Historical Inquiry with Fifth Graders: An Action Research Study

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This article describes an action research investigation in which I examined the effects that a six-week historical, inquiry-based unit on the American Revolution had on 119 fifth-graders' interest in studying history. Quantitative and qualitative data were collected from pre- and post-survey responses and observational field notes. Results suggest that the historical, inquiry-based unit positively influenced students' motivation and interest to study history both in and outside the classroom. Based on the findings of this study, instructional strategies that piqued students' own questions and interests appeared to be the key to facilitating their motivation to learn history.

Introduction

Year after year, my students entered fifth grade anticipating that they would spend another year studying history through irrelevant, tedious, and boring assignments. Their earlier experiences with learning history, most recently studying state history, in fourth grade, often came from reading a textbook, defining bolded vocabulary words within the text, and answering the questions at the end of the chapter. In previous units, I incorporated various strategies and resources in an effort to create more meaningful learning such as children’s literature books, projects, and role play. However, while the students demonstrated enthusiasm for the lessons I implemented, they lacked a genuine interest or motivation to learn about the past. What would or could motivate my fifth graders to learn history? How could I turn them on to learning about the past in an effort to increase student learning?

Traditional approaches of teacher-led lectures often leave students with little motivation to learn history (Downey & Levstik, 1988; Wilson, 2001). Recent studies suggest that children demonstrate a better grasp of historical concepts when they have had opportunities to construct their own historical understandings through inquiry (Downey & Levstik, 1988; Levstik & Barton, 2005; Levstik & Pappas, 1987; Mayer, 1992). Inquiry-based teaching is a useful and effective teaching strategy for teaching history with benefits such as helping to eliminate historical misconceptions as well as engaging students in exciting, challenging, and meaningful experiences in the classroom setting (Barton, 1997; Brophy & VanSledright, 1997; Foster & Padgett, 1999; Levstik, 1997; Levstik & Barton). Levstik and Barton (2005) refer to “disciplined inquiry” as a purposeful investigation that can take place within a community that establishes the goals, standards, and procedures of study (p. 19). VanFossen and Shiveley (1997) outline procedures for teachers implementing inquiry-based instruction: (a) asking questions, (b) forming hypotheses, (c) collecting and analyzing data, and (d) generating and testing conclusions. Such activities require students to use critical thinking skills which are vital to the problem-solving process of a democratic society. Critical thinking and decision making skills are advocated by the National Council for the Social Studies (1994) and the National Standards for History (1996).

The National Council for the Social Studies (1994), specifically, advocates social studies programs that seek to prepare students to connect knowledge with beliefs and action using thinking skills that lead to rational behavior in social settings. These include the thinking skills involved in (a) acquiring,
organizing, interpreting, and communicating information; (b) processing data in order to investigate questions, develop knowledge, and draw conclusions; (c) generating and assessing alternative approaches to problems and making decisions that are both well informed and justified according to democratic principles; and (d) interacting with others in empathetic and responsible ways (NCSS, 1994). These principles are reflected in a description of a unit on the American Revolution in Brophy and VanSledright’s (1997) book *Teaching and Learning History in Elementary Schools*. Brophy and VanSledright suggest the following:

Content coverage, questions, and activities would focus on the issues that developed between England and the colonies and on the ideals, principles, and compromises that went into the construction of the Constitution (especially the Bill of Rights). Thus, students would learn not only about “no taxation without representation” but also about the colonists’ experiences that led them to want to limit governmental powers, protect against unwarranted search and seizure, guarantee free speech, and separate church and state. (p. 261)

VanFossen and Shiveley (1997) suggest three types of inquiry-based instruction: curiosity driven, conflicting data or perspectives, and teacher-facilitated challenges. Curiosity-driven inquiries are unique introductory experiences that create a disequilibrium and force students to hypothesize. In other words, it harnesses the students’ curious natures to want to know more. The second type of inquiry presents conflicting data or perspectives in an effort to intrigue students to examine various accounts of an event or historical record. This type of inquiry encourages students to ask such questions as (a) What’s going on here? (b) How do we know the real story? (c) How and why are the stories/accounts different? Teacher-facilitated inquiry, the third type of inquiry, provides students with a discrepant event or data positioned in such a way that the outcome is called into question. Students are challenged to ask, “How can this be? What’s wrong with this picture? What makes you go hmmm..?” (VanFossen & Shiveley, 1997, p. 73).

When planning authentic historical inquiries, Foster and Padgett (1999) recommended nine considerations that teachers should incorporate. Their suggestions included (a) consider how much freedom to give students when selecting topics, (b) determine how to pique students’ curiosity, (c) help students’ devise researchable questions, (d) determine what extent they will provide resources for students, (e) help students select appropriate information for reference sources, (f) monitor student progress and encourage thoughtful reflection, (g) help students develop a critical appreciation of historical evidence, (h) help students plan their presentation of the inquiry, and (i) decide how much curriculum time should be devoted to historical inquiry (pp. 359-363).

In chapter nine of Brophy’s (2004) recent book, *Motivating Students to Learn*, Brophy describes strategies teachers can use to stimulate “a student’s tendency to find academic activities meaningful and worthwhile...[while trying] to get the intended learning benefits” (p. 249). Brophy (1987) admits that while student motivation to learn cannot be directly taught as a concept or skill, it can be developed in children by teachers through instructional strategies (p. 48). Many of the “starter set of strategies” that Brophy advocates are reflected in the inquiry-based teaching model for teaching history that VanFossen and Shiveley (1997) offer and are incorporated in the design of the inquiry-based unit in this study.

In this article, I offer a snapshot of my own action research investigation with 119 fifth-grade students from five social studies classes over a period of six weeks. This study was guided by action research principles (Elliott, 1988) from the framing of the research questions, which emerged from my own self-reflection, to the implementation of a study
that focused on planning, acting, observing, and reflecting. Therefore, the essential motive for using action research was to improve the quality of teaching and learning for the students in my classroom. I wanted to find out if inquiry-based lessons that are student-centered, active, and challenging would positively affect my students’ experiences and attitudes about studying the past. With this overarching goal in mind and using an action research method, I pursued the following questions for this study:

1. What are a group of fifth-graders’ perceptions about their motivation to learn history before and after a six-week, historical inquiry instructional model?

2. What effect, if any, did the historical inquiry model have on a group of fifth-graders’ motivation to learn history both in and outside the classroom?

The framing of these results are stated as practical outcomes related to my own social studies classroom. When I decided to use an action research approach, I knew I would be unable to generalize my results to other classrooms. However, I believe the challenges I faced with my fifth-graders’ lack of interest is not unique from other fifth graders. Perhaps other elementary teachers of history may use this unit as a model to incorporate into their own classrooms.

How does this action research study contribute to the field of research in elementary students’ motivation to learn history? That was the problem I faced—my students showed little to no motivation to learn history. In an effort to encourage my students’ motivation to learn history, inquiry lessons and activities relating to the American Revolution were designed beginning with students’ prior knowledge and experiences in an effort to attract students’ interest to explore a topic further. Since questioning is an important component of the inquiry model, I began the unit of study by asking my students, “What does it mean to be free? What is freedom? When should a government reconsider what freedoms are available to its citizens? Do citizens of a government ever have the right to choose not to follow the rules of their government?” More specific questions included “How did the American Revolution influence the individual’s decisions and actions? How did an individual’s decisions and/or actions impact the events or the outcome of the American Revolution? How did propaganda affect events leading up to and during the American Revolution?”

I developed and implemented guided-inquiry social studies lesson plans following the learning cycle model (Sunal & Haas, 2005). My objectives reflected the performance expectations listed under the National Council for the Social Studies Theme II: Time, Continuity, and Change (NCSS, 1994) and state standards. Specifically, I wanted my students to (a) demonstrate an understanding that different scholars may describe the same
event or situation in different ways but must provide reasons or evidence for their views; (b) identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; and (c) identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality. Each learning cycle lesson included historical, inquiry-based instructional strategies recommended by VanFossen and Shiveley (1997) and Foster and Padgett (1999).

When introducing the events that led up to the American Revolution, I asked my students to brainstorm about the expenses the British army might have incurred during the French and Indian War. Since, at the time of this study, our country was engaged in a war in Iraq, these fifth graders had little difficulty in demonstrating an adequate understanding of the expensive nature of war. Some examples of their suggestions included “uniforms, guns, cannons, ammunition, food, medical supplies, tents, blankets, horses, and wages.” When prompted to suggest ways the British might raise revenue for the expenses they listed, they quickly suggested taxes.

This exploration activity allowed me to pique their curiosity and set the stage for my students to construct their own researchable questions — a key component in the inquiry model of instruction. Some of their questions included “What taxes were imposed on the colonists? Who decided what would be taxed and how much? What was the process of collecting the taxes from the colonists? How did the colonists react to the taxation? Did all colonists feel the same way? How were they different? What were the consequences of their actions?” By allowing my students to develop their own questions through our discussion, I was enabling them to focus on a specific inquiry research agenda in an effort to establish a body of knowledge from their own investigations.

Research investigations led to new questions. Students were assigned to cooperative groups based on the questions in which they were interested. Cooperative learning is an effective instructional method and most appropriate for the social studies classroom because the socialization of this type of learning is essential to democratic attitudes and beliefs (Johnson & Johnson, 1991). Although students were grouped in an effort to facilitate cooperative learning, interdependence among the students was created through the division of work. For example, one student may be responsible for locating and selecting primary and secondary sources, while another student may plan the presentation of information to the rest of the class. One group of boys researched spy techniques used by the colonists.

As details of the chronological events of the war unfolded each week, groups of students investigated new topics including the perspectives among differing groups, women’s roles during the war, and significant battles. I was concerned at the beginning of the unit that I would have difficulty making sure their investigations covered the state-mandated curriculum content for fifth grade. However, their questions and research went beyond the minimal content required. Through their inquiry investigations, they experienced a much richer and deeper content. They felt challenged to learn more and to become experts on their topic. They were responsible for developing their researchable questions, constructing their own answers, based on their dissemination of information from various sources, and presenting (or teaching) the rest of the class what they had learned about their topics. Within their group, they analyzed, criticized, debated, questioned, and reflected on the evidence they collected. They reached their historical conclusions from the evidence they collected rather than from their textbooks. Each group created a tri-fold board to present their information, along with student-centered activities in which the rest of the class to
participated. In a sense, these fifth graders became the teachers. Each group presented the results from their different research topics and defended their historical constructions. At the end of the unit, all of the students were assessed through a multiple choice and essay response test structured similarly to previous unit tests.

Methodology

This study was guided by action research principles (Elliott, 1988) in the framing of the research question, which emerged from the self-reflective inquiry, the teacher-researcher, in the implementation of a study that focused on planning, acting, observing, and reflecting along with the framing of results, which were stated as practical outcomes related to my social studies classroom. Therefore, the essential motive for using action research was to improve the quality of teaching and learning for the students in my class. While this methodology places me and my practice at the center of the research process, British scholars, Carr and Kemmis (1986) support the rationale and merit for action research:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out. (p. 162)

Participants

The students who participated in this study were 119 fifth graders from five social studies classrooms at Green Mountain School, a K-12 school in a district serving a rural community in the southeastern United States. (All proper names are pseudonyms.) The fifth grade at Green Mountain was departmentalized into five core curriculum areas: reading, language arts, mathematics, social studies, and science with each content area allocated 50 minutes of instructional time per day. The participants’ ages ranged from 10 to 12, and there were slightly more males than females (males, n = 67; females, n = 52). Eighty percent were White with the remaining 20% Hispanic. Fifty-nine percent of the K-12 students were eligible for free or reduced-price lunches, slightly higher than the 51% average for the entire school population.

Data Collection

Quantitative and qualitative data were collected from pre- and post-student survey responses and observational field notes. The students (a) completed the “My Beliefs about Learning History Survey” (see Appendix A); (b) participated in a six-week, historical inquiry-based unit on the American Revolution; and (c) completed the same survey at the end of the unit.

Survey

Students’ attitudes and experiences about social studies, particularly history, were measured in a quantitative survey given before and after the six-week unit. Using Cronbach’s alpha, the survey had a reliability coefficient of 0.80. Item-to-item correlation among the 15 survey items were found to range from 0.33 to 0.69, (M = 31.26, SD = 3.0). Item-to-total correlations above 0.30 support internal consistency reliability, therefore, suggesting most of the survey items significantly contributed to the total instrument. Students responded to the 15 items on a 4-choice scale from never to always. The 15 statements in the “My Beliefs about Learning History Survey” measured the following: (a) students’ motivation to learn history, (b) students’ interest in classroom activities when studying history, (c) students’ feeling challenged to study history, and (d) students’ motivation to learn history outside the classroom. See Appendix A for a list of survey statements. Giving the survey again at the end of six-week inquiry-based unit
allowed me to examine whether the inquiry unit mitigated or changed any of the students’ attitudes towards learning about the past. Table 1 categorizes the survey items and their distribution.

Table 1. My Beliefs about Learning History Survey Items Distribution

<table>
<thead>
<tr>
<th>Measure</th>
<th>Sample items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation to learn history</td>
<td>Items 2, 3, 4, 6,</td>
</tr>
<tr>
<td>Interest in classroom activities</td>
<td>Items 1, 5, 7</td>
</tr>
<tr>
<td>Challenged when studying history</td>
<td>Items 11, 12, 15</td>
</tr>
<tr>
<td>Motivation to learn history outside the classroom</td>
<td>Items 8, 9, 13, 14</td>
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</tbody>
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My Field Notes

The classroom setting provided the opportunity to record what I heard and saw as the students engaged daily in the historical inquiry-based activities. While observing the students and using a small audio-tape recorder, I recorded the students’ informal and spontaneous responses and actions as they interacted with historical inquiry lessons. These audio-taped field notes were transcribed for data analysis. These verbatim comments allowed me to develop a broader understanding of how the students reacted to the concepts and inquiry process through their immediate reactions, questions, and comments throughout the six-week study. My reflective comments were recorded in a daily journal.

Data Analysis

Data were examined and analyzed according to Bogdan and Biklen’s (1998) units of analysis that reflected “perspectives held by subjects” (p. 173). Specifically, words and phrases used frequently were underlined. Repeated use of certain words and phrases suggested themes that could be used to organize the data. Because the emerging themes are evidenced within the framework of both research questions, the results and discussion sections of this paper are presented in a narrative context.

Results and Discussion

Survey Results

Completed surveys were grouped according to the five social studies classes. Ten surveys were randomly selected from each of the five groups resulting in a total of 50 pre- and post-surveys for data analysis. Initial analysis revealed no significant differences between boys’ and girls’ responses, so all responses were collapsed across gender. Figure 1 illustrates a comparison between students’ overall positive responses, indicating their experiences and attitudes towards learning history on the survey before (pre) and after (post) the six-week study.

Research Question One

The first research question of this study was “What are a group of fifth-graders’ perceptions about learning history before and after a six-week, historical inquiry unit?” Prior to the six-week unit, a little more than one-third (36%) indicated that they were often or always motivated to learn history in school. Similarly, only 32% indicated that what they did in the classroom motivated them to learn history, and less (24%) were motivated to learn history outside the classroom prior to the unit of study. While 64% indicated that they thought learning history was important, only 28% indicated they would learn history in school if given a choice.

My field notes supported these findings. On the first day of the study, I posed the following questions to each of the five classes: (a) What is history? (b) Why do we study history? (c) How do we know what happened in the past?
All five classes had similar responses. Students’ comments included “History is about dead people and memorizing dates and events.” “Would you consider yourself motivated to learn history in or outside the classroom?” When asked, “Why do you study history?” a typical response was “Because we have to!” They expressed little enthusiasm for history and demonstrated no motivation to learn history in or outside the classroom.

After the unit, an overwhelming 92% indicated they were motivated to learn history. Most interesting was the increase from 28% to 96% of the students who indicated that, if given a choice, they would study history. The large majority (94%) indicated that what they did in the classroom motivated them to learn history. The field notes and student comments supported this finding. As the six-week unit progressed, the students engaged in the content with a new interest in history, resulting in comments such as “I love learning about the spy techniques used during the American Revolution.” Another student said, “I used to not like history…really, I hated it…but now I can’t wait to get to class and learn something new. I never knew learning about the past could be so much fun.”

A majority of the students (97%) noted positive gains in the interest level of the topics and classroom activities. Their increased level of interest appeared not only to stimulate their motivation to learn history but also influenced their desire to read more. They were not only excited to participate in the unit, but their gains of learning and achievement also exceeded any of the previous units of study from the school year as indicated on their unit test.

**Research Question Two**

The second question this study examined was “What influence does a six-week historical inquiry unit have on a group of fifth-graders’
motivation to learn history both in and outside the classroom? Prior to the six-week unit, a little less than a fourth (22%) indicated that they were often or always motivated to learn history outside the classroom. After participating in the six-week inquiry unit, however, an overwhelming 78% noted their motivation to learn history went beyond the classroom. Prior to the unit, 19% indicated they often or always wanted to learn more about history than presented in their textbook. Seventy-three percent often or always wanted to learn more after the unit. Table 2 presents survey items responses pre-and post the unit.

Table 2. Motivation to Learn History Outside of the Classroom for Total Sample n = 119

<table>
<thead>
<tr>
<th>Survey Item #</th>
<th>Pre</th>
<th>Post</th>
</tr>
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<tbody>
<tr>
<td>8. I am motivated to learn history on my own.</td>
<td>34/119</td>
<td>105/119</td>
</tr>
<tr>
<td>9. I want to learn more about history than is presented in my book.</td>
<td>23/119</td>
<td>87/119</td>
</tr>
<tr>
<td>13. I do more than my teachers ask when looking for information on a historical topic.</td>
<td>28/119</td>
<td>83/119</td>
</tr>
<tr>
<td>14. I look at a variety of sources to learn more about a historical topic.</td>
<td>20/119</td>
<td>92/119</td>
</tr>
</tbody>
</table>

As the six-week unit progressed, my notes indicated that the students’ attitudes were becoming more positive as they expressed excitement about each day’s lesson. Comments like “What are we doing today?” or “I can’t wait to get to history class” were being heard in their conversations. The students were sharing with each other what they had seen on the history documentary that related to what we were studying. Another student stated:

I was watching Jeopardy with my parents last night and I knew the answer to some of the questions about colonial America. My parents couldn’t believe it. After the show, I showed them the website we used to research py techniques during the American Revolution. It was like I was the teacher!

Another example of success involved a student who was reading below grade level and viewed any reading task as a laborious act. The following transcription was recorded during week five of the study:

Today, I saw Brandon come to life in the classroom. We have been reading various accounts of the Battle of Trenton from historical documents such as eyewitness accounts, journals, and letters. Brandon is below grade level in his reading skills, and I worried the historical texts might prove too challenging for him. However, Brandon has worked hard in the interpretation with an enthusiasm for reading that I have not seen in him before. This morning he came in with a historical fiction book he had checked out from the library. He told me that he had told the librarian that he wanted to “learn more” about the battles fought during the American Revolution. This is the first time I have seen him excited to read and perhaps most importantly to do so independently.

Apparently, Brandon was not alone in this new interest in independent reading. The librarian, who rarely stepped outside the walls of the library, came by to tell me she had never seen such an increase in books checked out on the subject of the American Revolution. Within my journal entries and from student comments, I had numerous examples of students who were asking for more information than what was available to them in my classroom. The students began looking for books and information from Internet sites in an effort to provide more descriptive and detailed information to support their conclusions. Their
level of questioning became more open ended and probing. They contradicted and corroborated accounts and evidence instead of relying on just one source. Clearly my fifth graders who, at the beginning of the year, were reluctant and even mournful at the thought of studying history, were now becoming self directed and motivated to learn history both inside and outside the classroom.

Conclusions

After participating in six weeks of studying the American Revolution through historical, inquiry-based investigations, this group of fifth graders developed a heightened motivation to learn history as indicated in both the pre- and post-survey data and the researcher’s field notes. Based on the findings of this study, instructional strategies that piqued students’ own questions and interests appeared to be the key in facilitating their motivation to learn history and an increased level of student learning. These fifth graders demonstrated a motivation to learn history for the sake of learning rather than superficial rewards or achievement goals. Evidence supports the contention that when a story, in this case history, interests a child, his or her level of motivation is increased, often resulting in increased student achievement (Anderson, Shirey, Wilson, & Fielding, 1987). Brophy (2004) contends that when nurturing an interest and appreciation in a subject, students are more likely to pursue topics over a period of time. While time constraints of the study are a limitation and prevent any conclusions about sustainability of their increased motivation to learn history and student learning, the early indication is encouraging. As evidenced in the pre- and post-survey, the students’ motivation to learn history in and outside the classroom, their interest in the inquiry investigation, and their feelings challenged demonstrated positive gains.

Granted, teachers cannot escape the pressures of accountability for students’ test performances, and while my focus was not student achievement, based on my observations, my fifth graders’ motivation to learn history strengthened their content knowledge of history. They became the experts and worked hard to find trivia-type information in order to “stump” me with their probing questions. Their scores on their end-of-the-unit test exceeded any other unit I had taught that school year.

Perhaps the most revealing insight gathered from this action research study was that the students became intrigued with “wanting to know more” and initiated their own research and independent reading. This finding supports Brophy’s (2004) belief that when motivation to learn exists, students will learn for the sake of learning. Based on the findings of this study, inquiry-based instruction not only motivated students’ interest and motivation to learn history but also, perhaps most importantly, prompted them to learn independently outside the classroom — learning for the sake of learning. I began to wonder if this could be the beginning of lifelong learning for my students. I reflected on my days as a young student studying history. Why do I continue to be intrigued by the mysteries of history? Would these inquiry investigations do the same for my students? Perhaps the seeds of self-directed learning have been planted. Only time will tell.

Limitations and Future Research

When I decided to use an action research approach, I knew there would be limitations to the findings. I recognize that this study was limited in several ways. First, as the teacher-researcher, I recognize the potential for bias on my part. This study could be strengthened by having another teacher replicate the same unit with an outside observer collecting the data. However, the action research process was beneficial to me as it required self reflection of my own practices and beliefs about teaching. The process allowed me to examine and recognize that my own true love of history was not enough to motivate my students to share in that passion. Secondly, the only participants in
this study were White and Hispanic students from a rural area. Although more research is needed about students in rural areas, studying issues related to students’ motivation to learn history should include students from a broader range of racially and geographically diverse backgrounds. Third, because the results of this study reflected a relatively short period of time (six weeks), long-term data would help to document retention periods of motivation and its effect on sustained student learning and achievement.

Although the results from this action research study are insufficient for developing firm conclusions, they do, however, suggest a linkage between the inquiry model of instruction and students’ motivation to learn history. An additional limitation might be contributed to the Hawthorne Effect (Adair, 1984) in that the students were aware they were participating in the action research study. However, as a teacher-researcher knowing the personalities of my fifth graders, I know their comments and participation were authentic and reflective of their true feelings. At the end of the study, they were asking if we could continue “researching historical topics instead of using the textbook.” While this study was not intended to be a generalized study, its model and instructional framework can be easily replicated by other teachers. First, the overall topic would need to be selected and some essential questions would need to be generated to probe the students’ thinking. As students develop their own researchable questions, a beginning foundation of the topic would need to be provided. Before grouping students and allowing them to conduct research, the teacher should preselect some appropriate resources. This would be especially needful when allowing students to research material on the Internet. I located appropriate websites and saved them in a folder which I created for each group.

Future research should focus on comprehension of content material, test performance, and longevity of motivation. Would these same students be motivated to learn history in and outside the classroom the following school year or perhaps in the future? Many of us can remember a special teacher who sparked an interest, kindled a fire, or enlightened us to a new way of thinking that has remained with us through adulthood. Would this experience prove to do the same for some of these fifth graders? Future research with longitudinal studies using a broader data source might reveal the answers to these questions. Additional studies may reveal if students’ motivation to learn is cross disciplinary and long term.

References


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Appendix A

My Beliefs about Learning History Survey

I would like to know how you feel about learning history. Read each sentence carefully. Fill in the box that best reflects your feelings about learning history. There are no right or wrong answers. Your answers will be kept secret.

1. Studying history is interesting to me. □ Never □ Sometimes □ Often □ Always
2. What I do in my classroom motivates me to learn history. □ Never □ Sometimes □ Often □ Always
3. I look forward to studying history in my classroom. □ Never □ Sometimes □ Often □ Always
4. If given a choice, I would learn history in school. □ Never □ Sometimes □ Often □ Always
5. The topics I study in history are interesting to me. □ Never □ Sometimes □ Often □ Always
6. I think learning history is important. □ Never □ Sometimes □ Often □ Always
7. My classroom activities make learning history interesting to me. □ Never □ Sometimes □ Often □ Always
8. I read more than my teachers require when studying history. □ Never □ Sometimes □ Often □ Always
9. I am motivated to learn history on my own. □ Never □ Sometimes □ Often □ Always
10. I want to learn more about history than is presented in my book. □ Never □ Sometimes □ Often □ Always
11. My teachers challenge me with different activities when studying history. □ Never □ Sometimes □ Often □ Always
12. I feel challenged when studying history in my classroom. □ Never □ Sometimes □ Often □ Always
13. I do more than my teachers ask when looking for information on a historical topic. □ Never □ Sometimes □ Often □ Always
14. I look at a variety of sources to learn more about a historical topic. □ Never □ Sometimes □ Often □ Always
15. I challenge myself to learn more about a historical topic on my own. □ Never □ Sometimes □ Often □ Always