocate for are effective.

Innovative History Instruction

The debate over the pre-requisites needed to become an innovative instructor in the field of history has raged on for decades. A few competencies that have emerged over the course of time are critical thinking, critical pedagogy, and instruction effectiveness. Stanley (1991) looked at these three competencies in a study that focused on emerging social studies literature. With

regard to the instructor effectiveness model, also known as the process-product model, the teacher's praxis of teaching is viewed as a process in which numerous behaviors are not only observed but also measured quantitatively. However, critics have pointed out that this model of instruction does not account for more complex and curriculum driven issues. The other two competencies focused on critical thinking and critical pedagogy. Stanley's (1991) main emphasis in the first domain was on teacher's use of higher-order questions in their social studies classes. The final competency in Stanley's study addressed critical pedagogy. In assessing this area, he primarily focused on teachers who rose up and challenged the "status quo."

The teachers who challenged existing approaches were exemplified as leaders who tackled a wide range of issues that ranged from racism to sexism in classrooms. These teachers also questioned the historically entrenched views inherent in many of the social studies textbooks. In assessing these important areas of teacher competence, Stanley explained that innovative teachers of history brought this pedagogical component into their classroom instruction. Wilson (2001) argued that Stanley and other researchers focused too much on how these innovative teachers taught and not enough on what "made" these teachers' effective.

A new approach was needed that would focus on the link between teacher effectiveness and student success. What ensued next stemmed from the passage of the No Child Left Behind Act in 2002. The debate was joined over what constituted a "highly qualified" teacher. Can one say, for example, that content knowledge is all that is necessary to become an effective teacher in the history classroom? One promising concept that has gained more and more attention with regard to innovative teaching is the role of teachers' beliefs and their influence on instructional practices. Scholars have found that there is a possible connection between teachers' beliefs and their classroom practice. Studies have shown that there is a possible connection between beliefs

and knowledge and how they could be inextricably intertwined (Onosko, 1992; VanSledright & Brophy, 1992).

Several studies that have explored innovative social studies teachers' beliefs about curriculum and instruction. Onosko (1992) focused on ten innovative teachers and found that a predominant similarity amongst them was the issue of depth versus breath in examining textbook content. These instructors focused specifically on a few topics rather than on a wider variety of topics. This approach encouraged higher-order thinking amongst students in the classroom. In a different study, VanSledright and Brophy (1992) studied seven innovative history instructors and found that they preferred the method of discourse to traditional, work-sheet curriculum and instruction. These innovative teachers believed that teacher-student and student-student discourse led to higher degrees of thinking.

Summary

In the course of completing my literature review I have specifically and strategically aimed at elucidating the many methods of conducting history in social studies classes. Many of the methods currently in use are popular and several have distinguishing features that lend themselves well to their credibility. Collingwood's reenactment method is one of these as well and is in return the central focus of this investigation. What makes it unique in relation to the aforementioned previous methods is that it primarily rests on the student envisioning alternative routes or possibilities that will tie in well with the process of historical thinking as well as the practice of social constructivism.

CHAPTER III: RESEARCH METHODOLOGY

Introduction

This study provides an exploration of the role that social-constructivism plays in the historical thinking process within an interpretive paradigm. A case study was conducted to examine this relationship. Merriam (1998) states, “Qualitative researchers are interested in understanding the meanings people have constructed, that is, how they make sense of their world and the experiences they have in the world” (p. 6). This study’s goal was to explore Texas history teachers’ beliefs and experiences within the social-constructivist teaching paradigm.

The purpose of this study was to investigate the ways in which three junior high Texas history teachers used Collingwood’s methodology of the reenactment process. The specific goal of the study was to see how using a particular historical thinking strategy in a Texas history classroom might better inform the teacher about best teaching practices. The teachers were initially sent a questionnaire to assess their use of historical thinking strategies in their classroom. This was followed by a series of semi-structured interviews. The research questions investigated were

1. How do participants, Texas history teachers, describe implementation of a historical thinking strategy (reenactment process) in their classroom?
2. In what ways do participants reflect their beliefs and perceptions regarding this method of conducting historical investigations in their classrooms?

The focus of the study was grounded in the field of qualitative research. Denzin and Lincoln (2005) define qualitative research as

...a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible.

These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. (p. 3)

Theoretical Framework

This study is primarily informed by interpretivism. Due to the nature of the interpretivist technique, the participants' lived experiences in the classroom were essential to its overall applicability. An additional reason for the use of interpretivism was the way it could be generally applied to the participants' behavior and interaction within the classroom. Social constructivism is the actual theory behind the framework of this study. Its applicability in describing how students situate and construct their own knowledge of the world around them is paramount to the sustainability of the study.

Texas history classrooms were used because they provided the opportunity to study how knowledge is produced in a group setting. Multiple groups were assigned historical thinking problems within each classroom, so the strategy offered a greater potential for critical thinking. Finally, Collingwood's methods of conducting historical investigations cannot be overshadowed by its usefulness in the history classroom. Working in a social constructivist manner, the students and teachers are able to examine primary and secondary evidence in order to produce potential solutions to existing historical problems. A direct manifestation of social constructivism was the historical method of inquiry. This study investigated the process by which Texas history students understand or misunderstand Collingwood's "reenactment process" in their classrooms. These two aims can be better understood by use of an interpretive case study that entailed rigor and trustworthiness in its execution and design. The main thrust of this investigation was to see how a group of Texas history teachers would implement, if, at all,

Collingwood's "reenactment process." On the learners' side, the study investigated how Texas history students understood or misunderstood the process of a social-constructivist approach. Denizen & Lincoln (2005) assert that qualitative investigative work seeks "answers to questions that stress how social experience is created and given meaning." Most importantly, it was essential to investigate the cross-section of understanding between Collingwood's ideas on history and the history teachers' adherence to a pre-existing curriculum framework. The most significant challenge in this study was to investigate the reliability of Collingwood's "reenactment process" and its usefulness in helping Texas history students think critically about history itself.

Case Study

The dissertation employed a qualitative case study methodology. Merriam (1998) defined case study in the following manner: "A qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon" (p. xiii). It is an inquiry that investigates a contemporary phenomenon with a real-life context that copes with a technically distinctive situation in which there are many more variables of interest than data points (Yin, 2003). The dissertation itself is more than a general case study; it is a multiple-case study, also known as a collective case study (Merriam, 1998; Stake, 1995; Yin, 2003). Thus, this case study is written in an interpretive form, concerned with providing the reader with the uniqueness and complexity of all the multiple contexts involved in the study. The rationale for a multi-case study is that it offers the researcher the opportunity to observe similar constructions of reality by identifying common themes between cases that highlight specific practices in the field of education (Merriam, 2009). In this study, the multi-case study served to highlight any commonalities or discrepancies in the instructors' implementation of historical thinking in the classroom.

Yin (2014) notes that within the realm of the multiple case study, participants and their individual cases are studied within a real-life setting.

Two additional constraints effectively play a role in situating and limiting the multi-case studies within a bounded system: time and place. These multiple case studies must cover a specific period and place. They are bounded systems that were observed, documented, and assessed within a specific period and place (Creswell, 2013). Merriam (2009) states that the researcher must be able to collect and analyze data from individual cases and search for common characteristics within them. There were multiple points of contexts which kept this case study bounded. Within all these interlocking contexts, the case study served to uncover the relationships between resulting interactions: Collingwood's reenactment process in the classroom and the use of socio-constructivist principles within the assigned groups. An additional expansion to this case study's boundary were the students themselves. The experiences shared by the students in the class could have facilitated or hindered the understanding of Collingwood's re-enactment process. The study investigated the experiences and beliefs of participating junior high Texas history teachers and their implementation of historical methodology in their classroom and praxis of teaching.

There were multiple points of contexts which kept the case study bounded and situated in time and place by (1) the Texas teachers themselves, (2) their experiences with the reenactment process, (3) a diversity of students, and (4) campus and departmental curriculum demands. Within all these interlocking contexts, the case study explored the relationships between these resulting interactions: Collingwood's reenactment process in the classroom and the use of social-constructivist principles within the assigned groups.

Collingwood's reenactment process.

The primary focus of this multi-case study was to investigate strategies that social studies teachers used to implement historical thinking strategies in their seventh-grade Texas history classrooms. The case study explored the practices that these educators used to help students gain a deeper understanding of history and how it would, in turn, inform their praxis of teaching. There were three participants in in this study: Valerie, Jeff, and Mike (pseudonyms). All three of the instructors were treated as individual case studies and each were analyzed individually as such. Each of the analyzed cases were then processed through a cross-case analysis. This was accomplished by merging the data from the three cases into one final interpretation.

Subjectivity

It is pertinent at this point to address my personal subjectivity in this study. I personally worked as an educator for eleven years. During these eleven years, I spent three at one school district and the remaining eight at another. I primarily taught secondary high school level students while I worked as a career and technology educator (CATE). In the case of a qualitative study like this one, it is often difficult to remove one's own subjectivity from the study. It is enmeshed in our everyday experience of life and, as a result, prevents us from stepping outside of it to assess the world (Peshkin, 1988). Even though I was a career and technology instructor throughout my tenure, I was still afforded the opportunity to immerse myself in the core subject areas of math, science, English, and social studies. It was during this time that I was assisting in social studies classrooms that I discovered a deficiency in the way the subject was being taught. I learned how difficult it could be to reach secondary students taking Texas history classes. The Texas history teacher I was assisting at the time was tenured and had taught at this one particular junior high for several years. I discovered that the problem he and the students were

experiencing was due to his method of delivering meaningful content. I felt at that moment that there was a better way, a more meaningful way, to reach across to the students.

His method of delivering instruction was, at least to me, outdated and ineffective. He would have students copy notes from the board and afterward complete activity sheets related to a major topic or group project they were covering at that time. Often the students appeared listless, restless, uninterested, and bored as he struggled with the aftermath of his approach: maintaining discipline. Even though the instructor had good intentions, his praxis of teaching lacked, for a better word, “credibility” with his students. He did manage to go up to the board and ask questions as they pertained to the chapter and wrote additional dates on the board for students to copy. Yet, with regard to interest or excitement, it didn’t seem to make any impact on the students.

This was not a one-time event, as I revisited his class on several more occasions with the same results. Over the years, I experienced similar situations with other history teachers at different schools. However, all these teachers seemed to follow the same pattern of teaching their students at that time. The curriculum and material they were using was adequate, but their approach to engaging the students was lacking. I noticed this method of delivery at other districts during the times I taught there. Even though I came to this study with some pre-conceived ideas in mind, I did understand that having an open mind was important and necessary. I wanted to understand how the Texas history teachers made sense of Collingwood’s reenactment process and how it impacted their attitudes and beliefs. It was important to know how they perceived it and how it may or may not have had an impact on their self-constructed world of experience.

Research Design

Site Selection

The site selection was in part determined by the assistant superintendent at a local South Texas school district. There was only one campus involved in the study, and all three participants were designated as faculty members there. The town in which the school was located is situated along the South Texas coast and is considered to be a sea-going tourist destination for fishing and boating. The district is comprised of six schools and is relatively small when compared to other local school districts in the area. The district is primarily comprised of an early childhood center, elementary school, intermediate school, junior high school, and high school.

For this study, the junior high was given the pseudo name Seaford Junior High. It is composed of approximately 917 students and spans two grade levels—seven and eight. There are approximately 81 faculty members at Seaford, with a student demographic representation of 47% White, 42% Hispanic, 4% African American, and a composite of different races for the remaining 7%. The economically disadvantaged rate is at 44% with 2.3 % of the school population considered English Language Learners (ELLs).

Participant Selection

The defining criteria for the participants this study involved three specific categories: (1) have at least one year of experience teaching Texas history, (2) have at least three years of experience as a teacher in general, and (3) be willing to participate in two mini-workshops on Collingwood's historical methodology. For this study, selection of participants was based on the recommendation made by the assistant superintendent of curriculum and instruction. I had initially been directed to contact her after I called the district's administrative offices for

guidance in the selection process. Afterward, I was scheduled to participate in a meeting with the assistant superintendent and one other curriculum and instruction specialist.

I presented my study and informed them of its purpose, including a projected timeline and data collection methodology. During the presentation, I explained to the superintendent how the study would be geared toward a group of secondary social studies teachers. I was asked if there were any defining criteria for the selection of the participants. I provided the assistant superintendent with a pre-established criterion for their selection. Upon evaluation of the participant criteria (see Table 1), the assistant superintendent recommended the names of three Texas history teachers who met the criteria. The names used in this study were defined by pseudonyms: Valerie, Jeff and Mike.

Table 1.

Participant Criteria

Criteria	Valerie	Jeff	Mike
<i>Have at least one year of experience teaching Texas history</i>	✓	✓	✓
<i>Have at least three years of experience as a teacher in general</i>	✓	✓	✓
<i>Willing to participate in two mini-workshops on Collingwood's historical methodology</i>	✓	✓	✓

A necessary criterion that all three teachers met was that they be willing to participate in two mini-workshops prior to the start of the study. Each of the workshops consisted of an introduction to Collingwood and his philosophy of history. The primary idea covered in the

workshops and central to the study was the reenactment process itself and its application to a lesson design. Each of the mini-workshops consisted of a 30-minute session with each of the three participants. The workshops occurred over the course of a two-week period prior to the start of the study and took place during the participants' planning/conference periods. All of the workshops took place in a pre-designated conference room at the junior high.

Data Collection Procedures

The data collection process took place during the spring of 2017 at Seaford Junior High School. All of the data gathered during the study was collected with permission from the participants and school involved in the study. Permission was obtained prior to the study and was in full compliance with Texas A&M University-Corpus Christi's Institutional Review Board (IRB) guidelines. The data collected was in accord with pre-existing scholarship on the use of multiple data sources (Denzin & Lincoln, 2005; Merriam, 1998; Stake, 1995; Yin, 2003). The teachers were initially sent a questionnaire to assess their use of historical thinking strategies in their classrooms. Responses to the questionnaire were used to inform the subsequent two mini-workshops on Collingwood's historical methodology and sample lessons teachers could use in their history classes. Workshops were followed by a series of semi-structured interviews.

The study was organized in two phases. Initially, the data consisted of three 30-minute semi-structured interviews. Second, it was triangulated by participant artifacts (lesson plans, classroom materials, personal reflections), observations, and field notes (based on two 45-minute field-based observations conducted with each of the participants of the study). Merriam (1988) stated, "Methodological triangulation combines dissimilar methods such as interviews, observations and physical evidence to study the same unit" (p. 69). An additional source used in

constructing my bank of data material was the use of state lesson guidelines. This resource was the Texas Education Agency's Texas Essential Skills (TEKS) curriculum guideline

Interviews

In the field of qualitative case studies, it is common to use interviews and observations as means of collecting raw data that can be used to construct a qualitative case study (Denzin & Lincoln, 2005; Fontana & Frey, 1994; Merriam, 1998). This process in qualitative research is “the establishment of human-to-human relation with the respondent and the desire to *understand* rather than to *explain*” (Fontana & Frey, 1994, p.366). The method of semi-structured interviews allowed flexibility to engage in a dialogue more fluid in nature and deeper in understanding.

This makes the interview more honest, morally sound, and reliable, because it treats the respondent as an equal, allows him or her to express personal feelings, and therefore presents a more “realistic” picture than can be uncovered using traditional interview methods. (Fontana & Frey, 1994, p. 371)

In addition, Merriam (1998) found that often interviews that are highly structured do not always portray the participants' true perspectives; instead, the participants “get reactions to the *investigator's* preconceived notions of the world” (p. 74). It is also important that the participant and investigator create a greater shared meaning and understanding by means of this method of observation and notation of body language (Fontana & Frey, 1994). Therefore, it is integral to the investigation that the participant and researcher have a richer understanding of the conversation. The initial set of semi-structured interviews was preceded by two mini-workshops on Collingwood's philosophy of history, the reenactment process, and its application to lesson design. The mini-workshops took place during the participants' conference period. The initial interviews were based on topics concerning historical thinking and social-constructivism. The

interviews occurred before the start of the study in the participants' classrooms and were digitally recorded for posterity. After each interview, the transcribed portion was provided to each of the participants for their review, a step known as member checking. Handwritten notes were taken additionally in order to extend the questions asked during the interview and brought added clarity to some of the participants' answers.

Observations

The use of observation in this study was to provide further insight to the participants' use of historical thinking and social-constructivist ideas in their classrooms. As a participant observer in each of the classrooms, I could note essential clues needed to help better understand the participant interviews, lesson plan design, and any additional artifacts. Observational clues such as student body language, duration of the lesson itself, activities, interactions, setting, and unintended consequences gave me additional insight into the nature of the study. In addition to the nature of the observations, I drew out maps of each of the participant's classroom, indicating placement of students and teachers during the delivery of the lesson and reenactment process.

Classroom maps for each of the participants are shown in Figures 1, 2 and 3.

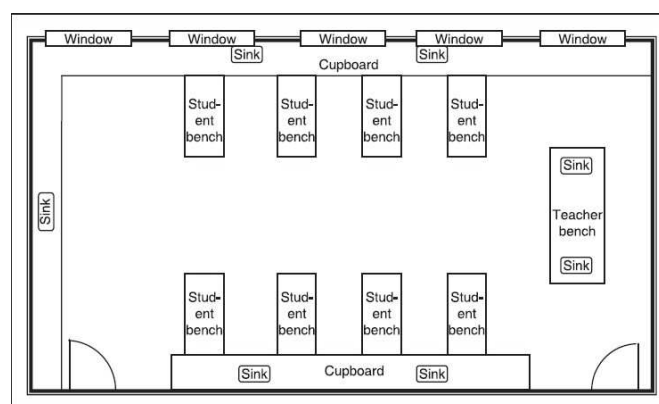


Figure 1. Valerie's classroom.

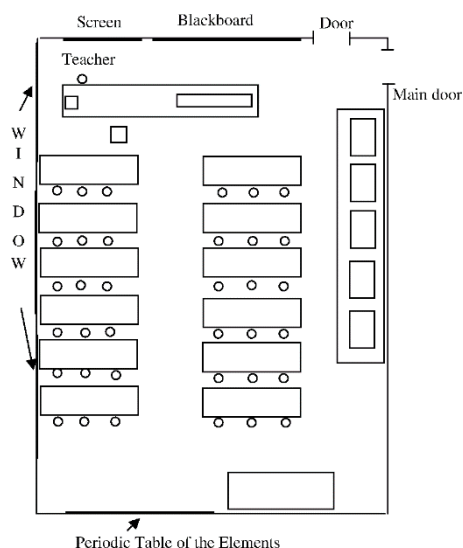


Figure 2. Jeff's classroom.

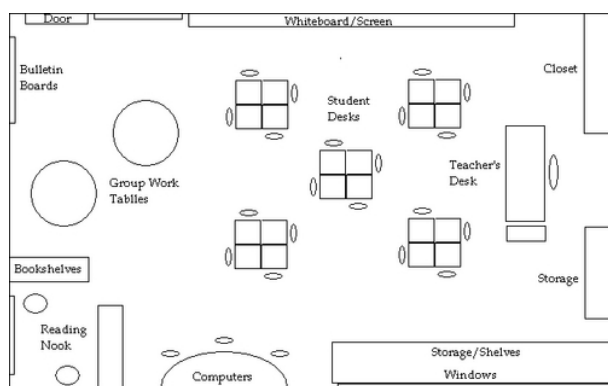


Figure 3. Mike's classroom.

I made a total of five trips to Seaford Junior High to conduct interviews, collect data, and conduct observations.

Researcher Journal

Throughout the duration of this study, I kept a personal journal detailing the happenings in the classroom via field notes. After each of my onsite visits, I transcribed the audio recordings (typically within the hour) to preserve the spirit and context of the conversation during the act of transcription. A series of post reflective responses were gathered after the conclusion of the

study in order to best assess the experiences gained by the use of Collingwood's methodology and the reenactment process.

Data Analysis

Large amounts of data are typically collected in a qualitative case study. As a result of this, it is imperative to be able to collect, organize, and assess the raw data in a timely manner (Denzin & Lincoln, 2005; Merriam, 1998; Stake, 1994; Yin, 2003). According to Merriam (1998), "the right way to analyze data in a qualitative study is to do it *simultaneously* with data collection" (p. 162). Therefore, it is imperative to perform a data analysis soon after collecting the data or during the actual process of data collection.

The act of data interpretation occurs reflectively during the actual process of collecting it; as Stake (1994) notes, "in being ever reflective, the researcher is committed to pondering the impressions, deliberating recollections and records... data [is] sometimes precoded but continuously interpreted, on first sighting and again and again" (p. 242). A more detailed procedure for gathering data and conducting an analysis is offered by Huberman and Miles (1983): coding (organizing and theming data), policing (detecting bias and preventing tangents), dictating field notes (as opposed to verbatim recordings), interim site summaries (narrative reviews of research progress), memory (formal noting and sharing of writing formats), and outlining are all integral processes in gathering data and conducting a proper analysis. Identification of themes and patterns is a fundamental and yet enigmatic technique in conducting qualitative research (Bernard, 2000). To arrive at a proper conceptual explanation for this case study, a data analysis was conducted in order to process patterns and themes along with comparisons and contrasts (Miles and Huberman, 1984). Yin (2003) provides four basic principles to follow in conducting a good quality analysis. The researcher must be able to attend

to *all the evidence*, address all major rival interpretations, address the most significant aspect of the case study, and utilize the researcher's prior expert knowledge (p. 137).

Analysis of the data collected utilized the constant comparative method. This method consists of two essential constituents: one, that it is inductive, and two, that it is comparative. In the course of using this method, I was able to compare data and group it into codes and categories. Merriam (2009) found that comparing data for similarities and differences led to the creation of categories and identifiable patterns. Saldana (2013) notes that conducting an initial cycle of coding shortly after an interview helps in developing questions for the follow up interview.

Interview Data

After the first round of semi-structured interviews, I performed a descriptive cycle of coding. This method assisted me in creating preliminary codes from which I would later draw when initiating second cycle coding (Saldana, 2013). Descriptive coding involves the creation of a very short phrase as the basic part of a passage and is appropriate for virtually all qualitative studies when a wide variety of data forms are used (Saldana, 2013). I had access to large quantities of sufficient data that consisted of pre and post interviews, observation notes and journal entries that resulted from my visits to each of the participant's classrooms.

Collecting the data that was used for the first round of coding was not the difficult part. What was more important was the selection of interview and observational data that related to the participants in the study. I needed to see how all this coded data was going to fit together prior to the creation of categories, in which case I had not yet formulated. As I pieced the codes together, I was placing them in temporary clusters in order to see how they might fit into a category. As part of my second round of coding, I utilized the pattern coding method and

reviewed transcript interviews for additional codes. According to Miles and Huberman (1984), pattern coding can be used for the second cycle of coding after one has completed the first stage of initial coding. It also can be instrumental in developing unifying categories and thematic development as it allowed me to better establish a pattern from the first cycle description codes.

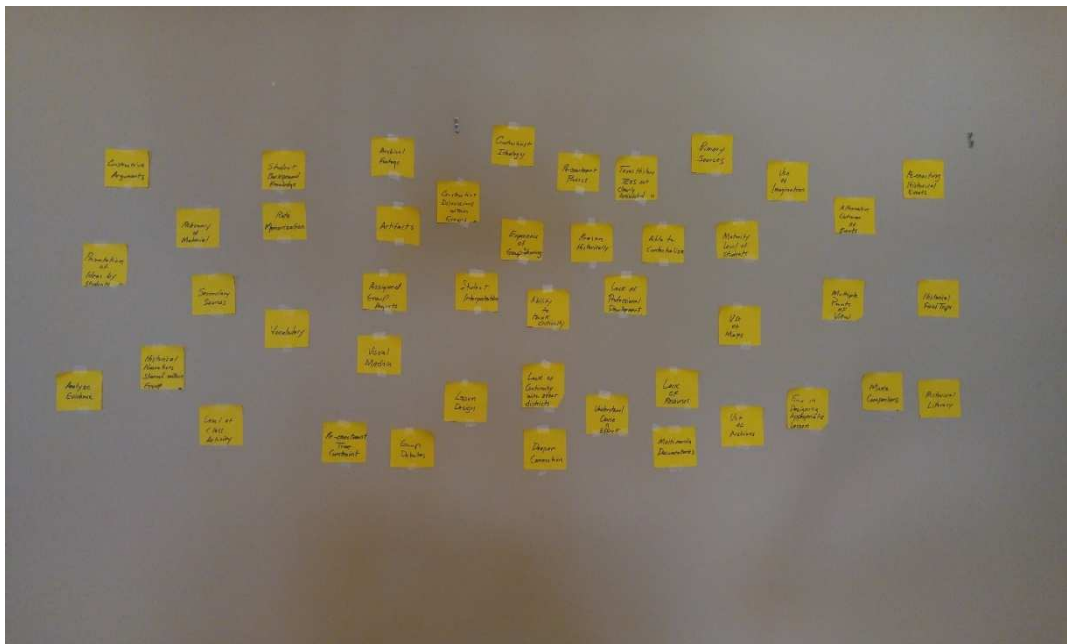


Figure 4. Second cycle of Coding. Display of pattern codes prior to categorization.

Commonalities were noted in constructing pattern codes that ultimately led to unifying categories. By creating a highly structured coding system, I was able to ascertain a deeper meaning of the teacher's reflective experiences in the classroom (Charmaz, 2006).

Throughout the process of coding, which involved comparing and categorizing data, categories evolved from second cycle pattern coding. As Figure 4 illustrates, the emergent pattern codes that resulted from the analysis of the initial coding method led to a further refinement in the codes that ultimately helped in developing working categories that stimulated reflection and new ideas in how best to develop emergent themes. Initially, the number of descriptive codes generated from interview transcripts, field notes, journals, documents, and artifacts led to a categorized inventory of pattern codes. It was these codes that led to a second

cycle of coding and further interpretation of pattern codes that led to my six categories. (See Figure 5.)

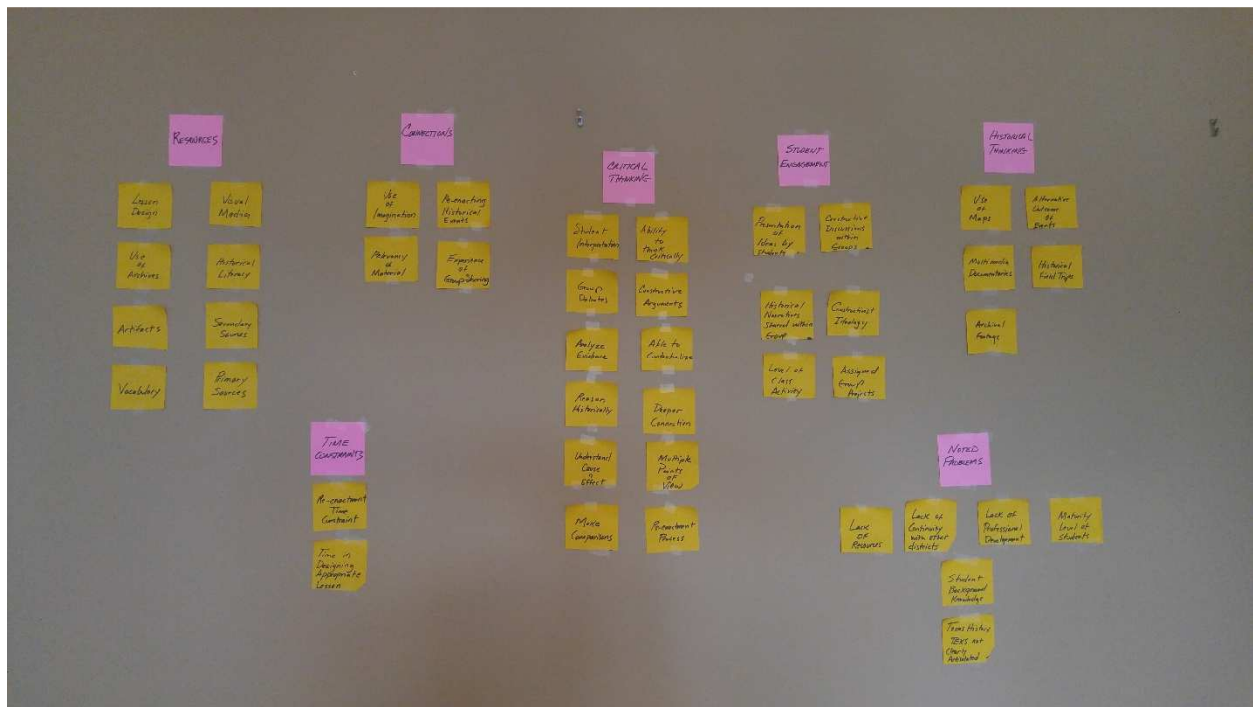


Figure 5. Pattern codes and their associated categories.

These pattern codes played an essential role in creating a more illustrative way of looking at the participants' interview excerpts and terminology employed during these initial interviews. I found that there were similar codes based not only on the interviews but also in my observational field notes and artifacts of primary and secondary sources. The use of qualitative analysis revealed emerging themes and potential new insights. During this process, flexibility in the research can lead to unexpected themes being discovered (Patton, 2002). The observational journal used in the study provided a description of the teachers' experiences in the classroom and helped facilitate the identity of concepts and emergent themes. It was instrumental in observing the activities associated with the lesson plan and allowed me to sort the data in categories and

identify any inconsistencies within it. Figure 6 provides a pictorial representation connecting my categories to the main idea of the study, which attempts to address my research questions.

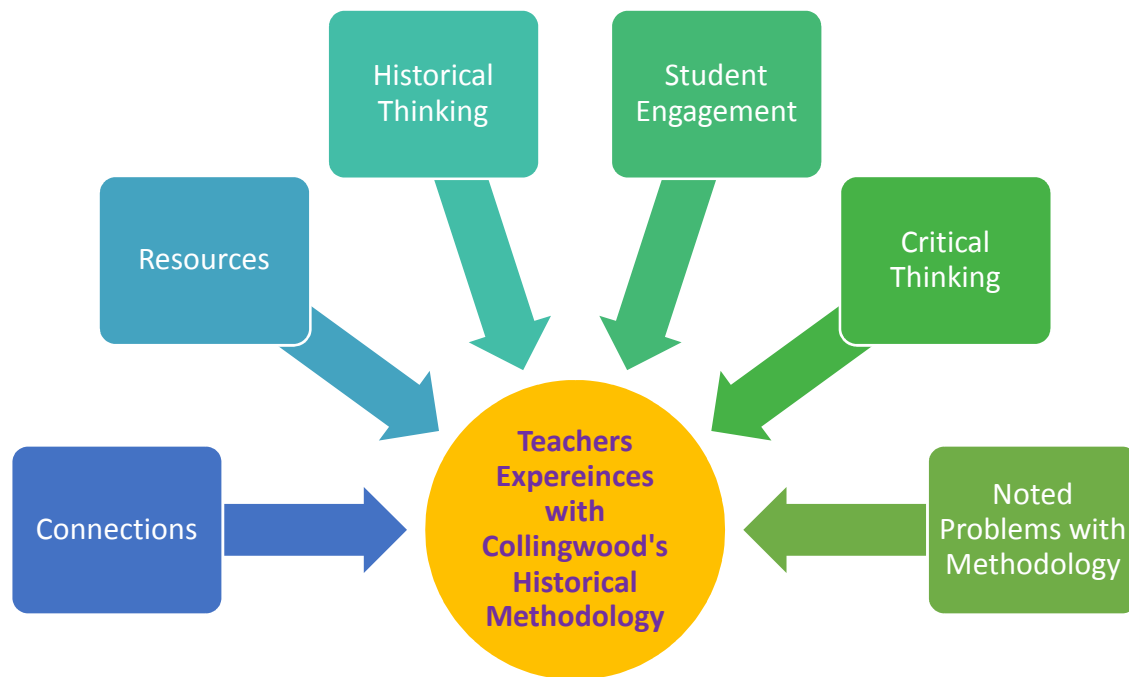


Figure 6. Pictorial relationship of teacher's experiences

Researcher's Journal Data

The observational journal used in the study provided a description of the teachers' experiences in the classroom and helped facilitate the identity of concepts and emergent themes. It was instrumental in observing the activities associated with the lesson plans and allowed me to sort the data in categories and identify any inconsistencies within it. By utilizing the observational journal, I was able to compare and contrast the ensuing themes with activities in the classroom. (Bloomberg & Volpe, 2012). The use of descriptive coding allowed me to identify any potential gaps and the emerging themes and patterns that resulted as a cause of this process. Major themes and categories were created from all of the initial information and assisted me greatly in organizing the data gathered during the study (Crabtree & Miller, 1999).

Categories were initially created by the layout of codes using color labeling (Strauss & Corbin, 1990). Some examples of the themes created through the initial coding process were “connections” and “student engagement.” I proceeded with the analysis of my observations in the classroom. I took abbreviated notes during the actual observations and recorded my notes and thoughts in the journal once I was at home. By doing this, I could digest the actual observation and reflect on it prior to journaling my thoughts later. I have included a sampling of observations during my initial visit with my study participants (See Figure 7).

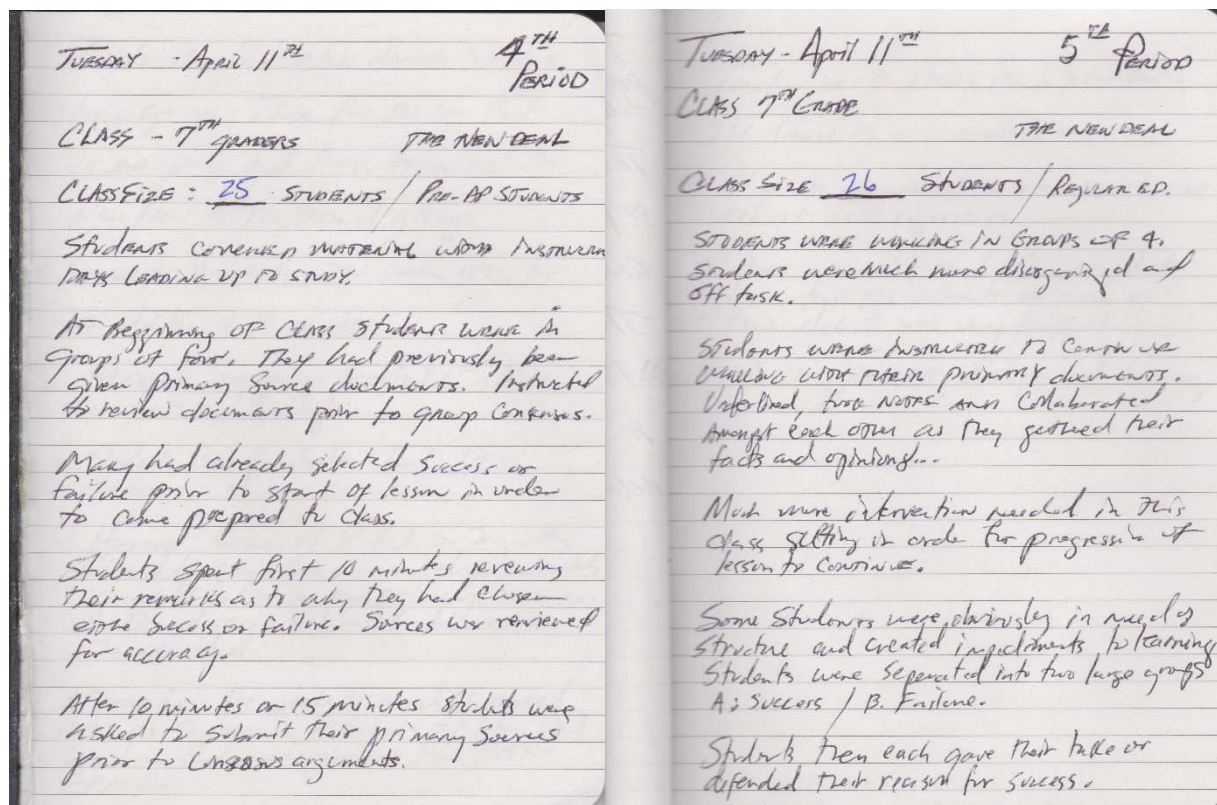


Figure 7. Sample Journal Entry

Journaling allowed me to focus on any discrepancies between the teacher’s lesson plan and the actual process itself. By doing this, I could note if Collingwood’s re-enactment process was actually included in the students’ historical thinking lesson plan. Because this was a departmental effort, all three Texas history teachers decided to use the same two lesson plans for

this study. Each lesson plan took an entire week to complete. I have included each of the lessons in Appendix E and F.

By way of triangulation, all the data sources were coded by highlighting significant quotes and passages in audio and observational transcriptions. Constant comparison by way of coding allows one to reach a point where raw information no longer provides additional insight in creating categories and themes (Strauss & Corbin, 1990). Finally, it was imperative that the codes fit the data and not have the data fit any pre-existing codes (Creswell, 2013). I grouped the codes into a succession of arrangements in order to organize the data into meaningful information. Various arrangements served to organize the data in a structured manner as I began to interpret the meanings of the participants' responses.

Trustworthiness and Rigor

There is no one approach that can objectively achieve trustworthiness and rigor (Kline, 2008). Additional qualitative techniques, like member checking, must be utilized in a case study like this one to bolster the case for trustworthiness. Member checking is essential and considered an important method when verifying transcribed material (Merriam, 1998; Stake, 1995). By utilizing this method, the researcher can check and assess the raw data that is being transcribed by other members. The use of member checking allows for further investigation and triangulation of the data. "They (participants) also help triangulate the researcher's observations and interpretations... The actor (participant) is asked to review the material for accuracy and palatability" (Stake, 1995, p. 115). Triangulation of multiple data sources was used to achieve trustworthiness and has generally been considered a way of using multiple perspectives in order to clarify meaning (Stake, 1994). Additionally, member checking was conducted as a method to provide the participants with corroboration and feedback (Stake, 1995).

As a result, the research participants were given the opportunity to review existing data, and, if need be, provide further feedback to the researcher. This technique is used by the researcher to allow the participants in the study to review the data collected (Krefting, 1991). I also employed the technique known as triangulation in this study. I triangulated the data by comparing the interviews and journal entries made during my observations with the participant's lesson plans in order to assess the direction of this study.

Chapter Summary

In this chapter I have presented the methodology that I used in this study. I utilized a case study design that was initially introduced by way of an interpretivist framework. A breakdown of the data collection techniques employed, and the data analysis procedures used, were also presented. Tables and figures were also used to support the understanding of my study methods. The theoretical framework of this study, social constructivism was defined as the theoretical component that tied into the study's historical method of inquiry. The outgrowth of this connection was the act of interpretivism and its resultant use of the case study method. An in-depth assessment of the case study method was introduced and discussed at length over its potential benefits of use in this study.

More specifically, a multi-case study would be the more precise assessment of this method due to the number of participants. I also address the subjective nature of this study and how my experience may not have been completely removed as a result of this. The research design of this study was described in detail, including the participant selection and eventual data collection procedure. Afterward, a data analysis was conducted on the descriptive codes generated during the first cycle of coding. Finally, second cycle coding pattern codes were

utilized to create important categories that eventually led to a thematic analysis. Observational data from the study also helped in facilitating the eventual categories and themes.

CHAPTER IV: FINDINGS

This chapter presents the results and analysis that provide support for the Texas history teachers' beliefs and perceptions regarding Collingwood's reenactment process in the classroom. The purpose of this study was to investigate the ways in which three junior high Texas history teachers used Collingwood's methodology of the reenactment process. An additional purpose was to assess the usefulness of using such a strategy by observing and recording the instructors' thoughts and perceptions regarding this process. More specifically, my aim was to see how their attitudes were informed by the success or failure of using this historical thinking method.

The research questions guiding this study were

1. How do participants, Texas history teachers, describe implementation of a historical thinking strategy (reenactment process) in their classroom?
2. In what ways do participants reflect their beliefs and perceptions regarding this method of conducting historical investigations in their classrooms?

This study was a multiple case study that involved three participants. Each of the three participants shared experiences in this study that constituted their own unique cases which were shared and compared to the other cases in this study. A cross-case analysis was conducted upon completion of each of the participants' unique and individual case write-ups.

Research Site Description

Seaford Junior High is a medium-sized junior high located in a coastal community a few miles away from the Gulf of Mexico. It is part of a tight-knit consortium of school buildings situated in the heart of the city. Seaford Independent School District intentionally designed their school layout so that the elementary, middle school, and junior high are all aligned beside each other within a total of three school block areas. The junior high is unique in that its front façade

is curved in a semi-circle which extends east and west from corner to corner. The entrance to the school is lined with tall oak trees that are placed in a sequential manner leading up to the front of the school. When I arrived at the school, I was escorted toward the rear part of the building where the history classrooms were grouped by hallway. The math, language arts, and science and technology halls were also spaced appropriately within the school and held all their subjects in these particular hallways. All three of the participants' classrooms were within the same hall, but Valerie's was up at the front as it was her class that held the pre-AP Texas history students. The other two participants' classes, Mike's and Jeff's, were just down the hall and were across from each other.

Valerie's classroom was set up in a manner in which the students sat at tables that were placed adjacent to the walls of the classroom with walking room in the center of the room. There were eight large tables and students were easily able to group together to conduct their lessons. She had posters on her walls that depicted past Texas military battles and included images of Daniel Boone and the Alamo while it was under siege. Valerie enjoyed positioning herself to the right side of her desk on a large stool in which she sat and lectured during the lesson. Her multi-media projector sat on top of her desk and was mobile enough to lift and place on one of the student's table when projecting across the room. Critical thinking posters lined the walls and were tied to different units that the students had covered previously. Jeff's room was unique in the sense that because he was there only half a day, he was located in a science room and shared it with a science teacher who could not be accommodated in the science wing. There were five washbasins adjacent to a side wall and his projector screen sat right behind his desk. The students' tables were much closer to each other and Jeff used the center area of the room to patrol the tables more closely as he walked back and forth amongst them. Jeff seemed to be

more preoccupied with geography as his walls were adorned with different topographical maps of Texas. He did not have many different posters other than sports teams like the Texas Rangers and Houston Astros.

Mike's layout of his classroom was distinctly different than Valerie's or Jeff's. The desks in the room were grouped in clusters of four and placed in the middle of the room in a zigzag fashion. Towards the back of the room there were two large group work tables primarily for extra-curricular work, and at the side of the room there was a small computer nook area that could hold four students in a pod. Mike labeled this area the "Research Center." He also liked his students to tape their essays to the walls in order for others to examine their work. Mike's posters were student-created and contained questions and answers reflecting the units they had previously covered.

Participants

Three history teachers, at different stages in their teaching careers, made up the participants in this study. The first participant, Valerie, was a 30-year veteran teacher who was also head of the department at Seaford Junior High. The second participant, Mike, was a 25-year veteran teacher who also happened to be a coach at Seaford. The third teacher was Jeff, who had been teaching for a total of three years as a Texas history teacher at Seaford. Jeff was also a coach and, like Mike, split his workday between Texas history classes and coaching. In each of the following participants' profiles, every attempt was made to portray an honest narrative of their total experience during this study. This experience was gained through their interview responses, my classroom observations, and my ensuing observational journal entries. Results from my coding process and resultant themes for each of the participants are also presented.

Valerie

Valerie, at the time of the study, was a 30-year veteran of teaching for multiple school districts that included those in the surrounding region. Her professional certification was in the field of social studies. Her experience as an instructor lay primarily in the junior high and elementary level. The bulk of her teaching experience however was at the secondary 6th, 7th, and 8th grade levels. Valerie's expectations of herself were very high at the time that I met her. She saw that her role as department head was to have the best STARR scores in her classes.

She expressed that her students' scores in the Social Studies section would reflect on her ability to lead by example. At Seaford, she was the only instructor to teach pre-AP Texas history classes and was now head of the department. Therefore, it was natural to have started the interview and observational process with her, as she wanted to set an example for the other two instructors in the study. It was during my observation of Valerie's classroom that I came to appreciate the experience that Valerie had acquired over the course of the years and how she had come to wield this experience in a manner that brought the creativity out of her students during class activities.

Valerie's expectations of her students appeared very high, especially as the class I was observing happened to be her pre-AP Texas history class. Her ability to elicit responses from her students was obviously accomplished as all the students participated in her classroom lecture and ensuing activities. Valerie expressed to me at one point during a break that it always mattered to her that her students passed her course with confidence and an understanding: "I've always prided myself in leading by example. This what I've done most of my teaching career." Below are graphic representations of Valerie's resultant two themes, Accessing Resources and To Think is to Connect, and their associated codes and categories. See Figures 8 and 9.

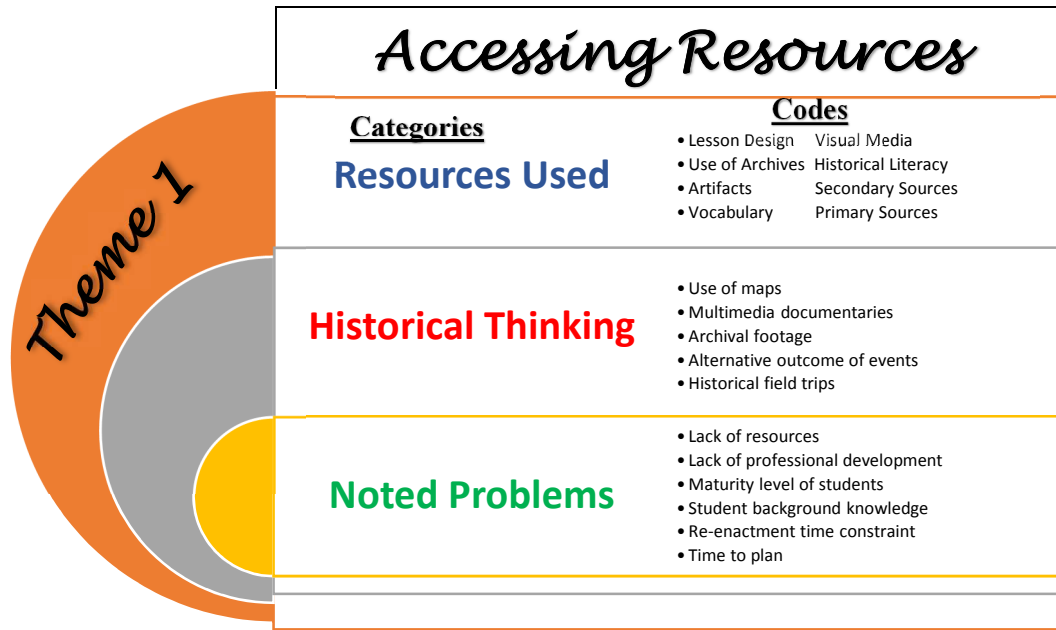


Figure 8. Theme 1 – Valerie’s codes that led to categories which developed into Theme 1: Accessing Resources.

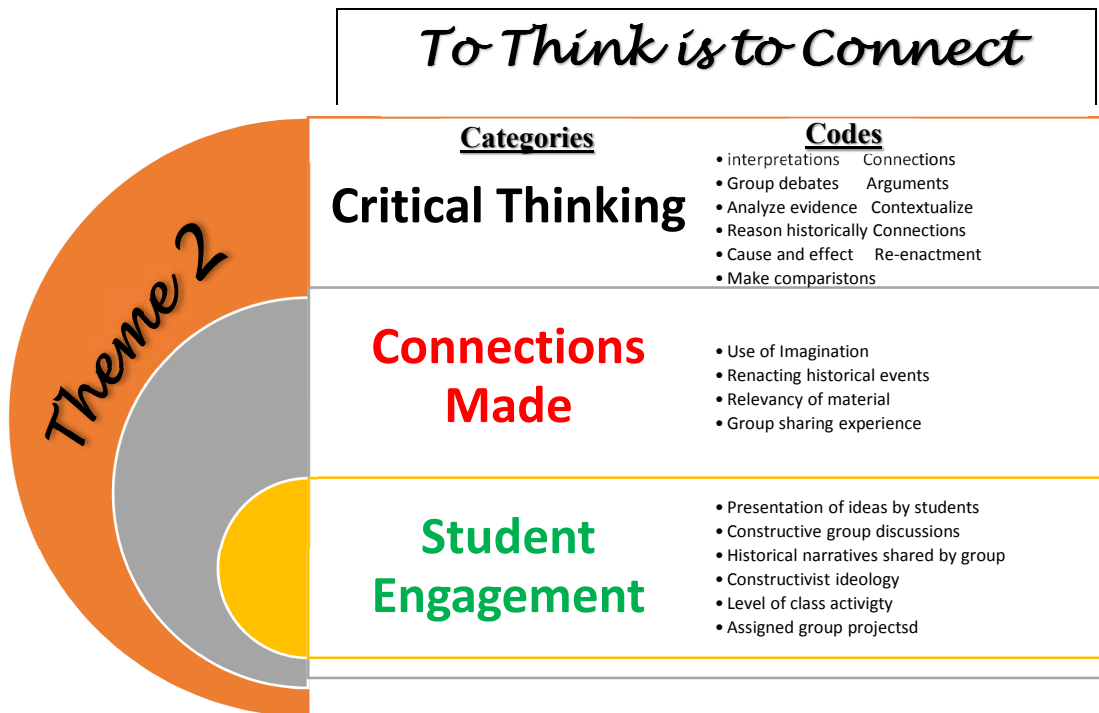


Figure 9. Theme 2 – Valerie’s codes that led to categories which developed into Theme 2: To Think is to Connect.

Accessing resources. Valerie's resultant themes centered on several key categories that revolved around the concept of resources. Her insistence and practice regarding resources developed into a pattern that exemplified the idea behind the first theme: Accessing Resources. Her practice revolved around the ideas behind a vocabulary wall prior to the start of the lessons and the context in which historical primary and secondary sources were being used. Her use of footage related to the Great Depression and multimedia introduction of material was useful and relevant although she commented that there were inherent problems associated with this use of Collingwood's method due to a lack of resources. During my second observation of her classroom, Valerie expressed that perhaps trying something new is never easy. I had not anticipated that concern during our initial interview and only learned of it once the study had started.

It was Valerie's insistence on integrity and lessons learned that resonated the most with me. I vividly felt this impression when I asked her how she felt if there was no access to source documents or additional artifacts for lesson planning. Valerie responded with, "I couldn't imagine a scenario without sources and artifacts. If there weren't any, I don't believe that these lessons would induce empathy in the students." It was her stoic attitude and observable conviction that without a true and clear picture of possible historical events, mistakes would inevitably be repeated: "If the students cannot see possible outcomes and possible alternative events, they themselves are doomed to repeat it." Yet Valerie insisted that this outcome could only be avoided if the students wisely chose the resources and verified for themselves or as a group the validity of their sources: "The only way that primary sources are impactful is if they are actually relevant to the lesson."

As the interview progressed further, Valerie's insistence on source validity and context was further expressed, "It's so important to me that students develop the working language of that particular area of context." What I saw during both observations was that her students did cover material of the historical period in question and its associated historical context. Tied to all of this was the fact that in both lessons of the study, the New Deal and Texans' Entry into World War II, Valerie displayed the relevant vocabulary that would be used in the context of the lesson plan with her students. Through all of this, what I did discover was that within her class lessons there was a high level of class activity. One other aspect that Valerie expressed fervently during our discussion was her use of archival footage, "It was so essential during the use of primary sources that archival footage was also introduced." This became apparent when she showed a five-minute mini-documentary on the Great Depression prior to the start of the lesson.

To think is to connect. A second theme related to this participant was expressed by the title of the theme: To Think is to Connect. Critical thinking played a pivotal role in her class and she treated the students as if it were a pre-AP high school class. Connections made in the classroom and student engagement were central to this theme, and Valerie expressed her belief through an engaging lesson plan that stimulated class activity and subsequently critical thinking inquiry. Students were led to search for cause and effect and to make comparisons between eras when dealing with Texans' entry into World War II as opposed to Texans' entry into the Civil War. I came to see that the level of class activity and collaboration amongst the groups was highly critical and engaging. As I walked around the room, I observed that the students in the classroom shared historical narratives within each of the groups as intended. This was an indicator that social constructivism was being utilized in the classroom setting, as this part of the lesson activity was evidently stressed by Valerie at the onset of the lesson. When asked if group

activity was essential, Valerie expressed, “This is why the group discussions are so imperative in this class. It stimulates constructivist dialogue in the classroom and also in the class as a whole.” This comment coincided with my observations in class that group debates were a necessity to completion of the lessons. In accord with Valerie’s earlier commentary on groups, I also observed that at the beginning of class, students were assigned into groups of four prior to the start of each of the two lessons and reviewed primary source documents prior to the start of class. Valerie reported that in the social studies setting all students must be able to reconstruct primary source material to a degree of higher understanding. It was during the mini-workshop that Valerie expressed a deep interest in the reenactment process, “I could see how the reenactment process could be instrumental in creating deeper connections in the classroom.”

I was assured by Valerie that with this method, the department stood to possibly benefit by introducing it to their social studies population at Seaford Junior High: “We feel, after having met with you prior to the interviews, that this study could potentially be beneficial not only to the students that we serve but also to our best teaching practices.” She did feel, however, that even though the idea of the reenactment process was quite novel, she felt that she was nervous about “losing control” of her class:

I thought that your idea behind this study was intriguing, but I can’t get over the fact that my current style of teaching will shift over to the students by way of small groups. It seems rather like a loss of control in that regard.

Jeff

Jeff was the youngest of the three participants and was completing his third year as a Texas history teacher. It was his second year at the history department working alongside Valerie and Mike. At 27 years old, Jeff brought his energy not only to the history classes but also to the

field of sports as well at Seaford. His role was to teach Texas history classes for four periods and assist with football as assistant coach the remainder of the day. During the initial interview Jeff stressed that learning about history in a constructivist group manner intrigued him. He felt that the role of primary source documents, such as speeches, laws, photos, and artifacts, should play a pivotal role in the daily lessons of the Texas history teacher, yet he alluded to the fact that this was really an impossibility due to time and resource constraints.

He did convey the sense of exasperation at times, “You have no idea what I go through with some of these students! Some of them can push you to the point of not wanting to teach.” He also said that there were too many distractions due to maturity levels and disciplinary issues: “Even though they are 7th graders and they should know better than a 5th grader, they still act at times like they’re in elementary. It’s almost like you have to parent them the entire period!” Jeff let me know that even though the reenactment process was a great idea, the thought of reenacting historical events and stimulating critical thinking was, ultimately for him, a challenging endeavor:

Even though Mike and Valerie have good classes and what not I still think that my challenge will be due to perhaps my experience. Nothing against your study, but this type of critical thinking for my experience in the classroom will be a challenge.

This perhaps was central to Jeff because he was a third-year teacher. He did not seem to exude the confidence that Valerie had projected during the course of our interview. This inexperience could have been a contributing factor as to why he felt this way about introducing techniques like Collingwood’s historical method into his history classes. Jeff emphasized that if he had had the students like those in Valerie’s classes, his ability to teach them historical concepts would have gone a lot smoother:

I'll be honest. If I had all those kinds of students that Valerie had perhaps things would be different. I know that she's been doing this for years, but her kids already know what to expect and want to be challenged, not mine.

Jeff's background as a coach afforded him the opportunity to "flip the switch" and handle classroom behavior in the manner that coaches do during practice: "When I coach these same kids out on the field it's my domain. Here, it's a different ball of wax. I can't get them to do anything without putting up a fuss." I could see that he really wanted to have successful classes but got the sense from him that it would be an uphill battle with the students he had in his classes. These students, according to Jeff, were more challenging and too immature to appreciate historical narratives in general. Jeff noted, "It's going to be challenging that's for sure. So, don't be surprised during your observation if you see what I've told you about already."

After having interviewed Jeff and observing his classes, I came away with the following themes from the data collected during my interviews, classroom observations, and notebook journal entries. The first theme developed from codes and categories was "Patience is Key." The second theme that developed was "Thinking like an Historian." Below are graphical representations of Jeff's resultant themes and their associated codes, categories. See Figures 10 and 11 below.

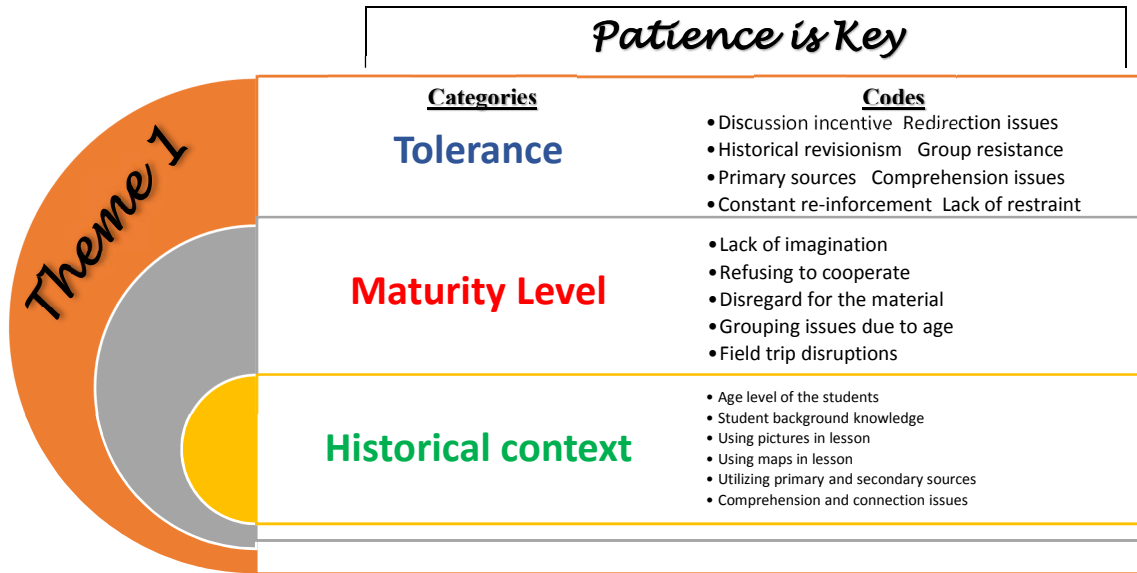


Figure 10. Theme 1 – Jeff's codes that led to categories which developed into Theme 1: Patience is Key.

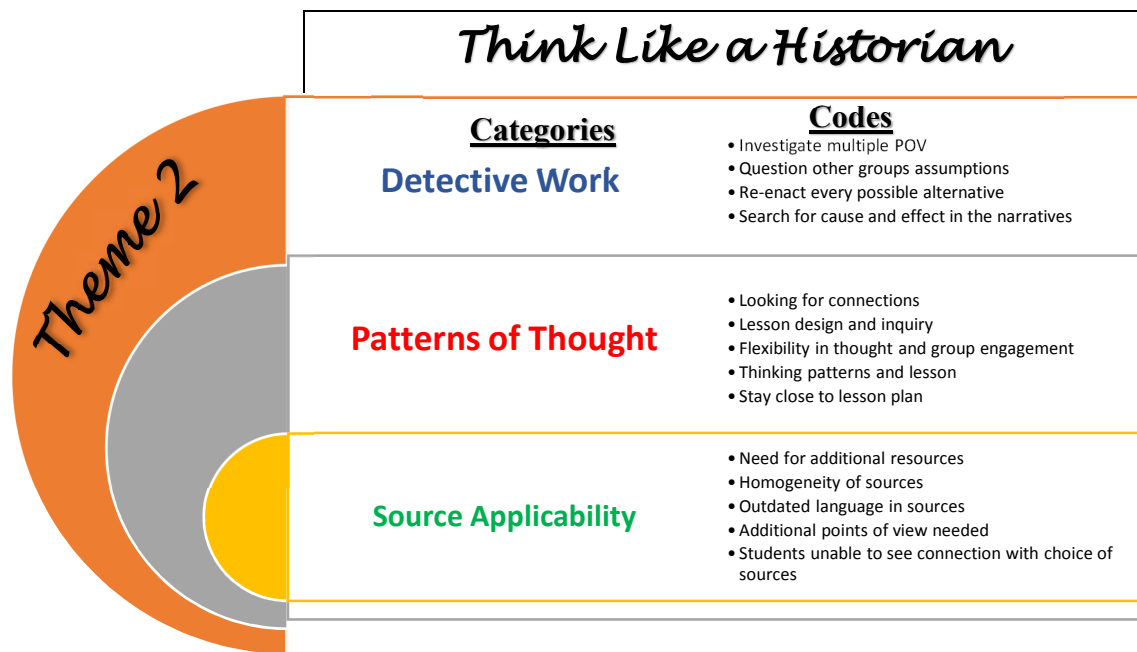


Figure 11. Theme 2 – Jeff's codes that led to categories which developed into Theme 2: Think Like a Historian

Patience is key. The first theme, Patience is Key, was derived from the categories created from Jeff's case. Jeff expressed, "I have so many re-direction issues in my class that I find this type of project unachievable." I asked why he felt that way and what could he do to overcome this potential pitfall. He told me, "Well, that's quite a challenge because I'm dealing with students who have no background in regard to historical context and I also have to deal with the maturity level of 7th graders. It's a good thing that I'm a football coach and that many of the boys in my class respect that. Otherwise, I don't know really what I would have done to survive my day in these classes." One of the strategies that led Jeff to believe he could participate and achieve the objectives of the study was to use visual media with the students. As Jeff said,

It's not that they're not critical thinkers like those in Valerie's classes, it's that I have to use different techniques to get them to listen and to catch their attention. You know, like showing them shiny objects. They all focus on these objects and I'm able to direct them in the direction I need to move to. Patience plays a big role here.

I experienced that sentiment during my observations, as many of the students in his class were not able to comprehend some of the primary and secondary sources available to them for the study. For example, during the study of the Great Depression, Jeff passed out primary sources detailing the experiences of those who had witnessed the event first hand. These accounts were written in a way that the language was not in sync with today's current usage. Those that struggled with literacy showed frustration when trying to understand these passages. Some students let Jeff know that they didn't really understand what they were trying to say. Some students at their respective tables just gave up and put their heads down.

When asked why they were doing it, they told Jeff that they just didn't find the passages interesting or that it didn't make sense to them. Complications that led to Jeff's frustration were

evidently balanced by his unique ability to persevere in the face of surmountable challenges. This was displayed by his patience and tolerance exhibited during the group discussions related to the lessons in question. A few of his students appeared to respond to his style of teaching and tried to focus on the lessons he presented in class. As Jeff related to me, “What really helps in this reenactment process is not so much the primary and secondary source documents but the multi-media that I have created to get their attention.” There were students in the class who disrupted group thought by questioning the authenticity of the sources in general, not because they were questionable but because they just wanted to question everything handed to them.

It was good that they did doubt the narratives in question, especially as they related to the New Deal’s policies, but when one or two in the group were just doing it to move the conversation elsewhere, problems inevitably arose. Jeff’s frustration level grew with every outburst and disruption. Consequently, Jeff’s ability to conduct the study’s lessons in a more nuanced group setting leading to a more constructivist position of shared meaning and understanding was becoming more and more intractable with every passing class period.

Thinking like an historian. My second theme, Thinking Like a Historian, revolved around Jeff’s effort to inspire his classes to assess the material at hand. Jeff did have a manner that led some of his students to direct their attention to the lesson at hand. The first thing I noticed during my visit was that he immediately went into coach mode and brought those in line that were not following his directives. Jeff’s technique was to initially display a large map of the world on the screen behind him and lead their attention to the points of interest related to the lesson. He emphasized that to think like a historian one had to act like a detective. He connected well when he took his classes in this direction. As Jeff stressed to me,

I want them investigating multiple points of view and not just the standard one that is always displayed in their Texas history textbooks. This is why I think that this scale of method (reenactment process) is great if it's a project!

I asked him what made him feel that way. He responded, "Well, that's because it takes time to gather up primary and secondary source material. It's just not that easy to do." As I observed his classes, I noticed that Jeff was astute about questioning assumptions made by others in the course of events. He wanted his students to do the same as they shared the sources amongst themselves in the groups that they were participating in. Each of the lesson designs used in the study had a number of primary and secondary sources that each group was to examine.

There was also the additional input provided in regard to multi-media documentaries like Burns & Novicks (2007) "The War." Several students were asked to challenge existing assumptions held by the politicians leading Americans to the precipice of war. During group discussions, Jeff walked around the room and became animated as he asked those reading their sources if that was the prevalent view at that time or if it was an alternative that could have changed if the times were different. Jeff expressed,

I want my students to examine everything more critically. I want them acting like detectives in my class. That to me is acting like a true historian. The reenactment process comes naturally once they have taken this course of action.

He wanted the students to search for the causes of these events and answer if there were alternative courses of action. It was a difficult process for some. As Figure 11 illustrates, Jeff's objectives in class were to get his students thinking like detectives. Unfortunately, he was unable to always achieve his objectives, but kept trying with every class during the course of the

day. Students were challenged to engage the material with intentions of searching for patterns of thought. If the reenactment process was to succeed, he wanted to see if there were any patterns to the sources the students were reviewing. How were they different? Were some of the political figures' speeches and secondary sources following the same routes of thought? Many of the students were not always interested in this notion and struggled with the idea.

Jeff expressed this sentiment in his interview: "My kids just don't have that kind of background. They don't ask questions and they most certainly don't seem to care about the past, you know?" Jeff expressed the idea that they seem to look at all the source material in the same light: "I just don't want them to ignore similar outcomes. Are the sources relevant if they're all basically saying the same thing?" He stressed that assumptions can be dangerous if not adequately addressed within the group:

Authentic experiences can't be lived if the sources or media presented are sending the same message. Where are the different voices in all of this? Were there additional resources and how long would it take for a week long or two-week long project of this magnitude?

I saw this during one of my observations in which he covered the Great Depression with the class. When Jeff went over primary source (Document C) "Interview with Cotton Mill Worker," the language used in the article threw off many students in the class. The author, George Dobbin, wrote in a manner that required Jeff to read and re-read passages in the article several times. He was clearly frustrated after further requests for clarification.

Mike

Mike was the oldest of the three participants in this study. He held seniority in the department and was also a coach. Like Jeff, he taught four Texas history classes and conducted PE classes throughout the remainder of the day. Mike was a seasoned teacher who had taught for over 25 years in the school district while employed at Seaford Independent School District. He was always interested in athletics and always taught history courses over the course of his teaching career, except for one year when he was asked to teach health classes instead. When I arrived in his classroom, I noticed that he had an assistant who, it turned out, was a para professional named Steve. The reason for the para was to assist with behavioral issues in the classroom, which were prevalent throughout the day. Mike was assigned at-risk students who came from challenging backgrounds.

He informed me that fights in the classroom were not unusual and that I should not be alarmed when students became rowdy or too loud. He also informed me that the classes I would be observing were difficult but unique in a sense. They were at times high-strung students who needed re-direction, but that they were, in his opinion, extremely creative and quick on their feet. In Mike's words, "They think outside the box. They're not afraid to lay it all out there." It did not take long once classes started for Steve, the para who was there, to start re-directing and calling out students for misbehavior. I also observed that Mike was not a laid-back instructor who had issues of trepidation. As a seasoned coach he knew when to step in and was not tentative to do so. The students respected him and quieted down immediately once he was on his feet. What distinguished Mike from Valerie and Jeff was that he was very funny at times and connected well with the students. I have provided graphics for Mike's two themes below. See Figures 12 and 13 below.

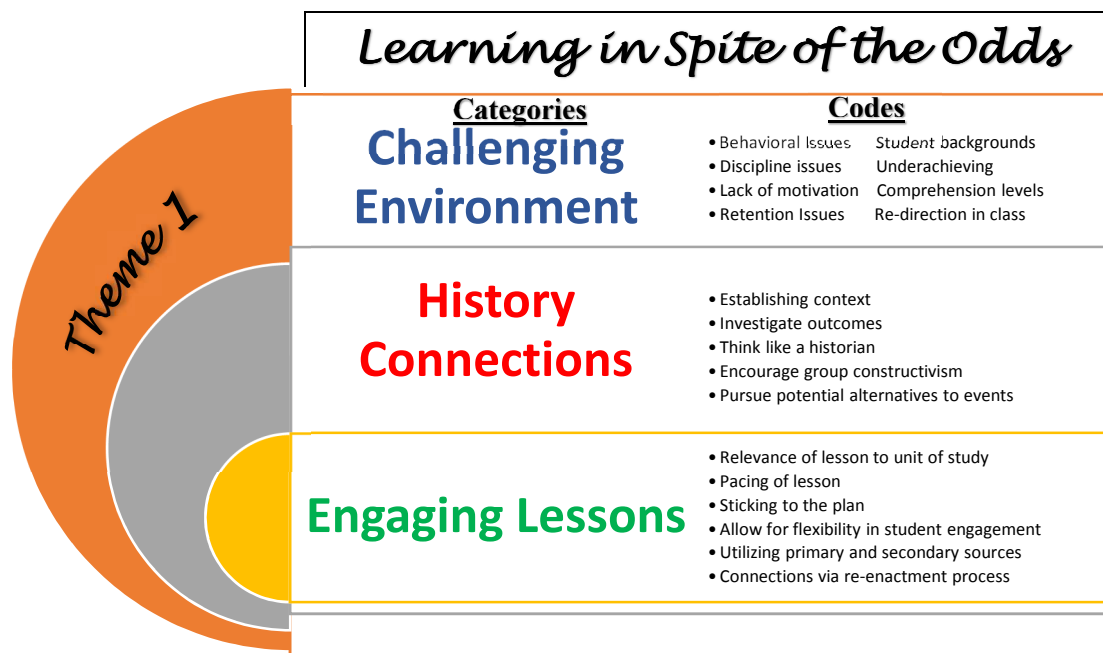


Figure 12. Theme 1 – Mike's codes that led to categories which developed into Theme 1: Learning in Spite of the Odds.

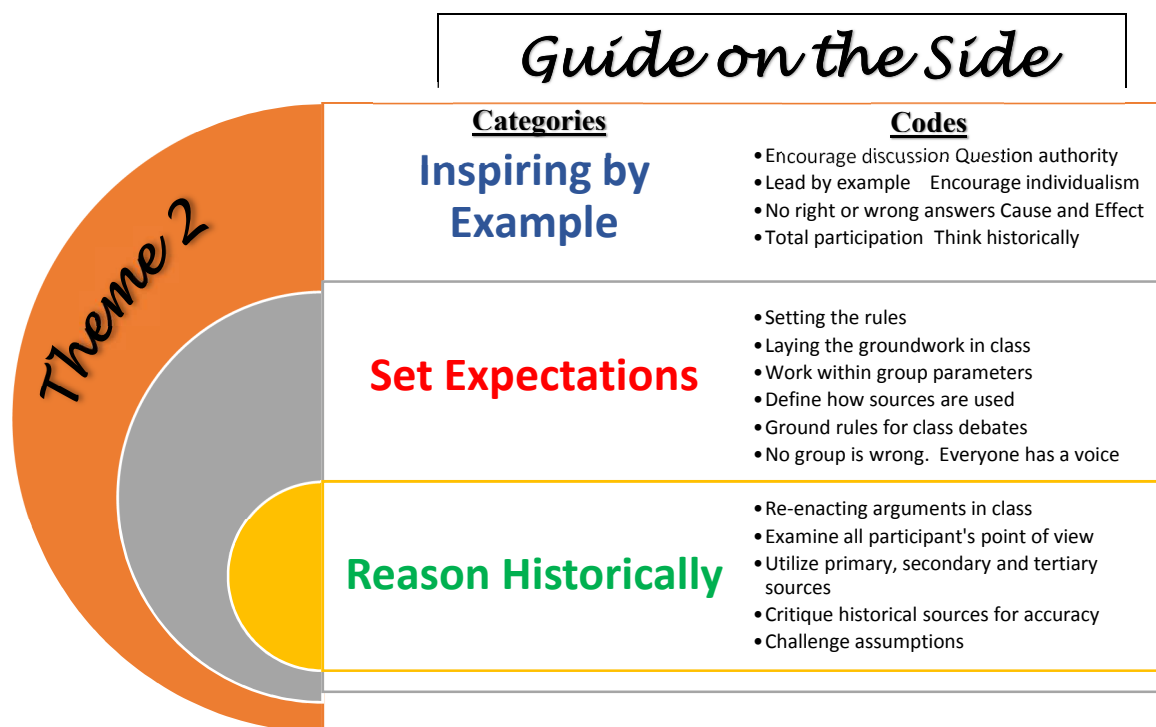


Figure 13. Theme 2 – Mike's codes that led to categories which developed into Theme 2: Guide on the Side.

Learning in spite of the odds. Granted that Mike had challenges in the classroom, his sense of self-efficacy in the classroom was self-evident. When I inquired into the challenges he faced, Mike quipped, “Behavioral issues yes! However, with these discipline issues comes a sense of purpose for many of those that don’t have a voice in their lives.” After further reflection, I noted that many in his classrooms were coming from difficult backgrounds. Yet what seemed more evident was that Mike was willing to reach them in spite of all the adversity that was swirling around their lives. His ability to re-direct the class as a whole was masterful and revealed his experience in dealing with junior high teenagers. When I asked Mike how he was able to motivate them during class time and especially with this study, he expressed,

Many come in here with a standard lack of motivation. There are also many in here who lack it when it comes to the core subject areas like social studies.

What’s more important to me is that I feel compelled to re-direct them in the proper direction and reach as many as I can before the end of the school year.

I wanted to know what level of success he was having with his students when it came to aptitude and reasoning ability. Mike said,

Well, many are underachieving, and I seem to be the primary receptacle for receiving them. Besides that, I work every day to first understand who they are and then I work on a plan to reach them. The para I have in class is a great help and it affords me the opportunity to focus on their modifications and any 504 requirements that I must consider when working with them.

Yet, during the course of my observation, I noted that he had an uncanny way of reaching his students. Perhaps it was when he created contextualization prior to the lesson or perhaps when he listed key vocabulary on the wall. Mike was the only one who posted key vocabulary terms

on the over-head prior to each of the lessons. I observed that even with retention issues, his class, in particular the groups in the study, performed at a much higher level than those that I had observed in Valerie's or Jeff's classes. Mike insisted, "Comprehension levels are low. But the creativity level is high. I'm able to pull them out of this predicament with my coach mentality." Over the course of my observations, many of the low-achieving students were involved and engaged in participation and wanted to join in the class conversations.

This type of environment is what led me to attribute the category "challenging environment" to this particular area of the study. Mike definitely knew what he was up against but made it a point of creating a healthy learning environment that led to overall class participation. When I prodded him for some explanation, he insisted on re-direction: "These types of kids need constant and I mean constant re-direction. Many don't have structure in their lives and as a result when I provide it for them, they in turn respond very well."

A second category that evolved as a result of my experience in his classroom and interview data was the concept of "history connection." Mike was proficient in the realm of Texas history and his experience showed quite evidently in the classroom. One of the primary attributes of this category was his ability to provide enriched contextualization. One example occurred during his discussion on the pretext to World War II. He had students make a list of ten things that were happening in the decade before its outbreak. He asked the students whether each was a direct cause or whether these events were part of the larger context. For those students that identified an event as context, they were asked to discuss how it influenced the course of World War II. This process had students actively discussing the possible outcomes of events. Mike expressed,

I want them to be able to investigate outcomes. I want them to be able to make a connection here and to be able to re-think for themselves what must have been on the minds of these historical characters that we're studying. Isn't that the whole point of the reenactment process put forth by Collingwood?

Mike encouraged the students to consider the multiple points of view taken by the politicians and the average US citizen during Texans' entry into World War II. All of the groups in the class were required to read all of the primary sources prior to the start of the lessons on the New Deal and Texans Entry into World War II. The production of knowledge was evident as many of the students did their homework and re-conceptualized for themselves the possible alternative outcome of events that may have transpired within the minds of certain individuals who were pivotal in the New Deal legislation or whether they were responsible for having precipitated our entry into World War II. Mike did not even have a complete set of textbooks for his class and, as a result, he usually resorted to passing out handouts instead of textbooks. He prepared for challenges like these by carefully crafting pre-lesson contextualization and extensive use of multi-media visualization. He felt that an important aspect in the lead up to the reenactment process was to have his students see the connections between the particular and the general. Mike said,

What is central is the manner in which the student frames his or her questions. I could see how Texas history teachers stand to benefit by asking questions like: What was happening at the time the event occurred, or which written document might have had an influence on the historical event in question?

He had students research what was happening locally and regionally at the time the New Deal was passed. Afterwards he went on to ask how a particular passage of the New Deal reflected

one or more of these contexts. Mike expressed to me that he wanted students to be like historical detectives: “I want them to think like an historian. They must be able to critique lines of thinking.” What seemed to percolate from all of this stimulation of thought in the classroom was a more inclusive idea of social constructivist thought. The groups in his classes were cohesively taking part in this constructivist paradigm. The production of group knowledge was evidently displayed when the group debates on New Deal legislation were being conducted during the course of the lesson.

An additional category was the idea of “engaging lessons.” Mike had a way of not only making the lesson relevant to the material being studied but also making it relevant to the lives of the student. He made personal connections by inquiring into the past military and patriotic side of many of the students in his class. For example, in one of my observations, Mike conveyed to the class how his father and brothers had served as marines during World War II. He explained to the class how his father had lost all three of his brothers and asked if anyone in class had also lost relatives during the war. He knew how to reach them and tap into their potential reservoir. This technique of reaching out to his students enhanced the subjectivity of his lesson plans. When I enquired into his method, his reply was, “First you have to be able to make a connection cause otherwise you’ll lose them.”

Guide on the side. This theme evolved during this observation where I also noticed that his lessons, the New Deal and Texans’ Entry into World War II, were paced in a manner that allowed more time for group constructivist thought and to finish the lesson as he had intended. The re-creation of ideas in the minds of his students led to a more flexible atmosphere as they thought through the ideas of the primary and secondary sources in their minds.

Mike said, “You need to be able to allow for flexibility in student engagement.” He felt that if you’re not utilizing it to its fullest, then you haven’t tapped into their full potential. His ability to lead by example and his attention to group detail led to the next category, which I entitled “inspire by example.” Mike relayed life stories dealing back to the time of the Great Depression and how his parents and grandparents relayed that to family members. More importantly, he encouraged individualism within the groups themselves. Mike said,

I don’t want a herd mentality around here. I want them to still think for themselves even though they’re part of a larger group. Their input is important, and their voice helps guide the imagination of differing perspectives. I seek total participation.

Ultimately the groups’ success was determined by the rules and expectations set by him at the beginning of the study. He made sure to let them know that they were going to meet their objectives before their study was over and laid out specific ground rules prior to the start of the lessons. As Mike said, “I wanted to make sure I laid out the groundwork first and then have success follow afterwards.” Mike initiated his second lesson with a documentary based on World War II entitled “The War” by Burns and Novicks (2007). This documentary was seen at the beginning of the second week of the study and prior to group discussions and open debates. It was an insightful media tool to use after having lectured on the effects of World War II on civilian populations in the United States.

The documentary focused on the voices of Americans who lived in different regions of the country. In it, Texans’ voices are documented and how they felt about the War prior to its inception and finally how it changed their perspective after it had ended. Mike felt that every student, like those in the documentary, had a voice in the class, which is why the category was entitled “setting expectations.” The final category for this theme was “reasoning historically.”

If the students were going to succeed in meeting the objectives of the study, Mike felt that they needed to immerse themselves in the practice of the reenactment process in the classroom. Mike said, “It’s not enough that they just read the source material, I want them to reenact in their minds the possibilities and how it might impact their way of thinking.” What I noticed and noted was that these students did their homework not only by reading through their source material but also because they just didn’t accept what they were reading at face value. That is why the individualistic thought processes within the group were so imperative to Mike. He wanted them questioning the authenticity of the sources and whether they were believable. He pushed for them to comb through the testimony of eyewitnesses and to make their own decisions and to derive their own conclusions.

Mike expressed, “I want them to critique historical sources and challenge existing assumptions.” The students challenged themselves and wanted to investigate the ideas expressed in historical accounts. Even with challenging backgrounds and differing assumptions, they came together during these lessons to demonstrate that with the right instructor they could produce a body of knowledge that would inform them in a critical manner. They wanted to participate, and the instructor was there to guide them in that direction. His manner of conducting class lent itself well to this area of the study.

Cross-Case Comparison

All of the categories created during the course of this investigation resulted in six themes: Accessing Resources, To Think is to Connect, Patience is Key, Think like a Historian, Learning in Spite of the Odds, and Guide on the Side. I demonstrate by way of graphical representation some of the similarities and differences encountered amongst the three participants as well.

In the cross-case comparison I compare and contrast across the three cases of this study. A reference table (Table 2) illustrates comparisons amongst the three participants' themes. I searched for similarities and differences that, in effect, combined their themes into one. Afterward, I discuss my findings of the comparative thematic patterns.

Table 2 shows a general comparison of the participant's themes and the final three thematic patterns that emerged: (a) There's More Than One Path to Historical Literacy: But They're not always Paved in Gold, (b) Levels of Engagement: At What Cost? and (c) Can We All Get Along? Searching for a Happy Medium. Each of these themes comprises a distillation of the thematic experiences related to the participants' attitudes and perceptions revolving around student outcomes, self-reflection, and general consensus regarding the success or failure of using Collingwood's reenactment process in their Texas history class rooms. Careful consideration was taken to ensure that the final themes adequately reflected the participants' lived experiences in the study. See Table 2 below.

Table 2.

Comparison Across Participants

Cross-Case Themes	Valerie	Jeff	Mike	Cross-Case Comparison
There's more Than One Path to Historical Literacy: Not Always Paved in Gold	Valerie's experience as a pre-AP teacher created set expectations for her class. Students' pedigrees match her expectations. Valerie's students reenact history as expected.	Jeff's struggles with his students are overtly evident. He wills his students to think like historians. Yet, its success is somewhat limited.	Mike's struggles are similar to Jeff's. Like Valerie he also achieves success in getting his students to reenact and think of the multiple possibilities.	A common thread runs through each of the participant's ability to impart historical strategies. Yet, some of the participants fight student resistance, while others use the resistance to their advantage.
Levels of Engagement: At What Costs?	Valerie's level of engagement is complete. Yet, even though she shows signs of masterful technique, it appears to me less genuine as opposed to the other two classes.	Jeff's partial level of success in this endeavor is tied to his struggle as a new teacher. Not everyone wants to learn or has bought into Jeff. Yet he digs deep.	Mike had a natural way of reaching out to his students with his sage like presence. Everyone was in. No one was out.	Valerie and Mike have similar levels of success when it comes to student participation. Jeff has success, albeit moderate levels of it with his students.
Can we all get along? Searching for a Happy Medium	Being a pre-AP teacher with set expectations, room for misbehavior is negligible.	Calls students out for misbehavior. Only a small segment of class participates. The struggle is real.	Mike's class is challenging as well. Yet his experience has taught him how to use his experience with misbehavior to his advantage. He flips the bad into the good.	Mike and Jeff are initially set with behavioral challenges in the classroom. Valerie's virtually doesn't exist. How they face these challenges makes a difference in their overall perspective.

There's more Than One Path to Historical Literacy: Not Always Paved in Gold

After a careful review of the participants' themes, I discovered that they shared similarities. All three participants shared, at times, similar approaches to Collingwood's reenactment process. Valerie and Jeff each stressed the use of maps in their interviews and how they made an impression on the students' understanding of the unit in question. Valerie stated, "maps play a large role in creating that historical thought process in their heads," while Jeff emphasized context, "when I use maps in class, they seem to get it. I think a big reason is because by seeing it they seem to connect it with the times of that particular era." Valerie emphasized that the alternative outcome of events was essential in stimulating reenacted events. This was accomplished with historic archival footage and the idea of conducting a historical field trip to a local museum. Valerie expressed, "I think the best thing next to seeing the primary and secondary source material is to take them all to a museum."

Yet, what set her apart was the fact that her students already were coming in with higher than average expectations. Many pre-AP students know that these classes are harder and their desire to participate in activities like historical reenactment comes much easier to the teacher in charge of the class. Mike shared similar views and experiences. Like Valerie, Mike saw the potential for alternative events as key to the reenactment process and the idea of the historical thinking process itself. Mike wanted his students to seriously try and think like historians: "I don't want them just reading off of index cards. I want them participating, constructing new ideas and tying them in to possible events. To me that's thinking like a historian." Like Valerie and Jeff, establishing context and investigating outcomes facilitated the process of thinking like a historian and ultimately to reenact the possible events in question.

But most importantly, what set Mike apart from Jeff was the level of experience. Mike had been a successful middle school teacher for decades. Jeff had only been a teacher for three years, which in teacher parlance, is considered a beginning. Yet from what I observed, Jeff was trying as best as he could in the situation he was under. Many of the students at the tables did not want to participate as group members. Jeff spent extraordinary amounts of time lecturing and managing misbehavior. It was a battle of resistance to his method of teaching; it was also an opportunity for unruly students to take advantage and see how far they could push the envelope. Mike on the other hand, worked this resistance into his advantage. He knew how to talk to those same unruly students and befriend them. He made them believe that they had the potential to do something special.

Levels of Engagement: At What Costs?

An additional thematic pattern that all of the participants shared was related to how they engaged the students. In Valerie's and Jeff's case, groups were central to their lecture and each emphasized narratives shared by groups when dealing with sources and the production and construction of new knowledge. Mike's groups were transitory and fluid-like as his ground rules mandated that students move freely around, group to group, until they felt comfortable. He felt that no group should feel incorrect in their construction of new ideas, so long as they reached consensus. He had an open mind to shifting opinions and constructive argumentation during their debates: "I want all my groups to know that no one group is wrong. They all have a say in the reenactment process." Valerie, on the other hand, was more subdued in her remarks as she focused more on the orderly and systematic way of group presentation: "I want my groups to use post-it notes and to come to a consensus like the lesson plan indicates they should." Groups for Valerie, like in Mike's case, were to follow her ground rules as well.

Jeff also had his rules for group formation but was more focused on how he would present his idea to the class: “I want them to get what I’m saying. I want no ambiguity.” Yet his real pain stemmed from his inability to get a complete class consensus. He wanted full consensus from the four to six groups per class period. He wanted them to come together and follow the lesson plan. Jeff knew that he wouldn’t get 100 percent class participation. Yet, something about not getting it bothered him enough to let me know about it: “I just can’t sit well with the idea that I’m supposed to accept on face value that 70 percent or so of the students will participate and the others will not.” Yet this inability to accept limited engagement in the reenactment process propelled him to strive for something more, something that they the students didn’t expect in the first place. Even though Jeff may have had participation issues in his class, I was able to observe that over two-thirds of the students were actively engaged. It may not have come about as easily as Valerie’s class or even in Mike’s.

Yet, in the end, I felt that Jeff was effectual in working as hard as he did to get his students to actively read their primary and secondary source documents, talk amongst each other as group members, and give back their rendition as to the possible outcome of events in World War II or the Great Depression. Jeff noted: “I am a little jealous of the others and the success that they have had. I sometimes feel the sting of that you know.”

Can We All Get Along? Searching for a Happy Medium

In spite of being football coaches at Seaford, Mike and Jeff seemed to share a common similarity: challenging classes. Jeff’s primary concern stemmed from his frustration with re-direction and comprehension issues experienced during class. Jeff commented, “A big concern is the maturity level and group issues that occur as a result of this.” Mike’s concerns dealt with student backgrounds that posed challenges in the classroom.

Mike found many of the students that were placed in his classroom initially lacking in motivation when it came to class activities. He explained, “These kids come to me with difficult backgrounds. I deal with motivational issues and consequently under-achieving results in assignments and benchmark tests.” Jeff felt that due to their age level, his students often lacked regard for the lesson material and, in return, created a hostile atmosphere in his class. I observed many of the references to misbehavior during my observations at that time. Jeff’s reference to a hostile atmosphere was followed with an explanation by Jeff that expressed his unwillingness to act as a coach at the expense of others in the classroom:

When I do have a flare up in the class, and that is a daily thing, I’ll put my coaching cap on and settle the class down. Unfortunately, I find that by doing this I am in effect doing it at the expense of the class as a whole. Not everyone’s bad. It’s just those few who refuse to cooperate.

Jeff maintained that this was not an isolated event and that it didn’t matter the occasion or the time of year. He said, “Took them on a field trip to the science and natural history museum before the Christmas break. It was bedlam.” Unlike Mike and Jeff, Valerie did not express their sentiments, nor did she appear to have behavioral issues during the course of my observation. Valerie primarily received pre-AP students who were well behaved and interested in their learning. It was also evident during my observation that disciplinary issues were not a factor for Valerie. Her case did not involve or revolve around challenging issues in the classroom. This unfortunately seemed to be the opposite scenario for Mike and Jeff. Yet, in Mike’s case, he seemed to feed on the negative energy in the classroom. He would give it right back to the students as positive energy in the form of encouragement, spontaneity, and a sage-like aura exuded in the classroom itself. It all seemed to perfectly blend and counter-balance the

negativity that initially established itself and which seemed to pervasively permeate Jeff's classroom. These two participants definitely struggled in their own inner way. However, their decisions and actions affected their eventual learning processes, leading to alternative outcomes.

Summary of the Chapter

Chapter 4 illustrated a case by case analysis of each participant and the six themes that resulted. This chapter also provided a cross-case comparison of the three participants' interviews, classroom observations, and document analysis. Based on the cross-case comparisons, themes emerged that reflected the multi-case study of the participants and their assessment of using Collingwood's methodology in the classroom. Data from participant interviews and observations showed that the reenactments allowed the flexibility of students utilizing their imagination in spirited debates and thinking critically about the lessons. A review of the literature, experiences in the classroom, and the participants' thematic patterns that emerged during the cross-case comparisons guided this part of the study. Conclusions and additional remarks are provided in Chapter 5.

CHAPTER V: DISCUSSION AND IMPLICATIONS

The purpose of this study was to investigate the ways in which three Texas history teachers used Collingwood's re-enactment methodology and how this historical thinking strategy informed the teachers as it concerned best teaching practices. An additional goal of this study was to see how the implementation of the re-enactment process in the classroom impacted the participants' beliefs and attitudes regarding its efficacy. As a secondary educator and reflective practitioner at the post-secondary level, I have seen the struggles and challenges that secondary teachers have to face when it comes to creating lesson plans that stimulate critical thinking in their students. My interest in social studies and its associated curriculum stems from my years of experience co-teaching with social studies educators at different grade levels.

Bernard (2000) notes that constructing effective cross-case comparisons helps the practitioner see what common thread, if any, is related to the participant's individual experiences in a qualitative study. In Chapter 4, a cross-case comparison was conducted in which I was able to compare and contrast the three participants' themes and fuse them into three over-arching themes by way of analysis. I found that there was a family-like resemblance when it came to the thematic comparisons of the three participants and their ties to the first, second and third cross-comparison themes: (1) there's more than one path to historical literacy: not always paved in gold, (2) levels of engagement: at what costs? and (3) can we all get along? – searching for a happy medium. There's not always a link in shared experiences, but when there is, it should be explicated to show it relationally (Charmaz, 2006). I found that there were important narratives created as a result of the participants' class experiences and discovered that each of their lived experiences was impacted in varied ways that could be expressed through an appropriate cross-case comparison.

The analysis in Chapter 4 and its ensuing discussion related directly to the objectives initially stated by the research questions I had posed. Grounded in a substantive framework that utilizes Collingwood's method of the re-enactment process, the research questions posed at the beginning of this study were as follows:

1. How do participants, Texas history teachers, describe implementation of a historical thinking strategy (reenactment process) in their classroom?
2. In what ways do participants reflect their beliefs and perceptions regarding this method of conducting historical investigations in their classrooms?

Yin (2003) stated that though a multiple case design is complex, it permits an introduction of rich and reliable models. The method used was an interpretive multi-case study that utilized as its inquiry the qualitative research design method. I found that with this method, I was able to better develop a more comprehensive picture of the participants' descriptions of their lived experience in the classroom itself. Grounded in a substantive framework that utilizes Collingwood's method of the re-enactment process, the research questions used at the beginning of this study guided my study from its inception.

Re-enactment in the Classroom: Did it Work?

I discovered thematic patterns from Chapter 4 that pointed me in the direction of emergent and significant participant experiences, in this case, those of Valerie and Mike. Their expressed beliefs and successful implementation were observed and noted during the process of interviews, observations, and note taking. In each of their cases, their system of teaching provided students with the impetus to learn and to partake in the ensuing lesson that led to the re-enactment process in each of their group assignments. The lessons provided and used in the study were The Great Depression and Texans' Entry into World War II.

Each lesson was successfully completed and resulted in the participants' beliefs that critical thinking had been achieved in each of the two cases. In Jeff's case, however, his experience was unlike Valerie's or Mike's; this was made evident in Jeff's commentaries regarding his belief and attitude concerning Collingwood's re-enactment methodology in the classroom. Jeff, however, was able to achieve moderate levels of success in that the students were actively engaged in reading the primary and secondary source material, which resulted, more often than not, in unexpected outcomes. Students in Jeff's classes were absorbing the source material; the problem was that Jeff misread potential opportunities in learning outcomes and, as a result, did not achieve the full potential of stimulating successful re-enactment outcomes.

Valerie

The ideal critical thinker can be characterized not only by her or his cognitive skills but also by how she or he approaches life and living in general (Facione, 2004). Valerie, like Mike and Jeff, was able to incorporate Collingwood's re-enactment process into her part of the study and, if anything, was probably the most detailed instructor of the three. During my observation, I observed Valerie actively encouraging her pre-AP students to gather into their designated groups and engage in collaborative learning; she also inculcated higher-order thinking skills in her lessons. She drilled the students on her lecture and walked around the room, encouraging them to talk and exchange ideas about concepts and how they might relate the lesson content to their lives and experiences. Valerie expressed, "I need these students discussing, generating ideas." I found during the course of my observation that her ability to instantiate a cooperative learning atmosphere was instrumental in her success with the re-enactment method. This was due, in part, to her ability to establish grounded social constructivist learning in her class.

Brooks & Brooks (1996) state that social constructivist practices in the classroom are connected to the social interactions that lead to the production of human knowledge. Valerie was not only instrumental in inculcating social constructivist practices that led to successful re-enactment outcomes, she also established expected outcomes for future assignments in her class and for her department. Lemisko (2004) notes that too often the challenges in any educational system are dependent on balancing pre-existing curriculum with the praxis of teaching. Valerie was successful and meticulous in how she paced the expected scope and sequence with the study's lesson plans, especially as they related to the Great Depression and World War II.

In addition to lectures, students must be able to read multiple texts and be allowed to simulate exercises in group collaboration (Rice & Wilson, 1999). On more than one occasion, Valerie scolded the groups who were requesting concept review sheets for the lessons in the study. Valerie said, "You just can't have it handed to you. You have to reenact these ideas for yourself!" She made note that her class was structured differently and that this manner of passing out handouts based on facts and concepts was the traditional method of conducting history. Valerie remarked, "Some of my students are new to the pre-AP program and haven't realized we will not rely on handouts in this class."

She reminded them that she was a pre-AP teacher and that in her class she wanted them collaborating with each other and generating their own ideas. Gordon (2008) states that much insight is needed not only into teacher performance using quantifiable performance metrics but also the qualitative means by which this performance is achieved. Valerie lectured first and then passed out the primary and secondary sources to each of the groups in her class. She wanted group debates; she wanted them thinking outside the box and not just memorizing facts and concepts.

Valerie's teaching credentials were impressive by the sheer fact that she had over 30 years of teaching experience and was always one step ahead of the students, anticipating what they were going to ask next. I observed Valerie proceed through the re-enactment process with enthusiasm and confidence as she strove to create a learning community in the classroom. She was not only focused on improving achievement in learning skills but also on helping the students grow personally as conceptual thinkers. Nuthall (2000) notes that in the course of creating communities in classrooms the teacher must give every effort to focus on students' learning skills and the retention of historical concepts.

Lucey & Grant (2010) state that educators can learn how to use technology to regularly integrate powerful global learning experiences into their curriculum and support their students in their development as critical, creative, and collaborative global citizens. Valerie's skill set helped her apply social constructivist principles in the classroom by not only providing primary and secondary sources but also by facilitating simulation exercises in order to allow students to experience events more fully. These were but a few of the ways that Valerie introduced different methods of learning into her lessons. I found that Valerie made a concerted effort to make sure technology was being integrated into the lesson by taking her students to the library in order to provide additional resources prior to having simulating debates over the Great Depression.

Jeff

In Jeff's case, I found that he focused on student success and managing expectations to what seemed almost like an obsession with discipline and classroom management. If social constructivism was going to work in Jeff's class, he was going to have to be able to reconstruct his method of maintaining classroom management. Adams (2006) states that a social constructivist setting situates the experience of the student as being part of a group setting.

Social constructivist classrooms provide the students with many methods from which students can acquire new knowledge, one of them being how the classroom is managed by the teacher Nuthall (2000). Jeff's frustration and inability to have successful re-enactment investigations in his classes stemmed from his inability to just let the students be themselves. I found that with Jeff it was hard for him to let them go and instead stay "behind the scenes."

It is critical for history education researchers and history teachers to bridge gaps between historians' understandings and thinking patterns and students' understandings and thinking patterns (Bickford, 2013). What I concluded was that Jeff wanted more control not only over behavior but also over his idea of what a good and conscientious social studies student should be. I discovered that what he wanted was the textbook definition of what an ideal social studies student should be, in essence, "to create effective and conscientious students in their community." Instead of letting students go and make their own mistakes, which is part and parcel of what social constructivism is all about, Jeff did not let go and instead stayed in the background trying to redirect and control everything around him.

I also found that Jeff did not always share everyone's perspective. It was especially evident in his behavior and consternation with the class when he felt it was off track in relation to the objectives of the lesson. At this age, students' interests should be nurtured and channeled positively, or their disinterest might manifest itself as ambivalence or apathy (Bickford, 2013). Educators like Jeff must, at times, try and change the way lessons are planned and delivered. Jeff insisted in continuing with this old paradigm: "They're gonna learn it. In order to pass my class, they're gonna have to earn it!" However, student resistance to Jeff's method of conducting the re-enactment method grew with every passing observation. He did achieve a moderate level of success, but it was not at the level that I think he could have achieved.

Successful teachers realize that in order to succeed, multiple perspectives must exist, due to the world being a very complex phenomenon and perspectives existing on virtually every issue (Rice & Wilson, 1999). In Jeff's case, this was an impediment that caused him, in the end, to lose some of his autonomy within the class. He would start each lesson with the intention of fostering student-centered activities but would inevitably find himself fighting the very thing he was fostering and creating. Collingwood's re-enactment process is tied to the concept of social constructivism. It was now evident that the successful implementation of the re-enactment process in Jeff's class was partial instead of total. Turner (1985) states that using the re-enactment as the core of historical events requires the instructor to let students of history find their own voice. Jeff needed to find his voice and, in that regard, was a few years away from doing that.

Mike

Mike fostered just the opposite of what Jeff was fighting: lack of cohesion, spontaneous collaboration, unregimented simulations, and spirited conversations. Mike wanted his class to cut-up at times and yell at each other when need be. Osborne (2005) states that reading, analyzing, and evaluating both the work of scholars and the primary sources it is based on can be used as the foundation to make arguments of one's own, which is basically very similar to what historians do. Mike was looking for the confidence needed in fostering a student-centered community, one bounded only by his instruction. Researchers note that when employing a constructivist pedagogy like social constructivism, a heavy emphasis should be placed on student-centered instruction (Driscoll, 1994). In Mike's case, he was fostering a more radicalized community of learners, which, in turn, led students to develop a greater sense of

confidence and connectedness to their work. Mike was looking for a “learning community,” one that was more interactive than just the “traditional” classroom model.

When cases of student-centered activities are fostered in the classroom to a high degree of success, the teacher, in effect, is turning the classroom environment into a “learning community” (Eggen & Kauchak, 1997). As Mike continued with his group-centered activities, I found during my observations that there was total participation in all of his classes. He introduced rubrics, which he created, to assess student participation in the re-enactment process. He said, “It may seem chaotic at times, but there is an underlying framework beneath my method.” His rubric was easy to follow and directly related to the re-enactment debates. Students were assigned points based on originality of their presentations, level of involvement in the debate, and how effective they were in using critical thinking skills to resolve issues within the group.

What were the Resultant Enacted Beliefs and Perceptions of the Participants?

The primary purpose of this study was to explore the beliefs and perceptions of three participant teachers’ use of Collingwood’s re-enactment process in their Texas history classrooms. The scholarly literature directly related to this re-enactment method is somewhat limited, indicating a need for further research in this area of study. During the course of constructing my findings from the data and the eventual analysis of the data I collected, I discovered that there were similarities in themes that, at times, overlapped and, at times, diverged for each of the three participants. Each of the participant teachers occupied a unique space in their relation to the outcome of the study, as exemplified by their attitudes and experience. It was not overtly evident, however, at the outset of the study whether there were elements of commonality amongst the three participants when it came to their shared beliefs and experiences.

I discovered during the course of my observations that they all shared the same departmental goals. What was at issue was how the re-enactment process affected them as individuals.

Valerie

Valerie's experience with the re-enactment process was seamlessly integrated within her day-to-day lessons as she was by now a 30-year veteran teacher who had been teaching pre-AP Texas history classes over the course of several years. In this respect, her experience with critical thinking was somewhat more involved due to the nature of the class and also due to the fact that she was the department chair at Seaford Junior High. Valerie told me that prior to this study, she was already an experienced teacher at Seaford who had been working with gifted and talented, as well as pre-AP, students and that the re-enactment processes was a suitable method for her Texas history class.

Valerie's contention that she was already utilizing resources for methods like the re-enactment process was supported by the fact that her access to content and training stemmed from her designated title as pre-AP teacher and department chair. Valerie had a deep base of experience and her belief in how the process and her curriculum tied together was substantiated by the success she had in re-creating the ideas of historical figures in her classroom. The students were involved and made note that their receptivity to the study's lessons lent themselves well to Valerie's historical teaching methodology. Her ability to inspire and create a social constructivist setting in her classroom was achieved and documented in my journal. Valerie did express to me that even though she felt the re-enactment process was a valid concept, her access to resources was limited. Historical field trips were a way to circumvent the lack of resources for her.

Jeff

They, the students must become their own “historical detectives” in which they themselves imagine and play out the narrative process (Bain & Mirel, 1982). In Jeff’s case his disenchantment with the re-enactment experience stemmed from his inability to create cohesion in the classroom. Even though he worked hard to improve student background knowledge, he was unable to get them to seriously reimagine the thoughts of historical figures. This hampered his ability to satisfactorily complete his end of the study. Jeff’s coaching aptitude played a role in making sure the class paced itself through the lessons, and he did as much as possible to build student background knowledge prior to the re-enactment exercises. He wanted his students to become historical detectives in the classroom. Each of the occasions in which I observed his class, Jeff would start off with a map on the overhead projector and insist that his class focus and pay attention to the cities being affected by the Great Depression. In the case of World War II, the German cities being targeted by the allies during the final stages of the war were specified on a map Jeff displayed in the classroom.

Students taking history classes, in general, are not always taught *how* to think critically for themselves. Instead, they are subjected to exercises often lacking in rigor and critical examination of the evidence (Adams, 2006). Jeff had his students, for example, look at several historical pictures related to the Great Depression and spent two days focusing on primary and secondary documents. Jeff felt that keeping his students on task was essential because they could easily be distracted and, as I happened to observe, continually disrupted the pace of his lesson. All of this was done prior to implementing the re-enactment process in which groups of four would debate the pros or cons of each of the topics in question. It was my hope in this study that Jeff could explore a different method of teaching history and find out for himself if this method would be productive or not for him. I made notes after my observations and realized that

even though Jeff was perhaps inexperienced in managing his classes, his determination and grit to work with more challenging classes was evident. Yet, his students were obviously the source of his discomfort when it came to his method of conducting history.

Jeff's issues were not the issues experienced by Valerie in her classroom. His struggle was genuine; that for me, resonated in a personal way. I had also worked with challenging classes during the early part of my teaching career, which had resulted in stress and self-doubt. History is a difficult topic to learn because students need to be able to deconstruct their knowledge of the present to learn more about the past (Martorella, 1997). This fact, coupled with Jeff's inexperience as a middle school teacher, led to his inability to successfully implement and manage the re-enactment process in his classroom.

A significant reason for this was that the language used in the war documentaries and the short clips related to the Great Depression were contextually relevant while the language used in the primary and secondary sources was not. The paradigm shift in thinking presents a difficulty for middle school students because they must now revert to a form of thinking that will capture their interest and motivate them to want to learn about historical events, facts, and figures (Bain & Mirel, 1982). This caused students to lose sight of the point in the passage at times and gave Jeff the sense that he wasn't making progress on his part of the study. It took much of the energy away from the debates and led them back to Jeff, who would end up translating what was said in print at that time.

Mike

Mike exhibited critical thinking mastery skills in the unique way he went around instructing his classes. What made him effective was that Mike already had his class engaged and wanting to learn new things. I felt that his 30 years of teaching experience was instrumental

in having the students buy into his system of teaching. Before both lessons of the study were introduced, Mike would stand before the class and lecture for an extensive period of time to generate a set of interest and to stimulate the idea behind cause and effect. He wanted historical thinkers, and he pushed for their participation. By setting expectations at the outset, Mike was setting the stage for higher levels of participation and for student engagement. His lectures on the causes and effects leading up to the Great Depression and entry into World War II were met with enthusiasm. His rules were clear, and his expectations set high. The lessons were attempted by the students, who emphatically embraced discourse as well as different points of view. They had internalized Mike's expressed idea that no one point of view was wrong. All points of view were welcomed during the class debates.

Literature Connection

Over the course of reviewing the existing body of literature regarding the re-enactment process in middle school history classes, specifically Texas history classes, there was very little that was readily apparent. To be sure, there is an existing body of literature in journals and studies that deal with the re-enactment process in social studies classes, but none in particular that went as far to include, specifically, Collingwood's re-enactment method in junior high history classes. Bain and Mirel (1982) state that if students of history are to think critically, they must consider the points of view from the past. The common thread that ran through one of the participants' themes was the idea of historical thought. Historical thought is central to Collingwood's methodology as it relates to the re-enactment process (Collingwood, 1946). In his method of conducting historical investigations, the student of history is taught how to imagine the past through the eyes of the historical agent in question.

The student must also learn to relate context to primary and secondary sources in order to determine possible historical outcomes. Valerie's case exemplified this form of historical thinking. The students of history must be able to conceptualize the possibilities afforded to them from all available sources (Dray, 1995). In Valerie's class, students made use of maps illustrating the severity of the Great Depression throughout the countryside. She made great use of archival footage based on the event and even though she offered a limited amount of time on alternative outcome of events, she was able to create in her students a genuine effort to examine different points of view related to the historical figures in question.

Mike's uncanny ability to get his students to focus on the objective of the lesson was surprising considering that he also faced the challenges Jeff was now facing in his classroom. Mike focused on establishing context for his students by explaining to them immediately at the outset who the historical figures in question were and how they connected up to today's present setting. Theisen (2000) argues that researchers focused too much on how innovative teachers taught and not enough on what "made" these teachers' effective. What made Mike effective was his ability to reach every student with his own experiences and perspectives. It was not just his experience, but the "it" factor he brought to the classroom.

Mike insisted on history connections being made through investigative outcomes and relating the context of that particular era to possible alternative outcomes. Johnson (2013) states that the re-enactment process must begin with an all-important context and its connection to history. Most of all, Mike was intent on having his students think like historians by re-enacting possible alternative events based on the re-thinking of the historical figure's ideas. He would begin by dividing the students up into random groups of four. He then encouraged them to read their sources after having heard his lecture and watched multi-media documentaries based on the

Great Depression or Texans' entry into World War II. Mike reached those students with obvious behavior issues and appointed them leaders of their groups. He would add levity to the class with his ability to make the students laugh; he would also focus afterwards on what he wanted done and what rules he was utilizing for the study. The students were genuinely interested because they bought into Mike as a person, as well as a teacher.

Martorella (1997) notes that the effective middle school teacher focuses on student achievement, not on student assessment. The next area of thought related to the participant's experience with the re-enactment process was the process of stimulating critical thinking in the classroom. This is a necessary ingredient to the re-enactment process because it not only requires the students to reconstruct their knowledge of the past using social constructivist principles, it also undergirds the alternative way of looking at the historical figure in question (Facione, 2004). During the study I found several instances where student knowledge of historical events, such as the Great Depression and Texans' entry into World War II, was further extended with the aid of critical thinking exercises. This was further facilitated with group lesson activities.

In Jeff's case, his exposure to critical thinking assignments was much more limited. Jeff wanted his class to be at a certain academic level, which was expressed to me during my interviews with him and from what I observed during my observations. However, he struggled to move his students in this direction, as many were not as focused or academically minded as those in Valerie's class. I did observe that during the study, Jeff wanted all his six groups in the class to try and get through the primary and secondary source documents. Some of the students did work on investigating multiple points of views, while others in the class did not really want to work with him. This was a very difficult thing for him, and his behavior exhibited in the class

suggested his frustration. In the case of groups that were not on task, Jeff asked them to at least try and question the author's assumptions in the primary source documents. Some of the more resistant groups tried, but, in the end, the remaining half chose not to. When it was time to have open debates amongst the groups in the class, the more resistant groups did not or could not re-enact possible points of view, which led to a systematic breakdown of the lesson. It was difficult because Jeff couldn't get the class as a whole to follow through, which, in turn, led to a high level of frustration. However, Jeff didn't give up that easily and explicitly went over several cause and effect scenarios during the Great Depression and World War II to better help the less productive groups successfully complete their lessons.

Social Constructivism's Impact on the Participants Themselves

Attitudes and Beliefs

I found that all three of the participants' experiences with social constructivism in the classroom were evidential in terms of what they said and how they reacted to the practice of constructing new forms of knowledge amongst the students. I discovered, in the end, that if this were going to work with regard to the re-enactment process, there would need to be room for multiple points of view not only in terms of how the students constructed new ideas amongst themselves but also how they reciprocated this information back to the instructor. Valerie and Mike had very positive experiences with the practice of social constructivism in their classes. Each was able to express to me how the practice of group collaboration amongst themselves and the students led to new experiences and shared ideas. Although Jeff did not experience this level of shared beliefs and experiences, he did express interest in the re-enactment method itself. If the re-enactment method of conducting history is to work, it must be foundationally supported by two fundamental constructs: historical thinking and social constructivism. I found that to have

even a moderate level of success in the re-enactment process, one must have the substantive framework (historical thinking) and theoretical framework (social constructivism) in place.

Valerie

Valerie expressed that the practice of constructing new knowledge, while based on multiple points of view, was helpful and informed not just the group but the instructor as well. Her attitude to social constructivism was informed by the content delivered to the students and also through the experiences shared with the class during the re-enactment process itself.

Valerie's experience played a pivotal role not only in herself being an instrument of learning but also in her becoming a participant in the process as well.

Jeff

Jeff's inability to connect with his students at a fundamental level led to less group cohesion and more ambivalence towards the lessons during the course of the study. I found that Jeff caught glimmers of newly constructed knowledge being shared by his groups of students. However, as I observed, he was unable to fully immerse himself in effectively sharing this newly created knowledge with the group. Social constructivism can work and even flourish when the instructor is able to let the students essentially "be themselves" and share new ideas amongst themselves whether they are wrong or right. The construction of new knowledge can become meaningful only when it has been created and shared amongst others in the public stream of thought. Jeff, I discovered, needed to acquire a more nuanced instructor skill set that can only come from either training in project-based learning (PBL) or further experience as an instructor in the educational school setting. Either way, it requires effort to acquire such a skill set. Each one of us as educators must navigate through his or her experiential journey and learn to explore the possible views of all the students who inhabit our classrooms.

Mike

Mike's experience with social constructivism in the classroom was just as successful as Valerie's, but for opposite reasons. His success stemmed from the freedom of not applying overly constricting rules or procedures that Valerie implicitly and explicitly imposed in her classes. Most of Mike's students were there for behavioral or academic concerns, but yet navigated their way successfully through group collaboration and the re-enactment process itself. I found during my observation that Mike's success with social constructivist practice in class was due in large measure to his walking around the room while collaborating with each of the groups prior to their debates. I discovered that when the instructor took the time to walk amongst the groups during the sharing of new ideas, the students were not only sharing and creating new and challenging points of view but also challenging the instructor to question pre-existing notions of ideas that they acquired from having read authored textbooks. Because history is not at all like science, it is possible for a myriad of interpretations that can and must be challenged at all levels of historical authorship. Mike was evidently able to reach those who had new ideas to share.

Recommendations

I would like to present several considerations here for the reader. This paper was grounded in the theoretical research of social constructivism and the substantive research of historical thinking, specifically, the re-enactment method as proposed by R.G. Collingwood. I made every effort to show how the attitudes and beliefs of junior high Texas history teachers were impacted by the use of the re-enactment method of conducting social studies in their history classrooms. I will now address considerations for potential future research. First, I would suggest a similar study where the re-enactment method could be conducted at the middle or high school level with different grade level tiers. They should be different history classes not

associated with pre-AP or AP status so as to ensure a more generalized standard for non-academic oriented students. This method could be utilized by their history teachers who could, as a department, compare and contrast critical thinking experiences with those of the traditional pre-AP and AP social studies classes. This could be implemented in order to see if they could close the gap in student outcomes as it relates to the two tiers of history classes. What measured outcomes could occur as a result of this process? Could the department as a whole see a potential bridge effect where non-AP students might cross over to any additional AP social studies classes the school might have to offer?

Second, another study similar to this one could use the re-enactment method at a junior high in which the Texas history students would record their attitudes, experiences, and beliefs regarding the re-enactment experience. What would be the perspective of the actual students themselves instead of the history teacher? What is their takeaway from the whole experience? It should be completed at a different junior high where the population demographics are not necessarily the same and where there could be an opportunity for a more robust conversation concerning the nature of the outcomes related to historical thinking.

Third, because this was strictly a qualitative study on the participants' perceptions, attitudes, and beliefs regarding the efficacy of using the re-enactment method, there was no availability of data in which measured class outcomes were available. I propose the possibility of future research related to a mixed methods study in which the quantitative component could be utilized in order to measure outcomes at the middle or high school level. The STAAR test could be used as a measuring rod to assess the potential gains in having conducted the re-enactment method in select classes by way of making comparisons.

Future Implications

After having completed the study and looked over the investigation from the initial research questions to the point of my cross-case comparison analysis, I would recommend that further studies be conducted on the efficacy of using the re-enactment method in social studies classes at the secondary level. There is a potential here to greatly impact the acquisition of knowledge as it relates to the depth and analysis of critical thinking at all levels of social studies classes.

The observed experiences made during the course of the study were significant in the sense that they supported the first research question on the implementation of Collingwood's re-enactment process in the classroom. There is, in my opinion, enough evidence as provided by the participants' shared experiences to recommend additional studies in the methodology behind the re-enactment method. This method can work in social studies classes like Texas history, but a social constructivist approach coupled with effective historical thinking must at best be present for any level of success to be substantially noted.

Conclusion

The purpose of this study was to provide a richer understanding of how using a specific methodology in the social studies content area could provide students with a tool to help them think more critically about history. I demonstrated how the three participants in this study were able to successfully navigate through the course of this study and achieve success in areas related to their efficacy of their practice, implementation of the re-enactment process, and, finally, the culmination of the re-enactment act itself by way of student participation.

In this final chapter, I have included a summary of my findings, the connections to the literature, and implications and recommendations for further inquiry. I encourage any future

readers of this study to look at the impact the study may have had on the participants and to investigate for themselves the potential benefits of using Collingwood's re-enactment process in social studies, along with its potential for improving critical thinking aptitude in their students. It is my hope that in the future, educators who labor to unveil the mystery behind Collingwood and the re-enactment method will inevitably find a useful and practical methodology that can enable students of history to better understand events from the past and to imagine the possibilities of what might have been.

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LIST OF APPENDICES

APPENDIX A

VOLUNTEERS WANTED FOR A RESEARCH STUDY

Acts of the Imagination: An Inquiry in using Collingwood's Historical Methodology in Texas History Classes

Are you currently working as an AP U.S. history teacher? I am conducting a research study about utilizing a very different approach to critical thinking in your classroom. You are being invited to participate in a research study to learn more about what AP U.S. history teachers might learn by using Collingwood's method of conducting a historical investigation by means of the reenactment process. If you chose to participate, I will be conducting a mini-workshop with each participant prior to the study. The workshop will consist of two 30-minute sessions (on campus) spaced one week apart. At the end of the application of your lesson you would provide me with some samples of your students work in order to determine the efficacy of the lesson and how it relates to this study.

You are always free to decline to answer any question or to stop your participation at any time. There will be no *direct* benefit to you from participating in this study. However, the information that you provide may help future research endeavors to better understand the applicability of Collingwood's historical methodology (reenactment process) in a social studies class setting.

I will provide every participant \$25.00 at the beginning of the study and a dining gift card at the end of the study.

This research is conducted under the supervision of Dr. Nancy Smith, Committee advisor for this research study.

She can be reached at (361) 825-2308, e-mail: nancy.smith@tamucc.edu

I (Mark Carbajal) will be the principal investigator of this study and I can be reached at the following e-mail and phone number below

Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723	Email: mcarbajal2@islander.tamu cc.edu (361) 249-2723
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APPENDIX B

INFORMED CONSENT

Study Title: Acts of the Imagination: An Inquiry in using Collingwood's Historical Methodology in Texas History Classes

Principal Investigator: Mark Carbajal

University Program: Texas A&M University – CC, College of Education

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks or inconveniences that you may have while participating. We encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form and it will be a record of your agreement to participate. You will be given a copy of this form to keep.

➤ PURPOSE AND BACKGROUND

You are invited to participate in a research study to learn more about what Texas history teachers might learn by using Collingwood's method of conducting a historical investigation by means of the reenactment process. The information gathered will be used to better understand the potential impact of using the reenactment process in the course of a history lesson. You are being asked to participate because you are a Texas history teacher and fit the characteristics of the intended participant for this study.

➤ PROCEDURES

If you agree to be in the study, you will be asked to participate in two brief interviews: one at the beginning and one at the end of the semester. Each interview will last approximately thirty minutes. During the interviews, you will be asked about your reactions to Collingwood's historical methodology, how it is being integrated into the course, whether you believe your course performance has been affected by this learning experience, and your general satisfaction with the reenactment process. The interview will be audio-recorded, and the researcher may take notes as well.

➤ **RISKS**

You are always free to decline to answer any question or to stop your participation at any time. Should you have any concerns soon after participating you may terminate your participation in the study at any moment. No questions will be asked as to why and all data collected from you will be destroyed.

➤ **BENEFITS**

There will be no direct benefit to you from participating in this study. However, the information that you provide may help future research endeavors to better understand the applicability of Collingwood's historical methodology (reenactment process) in a Texas history class setting.

➤ **EXTENT OF CONFIDENTIALITY**

Reasonable efforts will be made to keep the personal information in your recorded research private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The principal investigator of this study (Myself) and the Texas A&M University – Corpus Christi Office Institutional Review Board (IRB) may access the data. The IRB monitors research studies to protect the rights and welfare of research participants. Your name will **not** be used in **any** written reports or publications which result from this research, Data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

➤ **PAYMENT/COMPENSATION**

You will receive \$25.00 at the beginning of this study and a dining gift card at the end of the study.

➤ **PARTICIPATION IS VOLUNTARY**

You do not have to be in this study if you do not want to. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to

which you are otherwise entitled.

➤ QUESTIONS

If you have any questions or concerns about your participation in this study, you should first contact me (principal investigator) at mcarbajal2@islander.tamucc.edu or (361) 249-2723.

If you have questions about your rights as a research participant, you may contact the Texas A&M University – Corpus Christi Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board’s office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (361) 825-2497 for Caroline Lutz, Research Compliance Officer. You can also contact the board’s office by writing: Institutional Review Board, Compliance Office, Texas A&M University–Corpus Christi, 6300 Ocean Dr., Corpus Christi, TX. 78412.

DOCUMENTATION OF CONSENT

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time. I have received a copy of this form.

Printed Name of Study Participant	Signature of Study Participant	Date
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Signature of Person Obtaining Consent	Date
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APPENDIX C

Pre-Interview Questions

1. How would you define historical thinking?
2. What if any importance do you place on historical thinking in social studies?
3. Do you see any benefits or drawbacks when your students work with primary source documents?
4. How do your students currently use primary source documents in class?
5. In what ways do your students re-examine and reconstruct events in history?
6. How do you believe Collingwood's historical methodology would engage your students into thinking more critically? If not, why not?
7. Do you believe that your history lessons would be more rigorous or less rigorous by utilizing Collingwood's historical methods of investigation (reenactment process)?
8. What would be your role in implementing Collingwood's methods of conducting historical investigations in your classroom?
9. How would you gauge student interest and involvement when introducing Collingwood's methods of conducting historical thinking?
10. Should students be able to collaborate amongst each other as a group and form their own opinions and conclusions regarding historical events and figures? If so, how would you accomplish this? If not, explain why.

APPENDIX D

Post Interview Questions

1. What were your experiences with Collingwood's "reenactment" process in the classroom?
2. How did introduce Collingwood's historical method of the reenactment process and tie it in to your Texas history lesson?
3. How did you contextualize – place historical events in context - with your students? Do you find this process to be important? Why or why not?
4. What was your experience with students collaborating amongst each other as a group, forming their own opinions and conclusions regarding historical events and figures?
5. What conclusion did you form in regard to historical thinking and Collingwood's reenactment process?

New Deal Lesson Plan

Central Historical Question:

Was the New Deal a success or a failure?

Materials:

- New Deal Documents A-G
- New Deal Graphic Organizer

Plan of Instruction:

Note: This lesson should follow a more thorough lesson on the Great Depression and the New Deal programs.

1. Introduction: Today you're going to decide whether or not you think the New Deal was a success or failure.

2. Divide students into groups of 4 and then into **Team A** [2 students] and **Team B** [2 students]

Team A: The New Deal was a success.

Team B: The New Deal was a failure.

Remind students that their best arguments come from **sourcing**. Who wrote the document? What was their motive? Are they reliable?

3. Whole class discussion:

- *Was the New Deal a success or failure? What evidence did you use to support your claim?*
- *What other evidence would you need to strengthen your claim?*

Citations

Document A

Franklin Roosevelt, Fireside Chat, May 7, 1933, in John T. Woolley and Gerhard Peters, The American Presidency Project [online]. Santa Barbara, CA: University of California (hosted), Gerhard Peters (database). Retrieved from <http://www.presidency.ucsb.edu/ws/?pid=14636>.

Document B

Digital History, African Americans and the New Deal, Retrieved from http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3447.

Document C

Federal Writers' Project, These Are Our Lives, (Norton & Co., 1939).

Document D

Ellen Woodward, Hot Lunches for a Million School Children, National Archives: WPA Papers. Retrieved from <http://newdeal.feri.org/works/wpa02.htm>

Document E

[Source: The State Papers and Other Public Writings of Herbert Hoover, vol. 2, William S. Myers, ed., 1934, pp. 408-413. Available online via The American Presidency Project (<http://www.presidency.ucsb.edu/ws/?pid=23317>).

Structured Academic Controversy: FDR's New Deal

During today's class, you will work in teams to discuss whether or not the New Deal was a success. Your goals for today should include looking at all the issues, seeing both sides, and finding common ground.

Was the New Deal a Success or Failure?

Team A will argue: YES, the New Deal was a success.

Team B will argue: NO, the New Deal was a failure.

EVIDENCE

As you develop your arguments, use as many of the following possible sources of evidence as you can from the New Deal document set.

<u>PROCEDURE</u> [OPTION A] [Completed in Class]

20 minutes: with your teammate, read the documents in the New Deal Document Set. Find four pieces of evidence which support your side.

10 minutes: Team A presents. BOTH PARTNERS MUST PRESENT. Team B writes down Team A's arguments.

10 minutes: Team B presents. BOTH PARTNERS MUST PRESENT. Team A writes down arguments of Team B.

10 minutes: Everyone **CAN ABANDON** their positions if persuaded by the opposing team's evidence. Groups of 4 attempt to develop a consensus.

PROCEDURE [OPTION B] [Students take this home as a project. It will involve both Team A and Team B working together after school hours and presenting to the class at a predesignated date and time.]

With your teammate, read the documents in the New Deal Document Set. Find four pieces of evidence which support your side.

Team A presents. BOTH PARTNERS MUST PRESENT. Team B writes down Team A's arguments.

Team B presents. BOTH PARTNERS MUST PRESENT. Team A writes down arguments of Team B.

Everyone can abandon their positions if convinced by other group members. Groups of 4 attempt to develop a consensus.

ORGANIZING THE EVIDENCE

Use this space to write your main points and the main points made by the other side.

The New Deal was a success: **List the 4 main points/evidence that support this side.**

1) From Document _____ :

2) From Document _____ :

3) From Document _____ :

4) From Document _____ :

The New Deal was a failure: List the 4 main points/evidence that support this side.

1) From Document _____ :

2) From Document _____ :

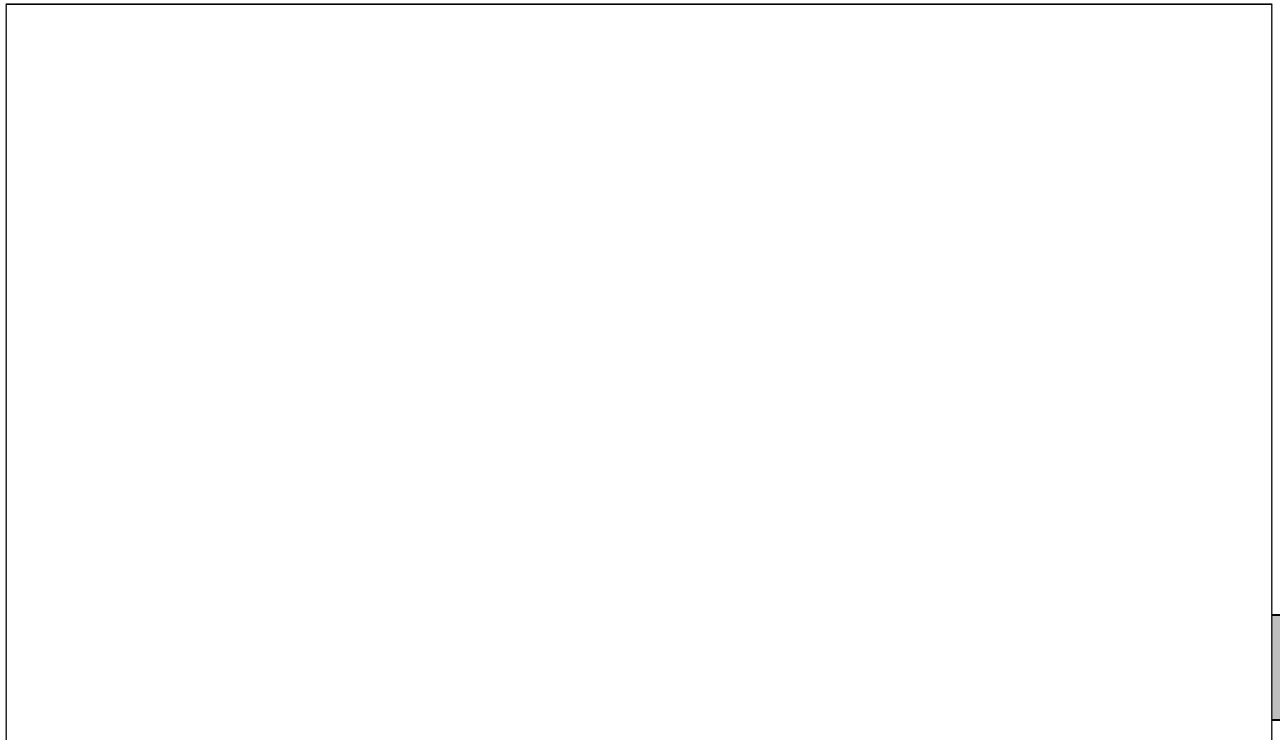
3) From Document _____ :

4) From Document _____ :

Coming to Consensus

STARTING NOW, IF YOU CHOOSE TO, YOU MAY ABANDON YOUR ASSIGNED POSITION AND ARGUE FOR EITHER SIDE.

Use the space below to outline your group's agreement. Your agreement should address evidence and arguments from both sides.

A large, empty rectangular box with a thin black border, intended for students to write their group's agreement. The box occupies the lower half of the page.

Document A: Fireside Chat (Excerpted from Original)

On a Sunday night a week after my Inauguration I used the radio to tell you about the banking crisis and the measures we were taking to meet it. I think that in that way I made clear to the country various facts that might otherwise have been misunderstood and in general provided a means of understanding which did much to restore confidence.

Tonight, eight weeks later, I come for the second time to give you my report; in the same spirit and by the same means to tell you about what we have been doing and what we are planning to do. . . .

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood-prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources, and we are relieving an appreciable amount of actual distress. This great group of men has entered upon its work on a purely voluntary basis; no military training is involved and we are conserving not only our natural resources, but our human resources. One of the great values to this work is the fact that it is direct and requires the intervention of very little machinery.

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire Nation.

Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the Nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people.

Our next step in seeking immediate relief is a grant of half a billion dollars to help the States, counties and municipalities in their duty to care for those who need direct and immediate relief.

The Congress also passed legislation authorizing the sale of beer in such States as desired it. This has already resulted in considerable reemployment and incidentally has provided much needed tax revenue.

We are planning to ask the Congress for legislation to enable the Government to undertake public works, thus stimulating directly and indirectly the employment of many others in well-considered projects.

Further legislation has been taken up which goes much more fundamentally into our economic problems. The Farm Relief Bill seeks by the use of several methods, alone or together, to bring about an increased return to farmers for their major farm products, seeking at the same time to prevent in the days to come disastrous overproduction which so often in the past has kept farm commodity prices far below a reasonable return. This measure provides wide powers for emergencies. The extent of its use will depend entirely upon what the future has in store.

Well-considered and conservative measures will likewise be proposed which will attempt to give to the industrial workers of the country a more fair wage return, prevent cut-throat competition and unduly long hours for labor, and at the same time encourage each industry to prevent overproduction.

Our Railroad Bill falls into the same class because it seeks to provide and make certain definite planning by the railroads themselves, with the assistance of the Government, to eliminate the duplication and waste that is now resulting in railroad receiverships and continuing operating deficits. . . .

I know that the people of this country will understand this and will also understand the spirit in which we are undertaking this policy. I do not deny that we may make mistakes of procedure as we carry out the policy. I have no expectation of making a hit every time I come to bat. What I seek is the highest possible batting average, not only for myself but for the team. Theodore Roosevelt once said to me: "If I can be right 75 percent of the time I shall come up to the fullest measure of my hopes." . . .

To you, the people of this country, all of us, the members of the Congress and the members of this Administration, owe a profound debt of gratitude. Throughout the depression you have been patient. You have granted us wide powers; you have encouraged us with a widespread approval of our purposes. Every ounce of strength and every resource at our command we have devoted to the end of justifying your confidence. We are encouraged to believe that a wise and sensible beginning has been made. In the present spirit of mutual confidence and mutual encouragement we go forward.

Source: *President Roosevelt's "Fireside Chat," May 7, 1933.*

Document B: African Americans and the New Deal (Original)

Until the New Deal, blacks had shown their traditional loyalty to the party of Abraham Lincoln by voting overwhelmingly Republican. By the end of Roosevelt's first administration, however, one of the most dramatic voter shifts in American history had occurred. In 1936, some 75 percent of black voters supported the Democrats. Blacks turned to Roosevelt, in part, because his spending programs gave them a measure of relief from the Depression and, in part, because the GOP had done little to repay their earlier support.

Still, Roosevelt's record on civil rights was modest at best. Instead of using New Deal programs to promote civil rights, the administration consistently bowed to discrimination. In order to pass major New Deal legislation, Roosevelt needed the support of southern Democrats. Time and time again, he backed away from equal rights to avoid antagonizing southern whites; although, his wife, Eleanor, did take a public stand in support of civil rights.

Most New Deal programs discriminated against blacks. The NRA, for example, not only offered whites the first crack at jobs, but authorized separate and lower pay scales for blacks. The Federal Housing Authority (FHA) refused to guarantee mortgages for blacks who tried to buy in white neighborhoods, and the CCC maintained segregated camps. Furthermore, the Social Security Act excluded those job categories blacks traditionally filled.

The story in agriculture was particularly grim. Since 40 percent of all black workers made their living as sharecroppers and tenant farmers, the Agricultural Adjustment Administration (AAA) acreage reduction hit blacks hard. White landlords could make more money by leaving land untilled than by putting land back into production. As a result, the AAA's policies forced more than 100,000 blacks off the land in 1933 and 1934. Even more galling to black leaders, the president failed to support an anti-lynching bill and a bill to abolish the poll tax. Roosevelt feared that conservative southern Democrats, who had seniority in Congress and controlled many committee chairmanships, would block his bills if he tried to fight them on the race question.

Yet, the New Deal did record a few gains in civil rights. Roosevelt named Mary McLeod Bethune, a black educator, to the advisory committee of the National Youth Administration (NYA). Thanks to her efforts, blacks received a fair share of NYA funds. The WPA was colorblind, and blacks in northern cities benefited from its work relief programs. Harold Ickes, a strong supporter of civil rights who had several blacks on his staff, poured federal funds into black schools and hospitals in the South. Most blacks appointed to New Deal posts, however, served in token positions as advisors on black affairs. At best, they achieved a new visibility in government.

Source: *This article is from the Digital History online textbook.*

Document C: Interview with Cotton Mill Worker (Excerpted from Original)

I do think that Roosevelt is the biggest-hearted man we ever had in the White House. He undoubtedly is the most foresighted and can speak his thoughts the plainest of any man I ever heard speak. He's spoke very few words over the radio that I haven't listened to. It's the first time in my ricollection that a president ever got up and said, 'I'm interested in and aim to do somethin' for the workin' man.' Just knowin' that for once in the time of the country they was a man to stand up and speak for him, a man that could make what he felt so plain nobody could doubt he meant it, has made a lot of us feel a sight better even when they wasn't much to eat in our homes.

Roosevelt picked us up out of the mud and stood us up but whenever he turns loose I'm afraid we're goin' to fall and go deeper in the mud than we was before. That's because so many of his own party has turned against him and brought defeat to lots of this thinkin' and plannin'. The Bible says, 'A house divided against itself cannot stand, a kingdom divided against itself will end in desolation.' If they keep abuckin' against him and bigheads get in there that try to make too quick a turn back, desolation will follow in our country.

Roosevelt is the only president we ever had that thought the Constitution belonged to the poor man too. The way they've been areadin' it seemed like they thought it said, "Him that's got money shall have the rights to life, freedom and happiness." Is they any freedom to bein' throwed out of yore home and have to watch yore children suffer just because you joined a organization you thought might better you? Does it make you think you've got liberty to be treated like that when the you're workin' for has always had a right to join the association to multiply his own good livin'? Yessir, it took Roosevelt to read in the Constitution and find out them folks way back yonder that made it was talkin' about the pore man right along with the rich one. I am a Roosevelt man.

Source: *George Dobbin in These Are Our Lives, Federal Writers' Project, 1939.*

Document D: Hot Lunches for Schoolchildren (Excerpted from Original)

One million undernourished children have benefited by the Works Progress Administration's school lunch program [New Deal]. In the past year and a half 80,000,000 hot well-balanced meals have been served at the rate of 500,000 daily in 10,000 schools throughout the country.

This work of rehabilitating underprivileged children is supervised in all instances by competent WPA workers, who while earning money with which to clothe and feed their own families, are given an opportunity for wider training to equip them to take their places in private employment when the opportunity arises. On March 31, 1937, the projects employed nearly 12,000 needy economic heads of families. . . .

The school lunch projects were originally intended to serve only children from relief families, but experience taught that growing children need a hot mid-day meal irrespective of their financial condition. It was found also that many children from homes where there was an adequate supply of certain kinds of food, were not receiving the proper kind of diet. It has become the policy in many communities, therefore, to serve a hot lunch to all the school children who care to partake. Parent-Teacher Associations have been largely responsible for making arrangements in many instances, whereby parents of children, who can afford it, contribute food supplies. This, however, is generally voluntary, and in no case is any distinction made in the lunch rooms between those who do and those who do not make a contribution.

Many of the children, who are fed on WPA projects, come from homes where milk is a luxury. In some instances, teachers have reported that nearly all their pupils who partake of the school lunch, have no meal during the 24 hours of the day other than that furnished on the project. For many children, who are required to leave home early in the morning and travel long distances after school hours to reach their homes, the WPA lunch constitutes the only hot meal of the day. In an even greater number of cases, children come to school with either no breakfast at all or a meager one at best.

Only those who have had occasion to witness the type of lunch that many of the children were bringing to school before the inauguration of the WPA, can fully understand or appreciate the value of those projects.

Prior to the inauguration of the WPA school lunch projects, a cold sweet potato or a poorly cooked biscuit spread with fat constituted the usual lunch of many children in the rural communities of South Carolina. Before the institution of the WPA projects, many children, in certain sections of Colorado, were reported to be bringing for lunch a piece of corn bread with molasses or a cold pancake. The common kind of meat found in the children's lunches--when there was meat--was salt pork. In many of the rural districts the lunches which were brought, were frozen or half-frozen by noon.

Even after the establishment of the WPA project, an effort was made to have each child in certain Colorado communities bring his or her own bread from home to supplement the hot dishes. This had to be discontinued because the bread that the children brought was not fit to eat. It was dirty, dry and even mouldy. . . .

In New York City alone, one WPA project employs 2,346 persons who serve free lunches to thousands of pupils in over 1,000 schools. Health records show uniformly marked improvement in the children's physical condition, and scholastic records show a parallel upward trend. Teachers state that pupils, who once exhibited sullen unresponsiveness, have become alert, interested, and in many cases, above the average in intelligence. . . .

Through the daily service of warm, nourishing food, prepared by qualified, needy women workers, the WPA is making it possible for many underprivileged children of the present to grow into useful, healthy citizens of the future.

Source: *Speech by Ellen S. Woodward, Assistant Administrator; Works Progress Administration.*

Document E: Herbert Hoover on the New Deal (1932)

Americans elected a string of conservative Republicans to the presidency during the boom years of the 1920s. When the economy crashed in 1929, however, and the nation descended deeper into the Great Depression, voters abandoned the Republican Party and conservative politicians struggled to in office. In this speech on the eve of the 1932 election, Herbert Hoover warned against Franklin Roosevelt's proposed New Deal.

This campaign is more than a contest between two men. It is more than a contest between two parties. It is a contest between two philosophies of government. We are told by the opposition that we must have a change, that we must have a new deal. It is not the change that comes from normal development of national life to which I object but the proposal to alter the whole foundations of our national life which have been builded through generations of testing and struggle, and of the principles upon which we have builded the nation.

The expressions our opponents use must refer to important changes in our economic and social system and our system of government, otherwise they are nothing but vacuous words. And I realize that in this time of distress many of our people are asking whether our social and economic system is incapable of that great primary function of providing security and comfort of life to all of the firesides of our 25 million homes in America, whether our social system provides for the fundamental development and progress of our people, whether our form of government is capable of originating and sustaining that security and progress. This question is the basis upon which our opponents are appealing to the people in their fears and distress. They are proposing changes and so-called new deals which would destroy the very foundations of our American system.

Our people should consider the primary facts before they come to the judgment—not merely through political agitation, the glitter of promise, and the discouragement of temporary hardships—whether they will support changes which radically affect the whole system which has been builded up by 150 years of the toil of our fathers. They should not approach the question in the despair with which our opponents would clothe it.

Our economic system has received abnormal shocks during the past three years, which temporarily dislocated its normal functioning. These shocks have in a large sense come from without our borders, but I say to you that our system of government has enabled us to take such strong action as to prevent the disaster which would otherwise have come to our nation. It has enabled us further to develop measures and programs which are now demonstrating their ability to bring about restoration and progress.

I may say at once that the changes proposed from all these Democratic principals and allies are of the most profound and penetrating character. If they are brought about, this will not be the America which we have known in the past.

Let us pause for a moment and examine the American system of government, of social and economic life, which it is now proposed that we should alter. Our system is the product of our race and of our experience in building a nation to heights unparalleled in the whole history of the world. It is a system peculiar to the American people. It differs essentially from all others in the world. It is an American system.

It is founded on the conception that only through ordered liberty, through freedom to the individual, and equal opportunity to the individual will his initiative and enterprise be summoned to spur the march of progress. The implacable march of scientific discovery with its train of new inventions presents every year new problems to government and new problems to the social order. Questions often arise whether, in the face of the growth of these new and gigantic tools, democracy can remain master in its own house, can preserve the fundamentals of our American system.

I contend that it can; and I contend that this American system of ours has demonstrated its validity and superiority over any other system yet invented by human mind. It has demonstrated it in the face of the greatest test of our history—that is the emergency which we have faced in the past three years. I therefore contend that the problem of today is to continue ... measures and policies to restore this American system to its normal functioning, to repair the wounds it has received, to correct the weaknesses and evils which would defeat that system. To enter upon a series of deep changes, to embark upon this inchoate new deal which has been propounded in this campaign, would be to undermine and destroy our American system.

[Source: *The State Papers and Other Public Writings of Herbert Hoover*, vol. 2, William S. Myers, ed., 1934, pp. 408-413. Available online via *The American Presidency Project* (<http://www.presidency.ucsb.edu/ws/?pid=23317>).]

Texans Entry into World War II

Central Historical Question:

Should Texas (United States) entered into World War II?

Materials:

- World War II Documents A-G
- Texans Entry into World War II Graphic Organizer

Plan of Instruction:

Note: This lesson should follow a more thorough lesson on the events leading into World War II and its effect on Texans.

1. Introduction: Today you're going to decide whether or not you think Texas [United States citizens] should have entered into World War II.
2. Divide students into groups of 4 and then into **Team A** [2 students] and **Team B** [2 students]

Team A: Entry into World War II was necessary.

Team B: Entry into World War II was not necessary.

Remind students that their best arguments come from **sourcing**. Who wrote the document? What was their motive? Are they reliable?

3. Whole class discussion:

- *Was entry into World War II necessary? What evidence did you use to support your claim?*
- *What other evidence would you need to strengthen your claim?*

Citations

Document A

Pass the Lease-Lend Bill, We must help Great Britain, By Tom Connally, U. S. Senator from Texas, Delivered over National Broadcasting Company Hook-up, February 17, 1941. Retrieved from <http://www.ibiblio.org/pha/policy/1941/1941-01-17b.html>

Document B

My Views on Our Foreign Policy, WE OUGHT TO STAY OUT OF THE WAR, By Joseph P. Kennedy, Ambassador to Great Britain, Delivered over the radio, January 18, 1941. Retrieved from <http://www.ibiblio.org/pha/policy/1941/1941-01-18a.html>

Document C

Gov. Coke R. Stevenson addresses the 49th Legislature on January 11, 1945, Texas Legislative Session. Retrieved from http://www.lrl.state.tx.us/scanned/govdocs/Coke%20R%20Stevenson/1945/SOS_Stevenson_1945.pdf

Document D

Naval Aid to England, IT WOULD BE MORE HONORABLE TO DECLARE WAR, By REAR ADMIRAL YATES STIRLING, JR., Delivered before the Kiwanis Club of New York, April 30, 1941. Retrieved from <http://www.ibiblio.org/pha/policy/1941/1941-04-30a.html>

Document E

An Examination of the Eight Points, WE MUST NOT COMMIT OURSELVES TO WAR

By HENRY NOBLE MacCRACKEN, President of Vassar College, Delivered before an America First Committee rally at Carnegie Hall, New York City, August 20, 1941. Retrieved from <http://www.ibiblio.org/pha/policy/1941/1941-08-20a.html>

Structured Academic Controversy: Entry into World War II

During today's class, you will work in teams to discuss whether or not entry into World War II was warranted. Your goals for today should include looking at all the issues, seeing both sides, and finding common ground.

Should Texas [United States] entered into World War II?

Team A will argue: YES, entry into World War II was warranted.

Team B will argue: NO, we as Texans [United States] should not have entered into World War II.

EVIDENCE

As you develop your arguments, use as many of the following possible sources of evidence as you can from the World War II document set.

PROCEDURE [OPTION A] [Completed in Class]

20 minutes: with your teammate, read the documents in the World War II Document Set. Find four pieces of evidence which support your side.

10 minutes: Team A presents. BOTH PARTNERS MUST PRESENT. Team B writes down Team A's arguments.

10 minutes: Team B presents. BOTH PARTNERS MUST PRESENT. Team A writes down arguments of Team B.

10 minutes: Everyone **CAN ABANDON** their positions if persuaded by the opposing team's evidence. Groups of 4 attempt to develop a consensus.

PROCEDURE [OPTION B] [Students take this home as a project. It will involve both Team A and Team B working together after school hours and presenting to the class at a predesignated date and time.]

With your teammate, read the documents in the World War II Document Set. Find four pieces of evidence which support your side.

Team A presents. BOTH PARTNERS MUST PRESENT. Team B writes down Team A's arguments.

Team B presents. BOTH PARTNERS MUST PRESENT. Team A writes down arguments of Team B.

Everyone can abandon their positions if convinced by other group members.
Groups of 4 attempt to develop a consensus.

ORGANIZING THE EVIDENCE

Use this space to write your main points and the main points made by the other side.

Entry into World War II was warranted: **List the 4 main points/evidence that support this side.**

1) From Document _____ :

2) From Document _____ :

3) From Document _____ :

4) From Document _____ :

Entry into World War II was **not** warranted: **List the 4 main points/evidence that support this side.**

1) From Document _____ :

2) From Document _____ :

3) From Document _____ :

4) From Document _____ :

Coming to Consensus

STARTING NOW, IF YOU CHOOSE TO, YOU MAY ABANDON YOUR ASSIGNED POSITION AND ARGUE FOR EITHER SIDE.

Use the space below to outline your group's agreement. Your agreement should address evidence and arguments from both sides.

Pass the Lease-Lend Bill

WE MUST HELP GREAT BRITAIN

By TOM CONNALLY, U. S. Senator from Texas

Delivered over National Broadcasting Company Hook-up, February
17, 1941

Vital Speeches of the Day, Vol. VII, pp. 291-293

THE history of the centuries is dotted by outstanding events that have profoundly affected the course of human civilization. In the Christian era the invasion of Europe by Attila, the Hun, in 451; the fall of the Roman Empire in 476; the crusading campaign of the Saracens which ended at Tours in 732; the conquests of Ghengis Khan in the 13th Century; the American Revolution and the establishment of the United States; the Napoleonic Wars, and the World War of 1914-18 are classic examples. Fundamental forces and far reaching and elemental powers met and struggled for mastery in grim and bitter battle.

Democracy and free government, toward which mankind has been groping and advancing through the ages, is now face to face with a similar challenge to its continued existence. Powerful and militant forces now arrogantly decree the extinction of freedom and democracy wherever their armies of conquest and plunder can march, wherever their navies can float, and wherever their swarming fleets of the skies can fly.

The dictators, Hitler and Mussolini, and their totalitarian governments, after conquering peaceful and neutral nations in Europe and enslaving their people, have proclaimed their determination to establish a "new world order". Nazism and Fascism have leagued their might to enforce with fire and the sword, their wills upon the existing world. The United States is a part of that world. Japan has become a member of the Axis. This compact of aggression and conquest is an armed threat to the security of the United States. If Germany prefers Nazism and Italy embraces Fascism, that is their right. They have no right to impose their systems by force upon us.

Great Britain, with superb gallantry, in a solemn pledge with fate, is pouring out the blood, not alone of her soldiery, but of her civilian population, in stemming the tide of worlds dominion.

The Lease-Lend Bill proposes to furnish supplies and munitions, but not men, to Great Britain, and other free governments who are resisting the aggressors.

To those who oppose the bill, I pose the question: If we follow your wishes and defeat this bill, what shall then be our course? Shall we do nothing? Shall we close our eyes to the tide of conquest which has already engulfed peaceful and neutral nations and condemned to enslavement their people? Shall we close our ears to the oft-proclaimed plans of the dictators to establish a "new world order"? Shall we close our minds to the coarse and brutal scorn with which Hitler and Mussolini speak of democracy? Shall we permit the rattle of sword and the roll of cannon to drown our own determination to defend and protect and preserve democracy and the western world?

The British fleet, still master of the seas, if conquered or destroyed would open the Atlantic to Axis Naval and air power upon Central and South America and the western world. It may be said that Great Britain has promised not to surrender her fleet. But Hitler has not promised not to conquer it. There is no prophet who can command events beyond the horizon.

As an essential step in our own national defense, to aid Britain in holding the line until we can be more adequately and thoroughly prepared, to keep the war away from our own shores, to furnish supplies and munitions and thus save calling of men to defend our own soil, to oppose and resist the establishment of world dictatorship and the destruction of free government in order that military masters may not establish a "new world order" on the ruins and ashes of liberty, I am supporting the Lease-Lend Bill. The voice of America demands that we act now. We must not wait until the invader sets his footsteps upon our soil or challenges us upon the sea and in the air.

My Views on Our Foreign Policy

WE OUGHT TO STAY OUT OF THE WAR

By JOSEPH P. KENNEDY, Ambassador to Great Britain

Delivered over the radio, January 18, 1941

Vital Speeches of the Day, Vol. VII, pp. 227-231.

SHORTLY after I came home from London I spoke over the radio for the re-election of President Roosevelt. I declared then that my sincere judgment was that we ought to stay out of war—that we could stay out of war. I urged that we give England all possible aid. I feel the same way about it today.

Denies Predicting British Defeat

There are many phenomena in this war which defy explanation even by the most expert. If the German Air Force can practically destroy a city in a one-night raid, as in Coventry, why is that it has failed to wipe out industrial England in a series of these raids? If, as we know, England can live only if her ports remain open, why has not the German Air Force concentrated its efforts on closing these ports by aerial bombardment? It has made but few raids on Liverpool and Bristol and those only recently. What is the answer? I don't know. Apparently no one does.

Wants No Dictator Deal

So far as financing the assistance we give to Great Britain is concerned, my personal opinion is that the British ought to make available to us all the assets we can use. If, after the resources of Great Britain were used up, it were still sound American policy to assist them, I would prefer that it be done through outright gifts, since I would not expect that loans could be repaid. Under our policy we can give them guns; we can give them ammunition; we can give them airplanes; we can give them everything that doesn't make war inevitable.

Because aid to England is part of a constructive American policy to safeguard America, we should go to the very limit in our assistance, but not to a point which would endanger our own protection. Who really wants war? Certainly the isolationists (with whom I cannot sympathize) do not want war. The President has declared on many occasions that he does not want war.

Congress surely is dedicated to the task of keeping us at peace. Why, then, all the shouting? Unless we are attacked, the American people do not have to go to war. They will not go to war if they will stay out of war. There will be no American intervention while there continues to be free and open discussion, while the people know all the facts, and while our system of popular government functions.

Justifies Our Confidence

And why shouldn't we have such confidence in ourselves? After all, we are a country of 130 million people with a great record for vigor, ingenuity and bravery. For the life of me, I cannot understand why the tale of a great military machine 3,000 miles away should make us fear for our security. Let America devote its energies to armaments—those energies which have heretofore followed peaceful pursuits—and I have little doubt that we can be secure against any power or group of powers in the wide world.

I quite agree that if England were to win this war we would be a great deal better off than we would be if England lost. There is no argument on that score. The point of argument, however, is on the question of whether to help England win the war we should get into the war ourselves, thus exhausting our own resources so as to threaten our whole civilization. The inescapable point, however, is that we are not prepared to fight a war—even a defensive one—at the moment, let alone an offensive one. Furthermore, could any one make a safe prediction that the war would be ended in a year, or even two, with what help we would be able to send?

As I said in my speech for the President, I cannot see where we could get the ships to carry the necessary army and equipment for our participation in the war. Further than that, I really don't know where our Army would go if we started off to fight a war. Just as I regard it impossible for a foreign power to invade this country, so do I regard it impossible for us to invade Europe. What would be our war aims? We have not had any debate on that score. We certainly are not going into the war just to underwrite the war aims of another country without knowing what they are. Germany under Hitler has no war aims except to dominate the world. She probably could not turn back now if she desired. England is, of course, fighting for her existence, but already we hear dissatisfaction that the aims of the British nation in this total war have not been set forth.

Are we to sign a blank check? Common sense would seem to require that there be the most complete clarification of American aims in this conflict before we take the fatal step. Some use the argument that should the Axis powers prevail they would inevitably impose on America a totalitarian regime. They therefore argue that we should go to war to prevent this. But have they considered that by becoming involved in a war they may lose the very thing for which they are fighting?

How long could a democracy last while trying to fight a long drawn-out war? Suppose we go in and the war continues for two or three years. We will be paying the whole bill—make no mistake about that. Does any one in his right mind think that the world won't be completely bankrupt? Mind you, even now we are supporting China financially and we have already made available \$500,000,000 to South America to aid her economy. Well, at the end of the war we win—so what?

What is the status of the world? Who is going to reorganize Europe? England and the United States? But we are then in a bad way and we must contemplate great internal problems of our own. Our taxes will be high; more people will be paying them; our national debt will be enormous; we will have an Army to demobilize; we will have to readjust a whole nation, agricultural as well as industrial, in the transition from a war basis to a peace basis.

England will have the same conditions. Yet, to keep defeated Germany and the other countries from going completely communistic we will have to reorganize them as well as ourselves, probably standing guard while this reorganization is taking place. I shudder to contemplate it. Are our children's and our grandchildren's lives to be spent standing guard in Europe while heaven knows what happens in America?

President's Authority Cited

I do not pretend that by staying at peace our path will be easy. But I do assert that by staying at peace we will be in a far better position to meet the gigantic problems we must face. The American people want to avoid war. If the leaders keep constantly before them what war means in terms of human tragedy, if Congress is ever alert to the dangers of involvement, the national determination will be translated into effective action and this country will not go to war.

Governor Stevenson addressed the Joint Session as follows:

January 10, 1945.

To the Members of the Forty-Ninth Legislature:

Two years have elapsed since we met on a similar occasion; two years filled with activities of war; two years in which your State government has sought to meet the requirements of civil functions and also render every assistance possible to the war program.

During four months of that period, you labored faithfully as a legislative body. You made adequate provision for the agencies of the State while at the same time, you anticipated the demands of war sufficiently to enable the State to meet every military requirement. My conception of a program on the home front falls into three major divisions: first, vigorous prosecution of the war; second thoughtful preparation for peace time conditions; third, preservation of constitutional government in our country. In support of the first division, I have proceeded in the belief that every effort toward winning the war should come first. Unless we win the war, we can have little hope for peace of any character. Unless we win the war, we can scarcely hope for a government of law in accordance with those charters of liberty known as the Constitutions, State and Federal.

Therefore, the war with all of its horrors and heartaches and with its wasteful destruction of life and property must continue to receive our first attention, and when the books are closed on this' global struggle and when the totals are cast of the contributions made by the several states, every Texan will have reason to be proud of his citizenship. It is not possible to mention all of those patriotic individuals who have rendered outstanding service to a nation at war. They are found in every group and in every walk of life. Capital and labor have cooperated in a manner that is gratifying. Farmers and livestock men, school teachers, club women and housewives; Yes, merchants and bankers, members of all trades and professions bravely joined in the war effort.

Most of these are represented in the ranks of the Texas State Guard which is valiantly holding the lines on the home front while more than 600,000 Texas men and women fight the battle for freedom in the armed services of the nation. Consideration of the second division might lead us into the domain of national policy in some respects. Our people, however, will be affected by the provisions for peace. A responsibility devolves upon us to contemplate the conditions which will follow the advent of peace and make plans to solve the problems which will be presented. This involves post-war planning.

Naval Aid to England

IT WOULD BE MORE HONORABLE TO DECLARE WAR

By REAR ADMIRAL YATES STIRLING, JR.

Delivered before the Kiwanis Club of New York, April 30, 1941

Vital Speeches of the Day, Vol. VII, pp. 485-488

THOSE who are against this country helping Britain to the utmost in the war . . . claim that it is because they are primarily practical. They insist that if a nation is to survive in a hostile world its ideals must be backed by the hard logic of military practicability . . . and that the country should not enter a war unless it has reasonable chances of winning. This Doctrine is a challenge to every ideal held sacred by America.

I cannot believe that England will lose this war . . . and believe with our help now she will win it. It is true, that Germany has defeated and over run every nation that has opposed its mad thirst for conquest of Europe . . . and after Europe the world . . . or as much of it as Hitler can bite off. The neutral nations who opposed the German invasion of their soil did so . . . not because they believed they could succeed against Hitler's military and air power . . . or because they really counted upon British support. It was because they believed in their soul. That is most precious to an honorable nation. They were willing to sacrifice themselves before the German juggernaut . . . rather than submit tamely to slavery.

Hitler's motto is divide and conquer. We are following the example of Norway . . . Denmark . . . Belgium . . . The Netherlands and the Balkan nations in not allying ourselves with Britain in time. England is the last country to remain unconquered. Will we sit idly by and see that happen . . . knowing full well we are next? A ruthless military and air power is ravishing all Europe. The British Empire . . . upon which in our world relations . . . we have ever counted upon to bring justice to the seas of the world . . . is fighting this enemy of civilization for its very life. We, on this side of the ocean are trembling in our shoes at the effect of a conquest by Hitler. We have a chance . . . a big chance . . . of causing this fight to go against Hitler.

Shall we take it? . . . or rather shall we sit idly on the side lines in constant terror that our champion will go down to defeat . . . remembering all the time that we are the next object of attack. I believe the country is becoming every day more conscious of the unmoral implication of the lend lease bill. Do we realize that this bill actually hires England . . . As mercenaries . . . to fight our war for us? We disapprove of everything that Hitlerism stands for . . . we are in deadly fear that Hitler will win the battle against the British fleet leaving our one ocean navy exposed to the attacks of the Axis naval powers.

Then instead of passing such a bill . . . would it not have been more in keeping with our American honor and sense of justness and fitness if we entered the war on the side of England . . . and pooled our resources with hers to defeat the dictators. In order to make it legal and regular . . . it would be more honorable to declare war . . . to show Hitler we are all out to encompass his defeat and when defeated make terms with a vanquished foe.

An Examination of the Eight Points

WE MUST NOT COMMIT OURSELVES TO WAR

By HENRY NOBLE MacCRACKEN, President of Vassar College

Delivered before an America First Committee rally at Carnegie Hall, New York City, August 20, 1941

Vital Speeches of the Day, Vol. VII, pp. 679-680.

If we really were to commit ourselves to the final destruction of Nazi tyranny, that, certainly, would be war. We cannot destroy it by diplomacy, or just by aid to Britain. No amount of aid can do that. On that point both the war party and the peace party in the United States are agreed. The war party insists that we must make war, and make it now, in order to crush Germany. The peace party has no hope of crushing the Nazi rule at this time. It looks for democratic regeneration of Europe from within, after the fury of war shall have spent itself. But if we go to war now, what kind of war would it be? About that question the war party has left us in no doubt. Three hundred billions of dollars, ten million men under arms, a hundred thousand airplanes, thousands of ships, and an equipment so vast that we could not make it before 1945. But that is the least of the cost. It will cost millions of American lives, the total starvation of Europe so far as blockade can accomplish it, with no doubt forty million deaths from starvation, the total destruction of European cities by bombing, the exhaustion of world resources in oil and metals to accomplish this.

And in the meantime, what of us? How much democracy will be left in these United States, when for five years we have, like Germany, become a militarized state? How much credit, how much financial stability, how much private enterprise will be left? How much freedom of trade unions to bargain with employers? How much freedom of our business to sell to the American public? How many ships, and railroads, and utilities, and banks, and factories, will be left in private hands? These are questions that must be answered, before our Senate sanctions this treaty of the sea by its two-thirds vote. Democracy and total war seem to us to be incompatible terms.

If we can win such a war, is it well that we should win it? We had a president once, who prayed for a peace without victory. I confess myself to be of Wilson's mind. For I do not see how such a victory could leave us with any idealism to carry out the points of the sea treaty. Instead we should be an empire, either a part of the British Empire, as some would have us be, or an American world-empire, the old independent United States forever gone. We should have garrisons in Germany, Japan, and Italy, commissars of raw materials all over the world imposing an Anglo-American peace on the world, with one indispensable condition as its basis, the integrity of the British Empire.

The imperialistic temptation, to be lord of all the kingdoms of the earth, is the greatest of all temptations to a rich and powerful democracy. We know what happened to Athens when she maintained such a peace, what happened to Rome, when she went the imperialist way, and what a dilemma now confronts Britain, as she tries to develop democracy at home, and empire abroad. You cannot evade that issue. Democracy and empire are incompatible terms. What our country needs is not empire abroad, but a new birth of freedom at home, if government by the people is not to perish from the earth. And so let us hope that the treaty of the sea, this melodrama of Churchill on the coast of Maine, was written in water. Let us forget it, so far as it means the commitment of our country to war or to the imperialist dream. Let us aid Britain so far as is reasonable, without putting ourselves in bankruptcy. And let us work for peace, remembering that the way to make peace is to keep peace.