

THE TEACHING OF READING IN HIGH SCHOOL SOCIAL STUDIES

by

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B.S., Fayetteville State College, 1968

9589

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

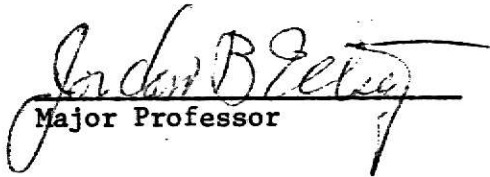
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

Approved by:


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TABLE OF CONTENTS

Chapter

Introduction

- I. The Problem
Statement of the Problem
Procedure
Significance of the Study
- II. Review of the Literature
- III. The Importance of Teaching Reading Skills in High School Social Studies
- IV. The Social Studies Teacher's Role in Teaching Reading
- V. Identifying and Diagnosing the Reading Skills of Students in the Social Studies Classes
Formal or Standardized Test
Informal Inventories
- VI. Reading Skills Needed in High School Social Studies
- VII. Summary, Recommendations, and Conclusion.
Bibliography
Appendix A

INTRODUCTION

The American society almost demands that an individual have some reading ability if he is to function as a successful citizen. Therefore, it becomes the goal of education to expose students to instruction which will lead to their efficiency in reading. Usually the major responsibility for accomplishing this task has been delegated to the elementary school with certain components set aside for attainment at the junior high and high school levels.

Although the responsibility for teaching reading at the elementary and junior high school has been recognized and is being performed by educators at these levels, there appears to be some confusion and indecision on the part of those at the high school level as to what their role should be. A large majority of high school subject-area teachers feel that high school students have mastered the required reading skills and that their sole responsibility is to teach content.

The notion that all high school students are proficient in reading is ideal, but unrealistic. There are high school students who for various reasons have not mastered general reading skills. Poor reading habits have been associated with discipline problems, juvenile delinquency, and the increasing drop-out rate among high school students. By not teaching both general and specialized reading skills, secondary teachers are not only neglecting their subject responsibility, but they are defeating the entire purpose of education.

The following report will focus upon reading in the social studies which is believed to present students with more reading difficulties than other subject-areas. Since the scope of this report does not allow for the

the discussion of all aspects of reading and reading skills in the social studies, it will be limited to those aspects which are necessary for the integrated teaching of reading and the social studies. Until social studies teachers realize what their responsibility is in teaching, the goals of social studies programs and education in general will not be totally accomplished, therefore, an attempt will be made to clarify the social studies teacher's role in teaching reading.

CHAPTER I

The Problem

Statement of the Problem

It was the purpose of this study (1) to examine the importance of teaching reading skills in high school social studies classes, (2) to explore the social studies teacher's role in teaching reading; (3) to identify the various instruments used in the assessment, identification, and diagnosis of student's reading skills, (4) to illustrate how social studies materials, the nature of the reader, development of vocabulary, adjustment or adaption of reading rate, formation of relationships, and expansion of concepts contribute to students' difficulty in reading social studies materials; and (5) to illustrate those reading skills which are essential to reading the social studies and methods of instruction which are used in the effective teaching of these skills.

Procedure

This study was of a descriptive nature; (1) pertinent literature dealing with the relationship of social studies achievement and reading was reviewed (2) an attempt was made to locate and analyze materials dealing with the teaching of reading and the teaching of reading in social studies, and to select appropriate skills, methods of implementations, implications, and suggestions which may be adapted and utilized in the teaching of reading in high school social studies.

Significance of the Study

The significance of this study resides in the fact that there is a

high correlation between reading ability and successful achievement in the social studies. The study revealed that the teaching of reading skills in high school social studies classes has been a neglected area.

Usually high school teachers have conceived that the teaching of reading may require general skills, there are specific skills which are essential to the effective reading in social studies. Authorities feel that social studies teachers are best equipped to teach those essential skills, therefore, they must be made aware of their capacities.

Due to the differentiation in the developmental stages of readiness in children and other factors, there are many high school students who encounter difficulty in the social studies. Thus, methods should be used that will help both good and poor readers to achieve at their maximum potential through the teaching of reading.

CHAPTER II

Review of the Literature

A review of the literature pertaining to reading in the social studies revealed that there were numerous studies dealing with reading and its relationship to social studies achievement in the elementary and junior high schools, while those dealing with reading and high school social studies were more limited. For the purpose of this study, the review of literature will be limited to that small body of literature which deals with reading skills and their relationship to social studies achievement in high school.

Cowell, conducted a study to determine the characteristics of good and poor readers enrolled in social studies at the eleventh grade level in school.¹ The sample consisted of 101 eleventh grade students enrolled in American History classes. Two approaches were used to determine the characteristics of good and poor readers. Test five of the Iowa Tests of Educational Development, (Ability to Interpret Reading Materials in the Social Studies) was used to distinguish the good and poor social studies readers. The Minnesota Scale for Paternal Occupations was given as a means of determining the social and economic status of the students' families. The study involved detailed case studies of the ten best and ten poorest readers of social studies.²

The findings revealed that the good social studies readers had a wide

¹Harold Covell, "Reading and the Social Studies," Social Education 21 (January, 1957), pp. 14.

²Ibid.

and extensive knowledge of the technical social studies vocabulary. They also possessed an understanding of time and place concepts. The ability to interpret the metaphorical language used was evident in the good readers. The good social studies readers not only showed strength in the technical vocabulary, but in general vocabulary and sentence and paragraph comprehension as well. It was found that the poor readers had a small and limited technical vocabulary, and their ability to deal with concepts dealing with time and places were inadequate and ambiguous. They could not interpret the metaphorical language used in the social studies materials. The students who were poor readers were also found to be weak in all general reading skills ability.³

A study which consisted of 242 eleventh grade pupils was conducted by Artley "to determine the relative importance of certain factors assumed to be components of reading comprehension in a specific subject-matter area."⁴ The sample was administered the Cooperative Test Service, English Test C 1: Reading Comprehension, Form Q, which purports to measure general vocabulary, speed of comprehension, and level of comprehension. The Progressive Education Association Application of Principles in Social Studies 1.5 which supposedly measures ability to see logical relations and ability to evaluate arguments; the Cooperative Test Service, Test of Social Studies Abilities, Experimental Form Q which purports to measure knowledge of sources ability to organize, ability to interpret and ability to apply generalizations. The

³Ibid., p. 15.

⁴Sterl A. Artley. "A Study of Certain Relationships Existing Between General Reading Comprehension in a Specific Subject-Matter Area," Journal of Educational Research 37 (February, 1944), p. 465.

Cooperative Test Service, Survey Test in the Social Studies, Form O, purports to measure achievement in several areas of social studies content, and the Chicago Non-Verbal Examination.⁵

The results indicated that there was not a perfect correlation between the measures of general reading comprehension and specific reading comprehension. According to the findings there appeared to be "a degree of specificity in the factors relating to reading comprehension in the social studies."⁶ Although general vocabulary measures contributed to social studies comprehension, it was found that the technical vocabulary contributed more to comprehension. The ability to command the technical social studies vocabulary was found to be as important in comprehension as having a knowledge of social studies facts.⁷

Sanders conducted an investigation to determine whether the teaching of reading skills in map reading in social studies aided students in understanding and achievement in social studies. The sample consisted of two groups of ninth grade students who were thought to be equal in their intellectual abilities.

Group A was instructed in traditional methods commonly used in social studies classes. Their program consisted of lecturers, assigned readings, and reviews of the material. Group B was instructed with the use of a new method. This included setting the background and purposes for each reading

⁵Ibid., pp. 467-468.

⁶Ibid., p. 471.

⁷Ibid.

assignment, and the pre-teaching of each of the social studies vocabularies. Students were given study guides before each assignment that were designed to assist them in reading "by causing them to manipulate the components of essential concepts and skills." The extensive use of small group activities were used in an attempt to involve all students and to encourage students to discuss and exchange ideas.⁸

The results indicated that Group B who had been given guided reading instruction scored higher on the Post-test than did Group A who had been instructed in the traditional lecture method. The post-test revealed that the mean vocabulary score for Group B was 84.3 percent, whereas Group A scored 78.0 percent. The post-tests in cumulative skills showed that the mean scores for Group B was 83.55 percent, while that for Group A was 65.86 percent.⁹

The assessments made by the teacher of the two groups also indicated that students in Group B appeared to take a more active part in classroom participation. Following instruction with the new method, some of Group B's students who were previously classified as non-participants assumed leadership roles in the group discussions. The level of Group A's participation did not increase. According to the teacher's evaluation, Group B's understanding of the material, achievement, and participation level was not reached by Group A, who was taught in the traditional and assigned reading method.¹⁰

⁸Peter L. Sanders, "Teaching Map Reading Skills in Grade 9," Journal of Reading 12 (January, 1969), p. 284.

⁹Ibid., p. 285.

¹⁰Ibid.

Krantz, worked with two classes of seventh grade students to determine the relationships between measured areas of reading abilities in the seventh grade and the content areas and study skills of the secondary school. The first group consisted of 215 students who were tested in the seventh grade and again when they were in the eleventh grade. The second group was 256 seventh grade students who were tested in the seventh grade and retested as ninth graders. The Non-Language Section of the California Intelligence Tests; the Iowa Tests of Basic Skills, Form Q and Form R; and the Iowa Tests of Educational Development, Form Y-2, were the tests which were administered to the subjects of this study. Multiple regression equations of a second set which used five independent variables (Map Reading, Use of References, Use of Index, Use of Dictionary and Reading Graphs, Charts and Tables) was set up for each of the content areas in high school.¹¹

The following are the reading abilities and work study skills (independent variables) that were measured by the Iowa Tests of Basic Skills in Seventh Grade:

Reading Comprehension
 Reading Vocabulary
 Map Reading
 Uses of References
 Use of Index
 Use of Dictionary
 Reading Graphs, Tables, and Charts
 Total Work Study, Skills
 Fundamental Knowledge in Arithmetic
 Fundamental Operations
 Problems
 Total Arithmetic¹²

¹¹L.L. Krantz. "The Relationship of Reading Abilities and Basic Skills of the Elementary School to Success in the Interpretation of the Content Materials in the High School," Journal of Experimental Education 26 (December, 1957), 97-98.

¹²Ibid.

Following are the measures in content areas (dependent variables) as obtained from the scores on the Iowa Tests of Educational Development:

Understanding of Basic Social Concepts
 Background in the Natural Sciences
 Correctness and Appropriateness of Expression
 Ability to Do Quantitative Thinking
 Ability to Interpret Reading Materials in the Social Sciences
 Ability to Interpret Reading Materials in the Natural Sciences
 Ability to Interpret Literary Materials
 General Vocabulary
 Total of Above
 Use of Sources of Information¹³

Krantz's investigation yielded the following results:

1. The "general achievement tests" such as reading vocabulary and reading comprehension, generally surpassed all others in productive capacity.
2. There were some reading abilities and skills "specific" to certain areas. For example, language ability was predicted by language skills, total vocabulary, arithmetic ability by arithmetic skills, and use of sources of information by study skills.
3. Predicting measures specific to a content area, held their place in prediction to that area regardless of time span. There was a tendency for some specific skills like language, total arithmetic, and reading comprehension to become stronger in predicting ability over the four year period.
4. Reading vocabulary was more closely related to all content areas on the ninth grade level than any other measured ability.
5. Reading comprehension was more closely related to all content areas on the eleventh grade level than any other measured ability.
6. The study skill, use of the dictionary, was related from the seventh grade to the same areas of content on both the ninth grade and eleventh grade level. The observed relationship appeared longer on the ninth grade level.
7. Total study skills, reading comprehension, and reading vocabulary were the most "persistent" predictors based on the fact that they

¹³Ibid.

predicted the most often to both ninth and eleventh grade levels. However, they frequently entered into combinations with other activities and skills in predicting to both grade levels.

8. When the study skills were considered as independent predictors, use of the dictionary and reading graphs, charts, and tables were the most persistent, appearing in the greatest number (six out of ten and five out of ten) of predictors to both ninth and eleventh grade levels.
9. Achievements in the high school content areas at ninth and eleventh grade levels can be predicted with high accuracy from measures of reading and study skills at the seventh grade level.
10. The study skills were found to be most highly related to the social studies area.
11. In predicting "Ability to Interpret Reading Materials in the Social Studies" three abilities combined (Reading Vocabulary, Reading Comprehension, Total Study Skills) to account for 69 percent of the variance at the ninth grade level, whereas, two abilities (Reading Comprehension, Total Study Skills) accounted for 68 percent of the variance in grade eleven. The two sets of abilities predicted about equally as well to both grades.
12. In predicting from basic study skills to the "Ability to Interpret Reading Materials in the Social Studies," two skills (Reading Graphs, Tables and Charts, Use of Dictionary) account for 61 percent of the variance in the ninth grade, whereas, four skills (Reading Graphs, Tables and Charts, Use of Index, Map Reading, Use of Dictionary) account for 58 percent of the variance at the eleventh grade level. Prediction is about equally accurate to both levels. Reading Graphs, Tables and Charts, appeared to be the strongest predictor at both levels.¹⁴

Bolton, did a study which consisted of 7,799 students from secondary schools of East Chicago to determine the growth of vocabulary meaning and to determine if the greatest growth took place when students were enrolled in social studies classes. The subjects who were in grades seven to twelve were administered The East Chicago Social Science Vocabulary Tests which uses

¹⁴ Ibid., pp. 111-113.

words taken from the Kelley and Krey's list of terms in the Social Sciences.¹⁵ It was found that vocabulary growth from the seventh to the twelfth grade did occur, but at an uneven rate. The findings also showed that while those students who were not enrolled in social studies showed an increase in vocabulary it was not as great as those students who were enrolled in such classes. The greatest increase in social studies appeared in those students who had consecutive social studies courses. It is inferred from the study that constant exposure to vocabulary increases students' social studies vocabulary. The results also indicate that an understanding of the vocabulary used in social studies is an important element in the learning and understanding of social studies material.

The purpose of the studies cited was to investigate the relationship between reading and certain content subjects, including the social studies. These research findings have revealed that there is a high correlation between proficiency in certain reading skills and high school social studies achievement.

¹⁵Floyd Bolton, "A Study of Vocabulary Growth in Social Studies," Social Education 7 (January, 1943), 17-18.

CHAPTER III

The Importance of Teaching Reading Skills in High School Social Studies

It is generally known that if students cannot read well that they usually attempt to avoid reading and in many instances develop an extreme dislike for it. For example, when social studies students are unable to comprehend the assigned reading materials they often become resentful and rebellious toward the social studies.¹ Therefore, it is of the utmost importance that measures be taken to insure that students do not become frustrated in their attempts at reading. This problem can be alleviated and prevented in social studies classes by helping students to become more efficient readers. Although the reading problems that students encounter in social studies are recognized by many educators, there still appears to be some indecision about teaching reading skills in social studies classes.

Some persons fail to realize that ". . . success in reading and success in social studies achievement tend to go hand in hand: reading helps the pupil in social studies, and what he learns in social studies helps him to read better."² Reading skills are essential to the social studies and cannot be looked upon as incidental learning. Thus, the students' learning of reading skills should not be terminated at the eighth grade but should continue throughout the secondary level. It is here that the achievement of the

¹Allen H. Frerich, "Teachers, History, and Slow Learning Adolescents," The Social Studies 58 (April, 1967), 169.

²Ralph C. Preston, Teaching Social Studies in the Elementary Schools, (New York: Holt, Rinehart, and Winston, 1958), pp. 251-252.

necessary sophistication of skill learning occurs.³ It must be remembered that ". . . proficiency in general reading skills is not enough; pupils need a technical vocabulary and special skills in each of the content areas. Special reading abilities must be developed in each subject. Specific reading skills will not automatically transfer from basic reading programs to special fields."⁴ Those reading problems encountered in social studies are more complicated than those that students have used prior to high school. Social Studies reading calls for extensive reading of many sources and points of view, and for their critical evaluation. Simple forms of these skills are introduced at the elementary level but the complexity of the skills require that they be taught as they become necessary for effective reading in social studies.⁵

The fact that no two people are equal in intellectual abilities also gives reasons for the teaching of reading in high school social studies classes. Although many people are of the impression that high school students have mastered the necessary skills in elementary and junior high school, in reality this is not the case.

The reasons some high school students have not mastered certain reading skills may be derived from readiness stages. A large number of children in the primary grades have not reached the readiness stage to acquire the basic skills when they are being taught. This occurs because all children do

³Francis P. Hunkins, "Skill Building in the Social Studies, K-12," Education 88 (November, 1967), 122.

⁴Ruth Strang, "Developing Skills in the Content Areas" The High School Journal 49 (April, 1966), 301.

⁵Ibid.

not go through the same stages of mental and physical development at the same time. Although there is repetition of these skills during the intermediate grades, there are still those students who reach high school without acquiring these skills.⁶

In a typical social studies class the range of reading abilities may range from three to seven grades. For example, a tenth grade class in social studies may consist of students who are reading at the educated adult's level or those who are reading at sixth or seventh grade levels. In order for all students to benefit from such a class these differences in reading ability must be considered. An attempt must be made to understand the reasons why these differences exist. It must be remembered that the quality of one's reading level is determined by multi-causation factors. This means that one's ability or inability to read is the result of a number of factors. It is very seldom that reading disabilities can be attributed to a single factor.⁷

If a student is to achieve success in our social studies programs of today, he needs to become a competent reader. He needs this competence because social studies courses borrow from a variety of subject areas and other sources of information. For example, information that is utilized in the social studies may come from books, newspapers, pamphlets, magazines, government documents and other sources which deal with a variety of subject areas. If the student is to make decisions and applications he must have been exposed to certain reading skills and must have the ability to utilize

⁶Lewis R. Sprietsma, "Reading Skills Should Be Taught at All Levels," Journal of Secondary Education 37 (April, 1962), 254.

⁷Dorothy McClure Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press Company, 1961), p. 139.

these skills in the wide and varied materials that he has to read as a part of the social studies course.⁸

One of the most important reasons for teaching reading in social studies courses resides in the fact that social studies materials presents students with numerous reading problems and difficulties which they are not taught to cope with in developmental reading or English classes. Many of these difficulties are confined to social studies materials, therefore, we cannot expect other content-area teachers, English teachers, or even reading teachers to equip students with the necessary skills to overcome or cope with these difficulties.

The problems encountered in reading the social studies can be placed in two categories. They are found in the materials that the reader has to read, and within the person who is doing the reading. Students may have difficulty reading social studies materials because a large number of the textbooks require that students become familiar with numerous concepts over a short period of time. In other words, the student may read one chapter in which there are many concepts which are briefly explained. Many students lack the background needed for the understanding and interpretation of places, events, and ideologies that are presented in some of the texts, therefore, they encounter difficulty and much of the material becomes mere verbalism, rather than material having meaning and understanding.⁹

⁸Helen Huss, "Reading," Skill Development in Social Studies, Thirty-third Yearbook, ed. Helen McCracken Carpenter (Washington: National Council for the Social Studies, 1963), p. 95.

⁹Ibid., p. 96.

A second reason students have difficulty in reading the social studies arises from the fact that the material is constantly changing. What is termed current history or events today will in the very near future be classified as past history. As a result of its changing nature, ". . . two difficulties result: the lack of perspective in viewing material that was prepared in the heat of the moment before the long view could be seen, and the fact that the content will soon be superseded by a current commentary."¹⁰ The fact that new discoveries are being made concerning past history poses the problem of constant re-evaluation of already known facts. It also entails the re-grouping of historical information. Students who are only exposed to sources which are out-of-date may be studying or reading texts which are invalid or incomplete. Further, textbooks also do not emphasize the importance of ideas or events except for instances when bold face type is used for the beginning of a new section.

The manner in which social studies material is written may cause students difficulty in reading and understanding the content. In many instances the sentences are long and filled with much information. Illustrations and figures of speech are used that may require interpretation if they are to be comprehensible.

The social studies vocabulary contains numerous words which a large number of students find difficult to remember because the items are not used often enough to become established in the student's mind. In examining some textbooks glossaries and even dictionaries, it is found that the definitions given for some social studies terms are so complicated that students do not

¹⁰Ibid.

understand their meanings. The condensed forms of writing typically used may also pose problems in interpretation. For example, abbreviations, certain letters, the forms used with documentations (bibliographical citations, footnotes and italics) need to be understood or interpreted if students are to gain an understanding of the material being read.¹¹

Another problem is that students may not be interested in the material contained in their textbooks. Many of the texts are written by experts in the field who have a genuine interest in what they are writing, but this may not be true of students because much of the content deals with remote concepts. In many instances, students feel that much of the material has little usefulness or bearing upon their lives. Even though in some cases efforts have been made to present colorful illustrations as a means of clarifying the content, often the explanations are limited because of space.¹² Illustrations often appear at the top or side of a page with several lines to explain them. Frequently, these explanations are too inefficient for students to gain a thorough understanding of the illustration.

Graphic material has also been included as a means of aiding the understanding of material. For example, maps, graphs, and charts are found as part of the material, and although they are intended as aids, they themselves may pose a reading problem. The legends and figures, for instance, may need decoding before the material is understood. Students are often referred to other pages in the text to examine figures, graphs, maps, charts, tabular data, and statistics which are pertinent to the information being read.

¹¹Ibid.

¹²Ibid., p. 97.

These graphics must also be interpreted if they are to serve their purpose.¹³

A second category of reading difficulties are the result of certain limitations which the reader himself may possess. One's intelligence, background of information, vocabulary, knowledge of language patterns, and even the attitudes and values that he possesses influences his ability or inability to read social studies material. The content of the material itself, requires that the reader possess a certain degree of intelligence and background information prior to enrolling in the high school social studies class. His intelligence and background are relied upon to gain meaning, to interpret, and to use the material being used to later make real life applications. The readers intellectual ability is called upon when he is asked to distinguish between facts and opinions, to identify the author's point of view, to recognize the author's and his own biases, and to know when he has gathered enough information to draw reasonable and valid conclusions.¹⁴

The prior information, which he has acquired, functions as a storehouse from which he retrieves information that will help in making the material being read have clear and concise meaning. It should be pointed out that exposure and practice in the skills of application and inference are necessary if one is to become efficient in their use. All students need instruction in these skills if they are expected to gain competency in them. Even those students who are classified as having higher intellectual abilities

¹³Ibid.

¹⁴Ibid.

are not an exception to this rule.¹⁵

One's attitudes and values also influence the methods and techniques that he uses in interpreting materials and what ideas he accepts or rejects from his reading. All of the factors which have affected the individual student are brought to their reading. These include both hereditary and environmental factors. It may be difficult to evaluate how the student is influenced by what he reads -- if he really obtains anything from it or how he feels about what he reads. These are intangible elements which pose problems when a true evaluation is attempted. Closer observations of students may yield valid information as to the effect that reading has on their behavior. Examples of such behavior may be a willingness to share what is read, improvement in social courtesies, interest in civic improvements, and interest in governmental affairs or negative attitudes toward these elements.¹⁶

The fact that high school students are confronted with numerous difficulties in reading social studies material is reason enough to teach reading skills in social studies classes as a means to helping students overcome their problems so that they can succeed in social studies. The objective of social studies is to help students acquire knowledge. If they cannot understand or use reading skills effectively to understand social studies the purpose of the social studies will not be accomplished. To teach social studies in isolation without teaching reading is defeating the entire purpose of social studies and for that matter the purpose of education.

¹⁵Ibid., p. 98.

¹⁶Ibid.

Another reason for teaching reading in social studies is that "today, society demands of individuals an unprecedented skill expertise. Technology frequently allows no room for failure. Less an 100 percent accuracy in many jobs cannot be tolerated. Such demands make it crucial that schools have viable curricula of skill development."¹⁷ If students are to be prepared to function as effective citizens some effort must be made to teach those essential social studies reading skills.

¹⁷Hunkins, op. cit., p. 122.

CHAPTER IV

The Social Studies Teacher's Role in Teaching Reading

The social studies teacher's role in teaching reading is extremely important. It is the social studies teacher who determines how effective the social studies reading program is. Before any attempt is made to teach reading in social studies classes, the teacher's role should be defined. It is important that this be done because many high school social studies teachers do not understand what part they are to play in teaching reading, or if they are to assume such a role at all.

There is much confusion about the responsibility of content teachers. "Pervading the literature is the feeling that content teachers just do not understand - - they are ignorant of - - what they can and should do for their students."¹ Misunderstanding of the teaching of reading in content areas has resulted because of the ideas about reading held by secondary teachers. Usually teachers conceive the teaching of reading in content and reading classes being the same. This is not true. Specific differences are found in the teaching of reading in the content areas and in reading classes.²

The reading teacher is concerned with the teaching of a group of reading skills. Of course, he attempts ". . . to develop student's interests in the use of these skills to enlarge their interests, appreciations, and understandings of life around them, but his primary responsibility is to teach the

¹Harold L. Herber, "Reading Study Skills: Social Studies," Reading and Inquiry, International Reading Association Conference Proceedings, Volume 10, ed. J. Allen Figure 1 (Newark, Delaware: International Reading Association, 1965), p. 9.

²Ibid.

skills."³ He teaches skills in sequential order, and after an analysis of the students' needs, adjusts the sequence to meet the needs of the students. His selection of reading material consists of that which can be used to teach certain skills and that which students can use for application of the skills after they have been given appropriate instructions. He is not interested in teaching content of the material, but attempts ". . . to develop understandings of the process being applied to these materials."⁴

The content teacher, on the other hand, attempts to teach a group of ideas. There is sequence and a specific relationship between these ideas. He selects material pertaining to the ideas he wants to impart to his students. He is not interested in teaching skills per se. His interest lies in teaching those skills which are needed to understand the ideas they are dealing with. The content teacher is concerned with the systematic development of ideas, rather than the systematic development of reading skills. In other words, the content teacher does not attempt to teach the sequential development of skills, but makes an attempt to teach only those reading skills which are necessary for the understanding and interpretation of ideas.⁵

Herber states that if the reading teacher was asked to explain the teaching of reading the correct response would be:

I have to teach these skills. What materials can I use to give instruction and provide practice on these skills? I don't care what the subject matter is just as long as the students have to use these skills in order to understand what they read.⁶

³Ibid.

⁴Ibid., pp. 9-10.

⁵Ibid., p. 10.

⁶Ibid.

The content teacher would correctly respond by saying:

I have these ideas to get across to my students and this text - or these texts - develop the ideas quite well. I'll assign this material for homework so students, through their reading will develop some understanding of these ideas. Now, in order for them to develop and use those ideas, there is a specific skill that the students have to use. It isn't "main idea," because the mere apprehension of the central thought is not the key to understanding this concept; nor is it "inference," because the author is rather straightforward in his statements; nor is it "recognition of assumption," because the author has identified his premises and has not relied on assumptions. No, in this particular selection the students have to read to "evaluate arguments," and so that's the skill I will discuss with them for the moment before they begin reading this selection. Some of them will need more assistance than others so I'll have to provide a bit more guidance for them, but all of the students will have to employ this skill.⁷

It is apparent that the content area teacher would not employ the same techniques as those used by the reading teacher. Therefore, a new strategy for the teaching of reading in content areas should be employed. This strategy should consist of the utilization of that knowledge which has been acquired concerning the reading process, but it should be adopted to the structure and needs of the particular content area.⁸

While it must be recognized that a large number of content area teachers are not adequately trained to deal with severely retarded readers they do, or should, play an important role in the teaching of reading. Reading in the content area provides the student with an opportunity to apply those skills that he has learned in the elementary basal reading program. The subject-matter classroom is the best place to teach those essential specialized reading skills which are necessary for the understanding of a particular subject. "Obviously, a geography lesson is a natural place to teach the reading of maps and globes. Similarly the typical history textbook furnishes numerous

⁷Ibid., p. 11.

⁸Ibid.

opportunities for reviewing map reading skills, as well as for introducing and extending the ability to read charts, tables, and graphs."⁹

The communication between elementary schools and high schools and high schools and college is more important in the field of reading than any other discipline. Since reading is such a complicated process and involves the use of numerous complex skills, it requires constant practice for complete mastery. For example, reading skills are more complicated than those which are employed in learning bicycle riding. After one masters the skills of bicycle riding, balancing skills usually remain with him all of his life. The nature of reading skills can be compared to those used in typewriting and organ playing. Efficiency of reading skills can only be accomplished with a large amount of practice and can only be retained with constant usage and practice.¹⁰

High school and college teachers usually agree that the student must recognize that knowledge acquired in isolation is not adequate to meet the demands placed upon him in a real life setting. Reading in the various subject areas usually provides the student with the problem solving environment that he will later encounter in society. Thus, a subject-area teacher is in a position where he can aid the reading behavior of his students greatly. "A subject-matter teacher plays a major role in helping his students to read flexibly, purposefully, selectively and hopefully, "to think" as they read."¹¹

The Social Studies curriculum should be designed to fit the needs of all students. If this objective is to be attained an effort must be made to make

⁹Albert J. Kingston, "What Do We Mean by Reading in Content Areas?" Journal of Developmental Reading 7 (Spring, 1964), p. 146

¹⁰Sprietsma, op. cit., p. 252.

¹¹Kingston, op. cit., p. 147.

adjustments in learning activities and reading materials. Allowances should also be made for differences found in the mental capacities, reading abilities, and developmental needs of students. The accomplishment of this goal is largely dependent upon the social studies teacher and his attitude about his responsibility as a teacher of social studies. There are still in existence those high school teachers who feel that when the child reaches high school he no longer needs special assistance in the completion of difficult assignments. There are also those who feel that the teaching of reading is solely the responsibility of the elementary teacher, the English teacher, or the librarian. It should be realized that the heterogeneity found in our high school classes require that social studies classes be flexible enough to meet the diverse needs of all students. Therefore, it is the social studies teacher responsibility to make an attempt to meet these needs through reading.¹²

Although many secondary education teachers may have a genuine desire to help improve their students' reading skills, they are faced with the problem of how to go about accomplishing this task. Their ideas concerning the teaching of reading are vague. A large number feel that they cannot teach reading and subject matter at the same time. It is thought that either they teach subject matter or reading separately but they cannot be taught simultaneously. These attitudes indicate that there is a lack of knowledge concerning what reading in social studies is. There is a need for social studies teachers to become aware of the fact that reading and social studies cannot be separated. Teaching reading in social studies occurs when reading

¹²Phyllis Bland, "Adjusting Learning Activities and Reading Materials to Individual Differences: In Grades Ten to Fourteen," Improving Reading in All Curriculum Areas, Proceedings of the Annual Conference on Reading, Volume 14, ed. William S. Gray (Chicago: University of Chicago Press, 1952), pp. 41-43.

principles are used to help students obtain a better understanding and more knowledge from the social studies material.¹³

Even though the teaching of reading by secondary teachers is not generally accepted, social studies teachers who are attempting to teach reading are finding that in many instances when students are helped with reading problems they show an increased understanding and learning of the subject-matter. The individual differences that exist among students suggest that all students in a particular class may not be efficient in their abilities, therefore, these students' ability to learn will be limited. The fact that the child who has reading problems will also have difficulties in social studies achievement should be an incentive and justification for the teaching of reading in high school social studies classes.¹⁴

Wesley describes the role of the high school social studies teacher in the following manner:

The task of the social studies teacher with respect to reading is primary, of course, that of developing techniques in the reading and understanding of social studies materials. Naturally he should know something about the elementary and basic skills; he should be acquainted with some reading tests; he should be aware of the mechanical aspects; and he should be able to diagnose and treat elementary difficulties. His major task, however, is that of helping students who have already learned the basic steps to read and understand social studies materials; for he cannot assume that even a good reader will automatically learn new concepts and new connotations of familiar concepts, grasp generalizations, understand chronology, road maps and analyze processes.¹⁵

Although many secondary teachers may deny or fail to recognize their potential for teaching, they are better equipped and qualified to teach

¹³ Ned D. Marksheffel, Better Reading in the Secondary School. (New York: The Ronald Press Company, 1961), p. 44.

¹⁴ Ibid., p. 49.

¹⁵ Edgar Bruce Wesley, Teaching Social Studies in High School, (Boston: D.C. Heath and Company, 1950), pp. 244-245.

reading in their subject areas than are others. They are considered to be specialists due to their educational background, preparation, and interest in their particular area. As a result of the factors which have made them specialists, they are also endowed with an extensive vocabulary which enables them to communicate effectively and to interpret facts which are essential for suitable concept development and explanation. They have also been exposed to a number of direct and indirect experiences which are related to specific and general knowledge found in a particular discipline.¹⁶

Any social studies teacher who possesses the above characteristics is qualified to teach reading in the social studies. He is best qualified because: He is most capable in helping his students learn to pronounce new social studies terms. He is in a better position to recognize students' strengths and weaknesses in the development of social studies concepts. He is better equipped to create student interest and to motivate social studies students. This familiarity with textbooks ensures that he will make the most effective use of them. He knows those selections of the text that require students to read for various speeds, slow and deliberate, for thoughtful reading, and for fast reading. His background and understanding allows him to present his students with materials and experiences that will provide them with direct and indirect experiences which will aid them in their understanding of social studies material. He is in the best position to guide students in the setting of specific and attainable goals for achievement in the social studies.¹⁷

¹⁶ Marksheffel, op. cit., p. 49.

¹⁷ Ibid.

The following statement by Marksheffel is certainly an implication for social studies teachers:

Improvement in reading and learning in content areas is best achieved when reading is taught by subject-matter teachers. There is no dodging the fact that the subject-matter teacher is unquestionably the most adept. His achilles heel is that he has had no experience in how to relate reading and subject-matter. He is usually unaware that helping students with pronunciation and meanings of words, building concepts, setting goals and creating interests are aspects of reading.¹⁸

The utilization of the following practices on the part of social studies teachers will contribute to their students learning of social studies material through reading; it is the teacher's responsibility to:

1. Determine the approximate reading ability of each student and provide him with materials at his own reading and learning level.
2. Teach students how to read the textbook.
3. Teach pupils how to set purposes for reading and teach them why it is necessary to set purposes for efficient reading and learning.
4. Help students to understand that certain sections of the text that are difficult require purposeful study-type reading. Study-type material requires active, thoughtful, associative reading that does not permit fantastic skimming rates of thousands of words per minute.
5. Help students to learn how to skim or read rapidly those portions the textbook that are not especially difficult.
6. Teach students to make use of author clues; italics, bold-faced headings, and word clues such as "on the other hand," "for example," "order of importance," "therefore," "furthermore," "because," etc.
7. Refrain from trying to "cover the book." If the book must be covered, do this chore the first day and then proceed to teach students according to their needs and abilities.
8. Provide adequate time for student discussion of the materials they have read. Allow time for students to disagree and then to re-read the same and other materials for clarification of points about which they disagree.

¹⁸Ibid., p. 50.

9. Teach students to listen, to read, to discuss, and to think about all the available facts before arriving at conclusions.
10. Insist that students learn precise meanings of words rather than getting only vague generalizations of words.
11. Use as many usual aids as possible in order that students be helped to get meaning from the materials that they have read.
12. Recognize that the concepts do not sprout like radishes, but are slow in developing and are dependent upon facts, experiences, and maturity.¹⁹

A study by Sanders revealed that many students find it extremely difficult to read without the assistance of the teacher. In many instances when there is no assistance in the classroom that the student reaches a point at which he rebels. This is a result of the frustration that comes from his inability to cope with the reading material. The student has not mastered those skills which are essential to the reading of social studies material. As a result of these frustrations and feelings of defeat, students often dislike school and rebel against it. All classroom teachers have to assume the responsibility of individualizing instruction to fit the reading needs of their students.²⁰

Artley concluded from an investigation that it is the direct responsibility of the social studies teacher to develop the reading skills which will aid students in the comprehension of social studies material. Those skills which the student has obtained for general reading classes should also be reviewed and applied to the social studies when necessary. There is also a need for teachers to give special attention to the social studies vocabulary since there is a definite relationship between mastery of vocabulary and

¹⁹Ibid., pp. 181-182.

²⁰Sanders, op. cit., p. 283.

comprehension.²¹

It is apparent that educators are making conscious efforts to determine whether or not reading should be taught in social studies, and if so, by whom should these skills be taught? Researchers and experts in the field of reading usually agree that reading should be taught in social studies classes and that social studies reading is the responsibility of the social studies teacher.

It has only been recently that secondary school social studies teachers have realized that all of their students were not equipped to read the assigned textbooks and materials. Reading was viewed as a skill that should have been acquired in the elementary school. It was taken for granted that complete mastery had been obtained at this level. When it was found that in many instances this was not the case, the teachers feel that while the situation was unfortunate it was not the responsibility of the social studies teacher to correct the students deficiencies.²² Many high school teachers have failed to realize that ". . . learning to read is a lifelong process." From birth to old age, each period of life makes its contributions to the development of reading abilities, interests, and attitudes. Reading ability, as part of the individual's total development, increases with his growth in interests and general ability and with the challenge of increasingly complex and difficult reading tasks at each successive educational level. Although this is true, too few teachers from the fourth grade on realize that they

²¹Fraser and West, op. cit., p. 138.

²²Ibid.

have a part in the tremendous responsibility for furthering growth in reading."²³

This attitude is illustrated in a study conducted by Braam and Roehm to determine whether content area teachers had a knowledge of the reading skills necessary for achievement in their particular subject areas. Of the nine subject areas investigated, it was found that the teachers of social studies showed less concern for the teaching of reading skills than did teachers of subjects which required less reading.²⁴ In a study done by McGinnis it was found that in Michigan only ten percent of the high school teachers had received any formal training in how to teach reading, yet eighty-two percent of the teachers were taught in college that reading skills were important and could be improved. From her study, McGinnis concluded that ". . . at the present time secondary teachers are not providing instructions in reading, nor are they adequately prepared to do so."²⁵ It can be said that teacher education programs on the college level are not defining the role of reading in the social studies nor are they providing students with instruction in the teaching of reading in the social studies.

Research done by Mary Austin and her colleagues revealed that the majority of the teacher training institutions in our country are weak in providing students with the training that they need in teaching reading.²⁶ In

²³Ruth Strang, Constance M. McCullough and Arthur E. Traxler, The Improvement of Reading (New York: McGraw-Hill Book Company, 1961), pp. 73-74.

²⁴Leonard S. Braam and Marilyn A. Roehm, "Subject-Area Teacher's Familiarity with Reading Skills," Journal of Developmental Reading 7 (Spring, 1964), pp. 188-189.

²⁵Dorothy McGinnis, "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," The Reading Teacher 15 (November, 1961), pp. 92-97.

²⁶Mary C. Austin, The Torch Lighters, (Cambridge: Harvard University Press, 1961), pp. 52.

regard to educating teachers for secondary reading instruction in content areas, Artley makes the following observation:

In terms of evidence gathered from teachers and principals, and from research studies dealing with the status of reading on the secondary level, there seems to be ample indication that we have done a better job of showing the need for an extended reading program in grades seven through twelve than we have in training teachers to fill the positions that we have created.²⁷

One of the critical problems encountered by secondary schools is the instruction of students who have reading difficulties.²⁸ Moore states that:

The adequacy of a school's program in reading is given an acid test as pupils seek to extend their understandin through reading in the various fields studied. Failure on the part of pupils to attain the ends sought raises pointed questions concerning the school's efficiency in establishing basic reading habits, in stimulating interest in reading, in adjusting reading demands to the level of reading ability and understanding of the pupils, and in providing essential types of guidance in reading in the content fields.²⁹

Usually high schools have attempted to deal with the student's reading difficulties in the following ways: to give these students who are seriously retarded individual remedial instruction; to give corrective group instruction to those students who suffer from mild cases of reading retardation; and to aid those students who are not classified as retarded, but who encounter difficulties in reading subject content material. In the majority of the schools, these are the only methods which are used. There has been little concrete evidence to show that schools are using other techniques for the

²⁷Sterl A. Artley, "Educating Teachers for Secondary Reading Instruction," Improvement of Reading through Classroom Practice, International Reading Association Conference Proceedings, Volume 10, ed. J. Allen, Figure 1 (Newark: International Reading Association, 1964), p. 19.

²⁸Robert O. Briggs, "Remedial Reading and the Social Studies Teacher," Clearing House 32 (March, 1958), p. 433.

²⁹Moore, Walter J., "Every Teacher is a Teacher of Reading," Kansas University Bulletin of Education, Volume 15 (May, 1961), pp. 85-91.

improvement of reading instruction.³⁰

With the increasing number of deviant readers found in social studies classes it has become evident that materials must be adapted to the reading level of the students. Although an increasing number of educators recognize the problem, there still remains indecision on how to approach the problem. For example, answers to the following questions are sought:

Should this be done by adding courses in reading emphasis to the English classes only? Or should there be an all-school effort to work on reading improvement in all subjects? Or should both of these approaches be used?

The reading process is complicated, therefore, these questions are not easily answered. Social studies reading requires the utilization of a variety of skills. Reading materials may require the use of fundamental or specific skills or both. To ask a remedial reading class to successfully master all of the skills needed would be an "oversimplified approach." It would be ideal if all of these skills could be achieved in a remedial class, but it is not possible because different skills are used in different subjects. We cannot expect a remedial class to provide all those skills needed in the various subject-matter areas.³²

The social studies teacher should play an important role in the teaching of reading in social studies classes. Although, there has been consensus among educators concerning the social studies teacher's responsibility to teach reading as a means to an end. On the other hand, there are those who

³⁰Ibid.

³¹Ibid.

³²Ibid.

have failed to realize the importance of reading to social studies achievement and that the social studies teacher's abilities and talents can be an asset to the social studies reading program.

Teacher education programs have also failed to emphasize the teaching of reading in social studies classes in their preparation of high school social studies teachers. In some instances, it has been the practice to tell prospective teachers that reading is important in social studies but little instruction has been provided pertaining to the teaching of reading.

If the social studies objectives are to be attained by high school students, efforts must be made on the part of teacher education programs at the college level to clarify the role of the social studies teacher in the teaching of reading. Austin recommends ". . . that a course in basic reading instruction be required of all prospective secondary teachers."³³ She also recommends that this course be separate from English courses. Briggs suggests that ". . . every teacher on the secondary level and especially the social studies teacher take a course in elementary reading, preferably remedial reading. The knowledge and insight gained in such a course will do much to help the teacher meet the reading needs the class presents."³⁴

Before attempts are made to teach reading in high school social studies classes, efforts must be made of their roles. We can not expect one to effectively fulfill a role if he is undecided as to what it is. It was suggested earlier that teacher education programs should offer reading courses to their students. School systems can also offer in-service workshops to educate their social studies teachers in the teachings of reading.

³³Austin, op. cit., p. 53.

³⁴Briggs, op. cit., p. 343.

CHAPTER V

Identifying and Diagnosing The Reading Skills of
Students in Social Studies Classes

If reading instruction in social studies is to have a positive effect on all students an attempt must be made to determine the interests, abilities, and needs of all students. According to Johnson:

Good teaching is dependent on understanding of those to be taught. Planning for reading instruction is, therefore, impossible without thorough investigation of each pupil's present level of achievement, his capacity for achievement and his specific strengths and weaknesses.¹

Teachers can gain insight into these factors, by doing evaluations of each child.

The social studies teacher is faced with the developmental and corrective reading problems of their students. In order to help students the teacher needs to have a knowledge of the reading levels of his students. These can be secured by the use of standardized reading tests and informal oral and silent reading inventories.²

Standardized Tests

Standardized or formal testing instruments attempts to measure or rate an individual student's performance in comparison to the performance of other individuals. They are characterized by the following:

¹Marjorie S. Johnson, "Reading Inventories for Classroom Use," Reading in the Secondary Schools, ed. M. Jerry Weiss (New York: The Odyssey Press, Inc. 1961) p. 48.

²Lucian Davis, "Reading Skills in World Geography," Reading Improvement 7 (Winter, 1970), 73.

1. The contents of the tests are selected and arranged systematically according to accepted specifications.
2. The conditions under which the test is given, the directions utilized in giving it, and the time allowed are all standardized to insure uniformity in its administration.
3. The specific method of scoring the test is definite and objective, so that the personal judgment of the rater is eliminated as far as possible in marking the test paper.
4. Standards or norms based on the performances of large numbers of typical pupils are provided, making it possible to evaluate and interpret the scores of an individual pupil.³

Brueckner and Bond caution that ". . . it should be borne in mind that norms are based on average pupils taught by average teachers with average materials, and hence that they are at best measures of mediocrity. These standards are usually surpassed where there is high-grade instruction."⁴

Standardized tests can be classified into two types, general survey, and diagnostic tests. "The difference between a general survey and a diagnostic test is that the former deals with general information for the purposes of determining the effectiveness of instruction, where as the latter deals with such information as will reveal the weaknesses of pupils so that instructions may be adjusted to individual needs."⁵ Survey tests also measure the general level of reading development which has been attained by students and can be used to determine the range of reading abilities in a

³Leo J. Brueckner and Guy L. Bond, The Diagnosis and Treatment of Learning Difficulties, (New York: Appleton-Century-Crafts, Inc., 1955), p. 10.

⁴Ibid.

⁵Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools, (New York: McGraw-Hill Book Company, 1941), p. 328.

particular class. These tests can be used with groups of students or individual students. Survey tests may also yield some diagnostic information which allow students to discuss their responses. On the other hand, diagnostic tests present a more detailed picture of the student's strengths and weaknesses. If students perform poorly on survey tests diagnostic tests may detect their specific difficulties.⁶ Diagnostic tests provide the teacher insights as to the kind of work that the student is capable of performing, and in what areas he may need help in improving certain deficiencies. Since reading and comprehension are important characteristics of social studies diagnostic tests have been designed to measure student's reading abilities in social studies, and have proven to be valuable to teachers in their attempt to meet the needs of students.⁷

Standardized test can be given to the entire school to measure students' reading ability in social studies and general reading. These tests give a composite grade level reading score for each student. The results of the composite scores indicates each students' reading performance in regard to the average student in a given grade. For example, a student with a reading score of 10.6 indicates that the student reads as well as the average student who has been in the tenth grade for six months. On the other hand, a tenth grade student with a score of 8.6 is retarded in his reading ability more than a year. A seventh grade student with a score of 8.6 would be considered

⁶Ruth Strang, Diagnostic Teaching of Reading, (New York: McGraw-Hill Book Company, 1964), 133-134.

⁷Bining and Bining, op. cit., p. 329.

as a superior reader.⁸

Some standardized tests have part-scores which may be used with students. These part-scores may be reading rate, comprehension, and so forth. Diagnostic reading tests, on the most part provide grade level scores for reading rate, comprehension, and vocabulary. The part-scores indicates the students' strengths and weaknesses. For example, if a tenth grade student had a comprehension score of 12.1, a vocabulary score of 11.3, and a reading rate score of 9.2, it would be easily recognized that he should work to improve his reading speed.⁹

Before tests are selected, they need to be examined for their appropriateness. The following questions should be asked before a test is selected:

What is my purpose in giving the test? What are my objectives?
What specific reading abilities do I want my students to achieve?

Which of these objectives can be measured adequately?

Which of these objectives does this test measure adequately?

For which of the objectives must I use some nontest procedure?¹⁰

A number of references may be useful in helping teachers determine the appropriateness of standardized test, for example, Oscar K. Buro's Mental Measurements Yearbook is such a source. It lists all published tests and provides test content, norms, and reviews of each test by prominent persons. Other sources that will aid teachers in their evaluation of tests are Truman

⁸Fraser and West, op. cit., p. 142.

⁹Ibid.

¹⁰Strang, Diagnostic Teaching of Reading, op. cit., p. 135.

L. Kelly's and A. C. Krey's book, Tests and Measurement in the Social Sciences, and Henry Garrett's book, Testing for Teachers.¹¹

In analyzing reading tests, the following form is a valuable guide for teachers in careful test selection:

General facts: Title, author, publisher, designated function.

Reading Abilities Measured: Are they significant and suitable?

Validity: Does it measure what it purports to measure?

Reliability: Is it accurate and consistent?

Diagnostic value: Does it indicate the students' special difficulties and give clues as to why they are having these difficulties?

Norms: What types of norms are available? Are they representative of the total population or of certain groups?

Pupil Performance: What does the pupil do?

Construction of test: How were the exercises selected?

Manual: Are the directions complete and easily intelligible? Are norms included, uses of the test described, and other data given about test and teaching aids?

Costs.

Mechanical considerations: Is it legible, etc.?¹²

Following is a list of standardized tests which are most commonly used in the testing of critical reading, thinking assessment; supporting reference and reference skills for the social studies:

The Brown-Carlson Listening Comprehension Test. Harcourt, Brace and World.

The Brown-Carlson test measures recall, following directions, transitions, vocabulary, and lecture comprehension. (Grades 9-13)

¹¹Phillip Shew, Reading Through The Subject Matter Areas: Reading in the Social Studies, Part I (Chicago: Science Research Associates, Inc., 1969), pp. 5-6.

¹²Strange, Diagnostic Teaching of Reading, op. cit., p. 135.

The Comprehensive Tests of Basic Skills: Reading and Study Skills. California Test Bureau.

These tests measure vocabulary, comprehension, and study skills.
(Grades 2. 5-4; 4-6; 6-8; 8-12)

The Co-operative Reading Comprehension Tests. Educational Testing Service.

These tests measure vocabulary, speed of comprehension, and level of comprehension. (Grades 7-10; 10-14)

The Co-operative Dictionary Test. Educational Testing Service.

This test measures alphabetizing, spelling, pronunciation, and meaning. (Grades 9-12)

Developmental Reading Tests: Primary and Intermediate. Lyons and Carnahan.

These tests measure vocabulary, a variety of comprehension areas and appreciation. (Grades primary, lower primary, upper primary, 4-6)

Diagnostic Reading Tests. Science Research Associates.

These tests survey reading rate, vocabulary, comprehension, rate, and word attack. (Grades K-4; 4-8; 7-13)

Durost-Center Word Mastery Test. Harcourt, Brace and World

This test measures word meanings both in isolation and in content.
(Grades 9-13)

Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities. Van Wagenen ----- Psycho-Educational Research Laboratories.

These tests measure rate of comprehension, vocabulary, range of information, and comprehension. (Grades 4-6; 7-9; 10-12)

Iowa Every Pupil Tests of Basic Skills. Houghton-Mifflin.

These tests measure vocabulary, comprehension, and several types of study skills. (Grades 4-8; 9-13)

Iowa Silent Reading Tests. Harcourt, Brace and World.

The tests measure comprehension, rate vocabulary and locational skills. (Grades 4-8; 9-13)

Iowa Tests of Educational Development. Science Research Associates.

These tests measure comprehension in social studies and in natural sciences. (Grades 9-13)

Sangren-Woody Reading Test. Harcourt, Brace and World.

This test measures reading rate, several types of comprehension, ability to follow-directions, and organization ability. (Grades 4-8)

Scholastic Diagnostic Reading Test. Scholastic Testing Service.

These tests measure vocabulary, comprehension, study skills, and word recognition. (Grades 1-3; 4-6; 7-9)

Sequential Tests of Educational Progress: Reading. Educational Testing Service.

These tests measure comprehension ability. (Grades 4-6; 7-9; 10-12; 13-14)

Test of Study Skills. Steck Company.

This test measures student ability to use references, graphs, tables, maps, and inference. (Grades 4-9)

Test of the Use of Books and Libraries. Educational Testing Service.

This test measures students ability to use library and reference sources. (Grades 7-12)

Tests of Social Studies: Vocabulary and Interpretation of Reading Materials. Educational Testing Service.

These tests measure ability to use social studies vocabulary and to interpret social studies reading matter. (Grades 8-13)

Van Wageningen Analytical Reading Scales. Van Wageningen Psycho-Educational Research Laboratories.

These scales measure comprehension. (Grades 4-6; 7-9; 10-12)

Van Wageningen Listening Vocabulary Scale. Van Wageningen Psycho-Educational Research Laboratories.

This scale measures the student's listening vocabulary. (Grades 2-6)

Watson-Glaser Critical Thinking Appraisal. Harcourt, Brace and World.

This test measures the following aspects of critical thinking: inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. (Grades 9-12)¹³

Informal Tests

The informal test is the second type to measure students abilities, interests, attitudes, and needs. Informal tests have an advantage over standardized tests in that they are teacher made and therefore, are more flexible.

Many social studies teachers at the beginning of the semester become

¹³Phillip Shew, Reading Through the Content Areas, Reading in the Social Studies: Part II (Chicago: Science Research Associates, Inc., 1969), pp. 4-5.

perplexed with regard to the suitability of their materials to the reading interests, and abilities of their students. One of the most valuable instruments used in determining the appropriateness of material is the informal inventory which differs from a standardized test in that it measures or appraises the competence level of the individual on a specific task without comparing it with tasks of others.¹⁴ It measures how well he performs a particular task. The materials used have known levels of difficulty and they attempt to measure the individual's ability or inability to read them adequately.¹⁵

The informal test is a representative passage which is selected from the class textbook. It is usually about three pages long or lengthy enough to develop a sub-theme. The teacher designs a list of at least ten questions which cover the material. The test is administered by instructing the class to read the material silently and answer the ten questions. If they successfully answer seven out of ten questions, it can be assumed that their silent reading comprehension is satisfactory for this particular level of material. Reading passages can also be administered orally by reading the passages aloud and asking students to answer the ten questions. The oral phase of the test measures aural vocabulary and listening comprehension, and usually yields higher results for most students. A third phase of the testing procedure involves selecting a passage at random and asking individual students to read it orally. During this session the teacher should observe such things as hesitations, word attack, omissions, substitutions,

¹⁴Shew, Part I. op. cit., p. 6.

¹⁵Johnson, op. cit., pp. 48-49.

additional, stammering, word meaning, and getting meaning from context clues and punctuation. Phase four consists of reading the passage to the individual student and then asking him to answer the comprehension questions.¹⁶

Inventories can be used as individual or as a group test. The group informal inventory is most desirable for general classroom use, except in cases where students cannot be evaluated adequately without the use of a complete inventory of a clinical nature. For these students, the evaluation may require word recognition tests, in addition to the reading inventory. In either case, students read material of which the difficulty level is known and they answer questions which are designed to measure understanding of what has been read. Usually, when the group procedure is used, the material is at one level of each test. When the individual procedure is used, the individual is administered materials at successively higher levels to read until he reaches the level at which he no longer can read, nor comprehend adequately.¹⁷

At the same time that information is obtained on the appropriate difficulty level of materials for independent reading, instruction, listening activities, and specific abilities can also be evaluated by both the individual and group inventories. In order to obtain all of the needed information, the group procedure may call for several testing sessions in which reading material at various levels is used. By observing how the pupils perform in actual reading situations, the teacher has an opportunity

¹⁶Shew, Part I. op. cit., pp. 6-7.

¹⁷Johnson, op. cit., p. 49.

to determine their levels and needs in either procedure.¹⁸

While testing, the teacher should pay close attention to the student's knowledge and mastery of social studies terms and concepts. Phase four of the testing situation presents the teacher with an opportunity to engage in dialogue with the student about his attitudes toward reading, the social studies and the textbooks or other material that is used. By this method, mutual rapport can be established and both the teacher and student can co-operatively establish the learning objectives that the student hopes to accomplish in social studies.¹⁹

The informal inventory not only gives the teacher information concerning the abilities, needs, and interests of students, it also aids in helping teachers and students to establish a one-to-one relationship. It must be remembered that the inventory is not static, but that it can be altered to meet the individual needs of teachers and students. As conditions, topics, units or material change throughout the school year there is a need for the use of such diagnoses.²⁰

Since the objective of reading instruction in social studies is to help the students improve their reading performance, instruction should begin at the level where he functions adequately. Therefore, the first purpose of the inventory is to find the students' appropriate level of instruction. It attempts to find where the student needs to begin reading. For

¹⁸Ibid.

¹⁹Shew, Part I. op. cit., p. 7.

²⁰Ibid.

example, does a particular tenth grade student need to begin his reading in an eighth, ninth, tenth, or eleventh grade level social studies textbook. At which level do his needs require instructional help and at which level can he benefit most from it?²¹

All of the students' reading material should not require instructional aid. Students should be given the opportunity to experience some success in their reading, to apply their acquired abilities, to direct their own reading activities, and to practice so they can develop reading proficiency. For these objectives to be accomplished, reading must be done at a level where students can read successfully without assistance. Thus, a second purpose of the informal inventory is to determine the student's independent level the highest level at which the student can read well without assistance.²²

Because reading ability is composed of a variety of specific abilities and is not an entity, student's reading performance can only be improved as they acquire the needed skills. Teachers must find out what causes students problems, if they are to plan effective reading instruction in the social studies. A third purpose of the inventory, then, is to obtain information on each student's assets and liabilities in his reading ability.²³

Since student's reading performance is influenced by many factors, there is a fourth purpose of the inventory that seeks to identify these

²¹Johnson, op. cit., p. 49.

²²Ibid.

²³Ibid., p. 50.

factors. This can be accomplished by attempting to answer such questions as:

1. How well is he able to attend and concentrate?
2. What does he expect to get from reading?
3. How he responds to ideas presented by others?
4. How much background of information and experience does he have to bring to the reading?
5. How efficiently does he use his background?²⁴

Informal inventories can be more effective if they are supported by the school librarian whose contribution would be to provide the teacher with a list of library books that are appropriate for the topics the class will study during the school year. This would provide the teacher with a variety of available sources. It would also be of great value if the librarian could provide some indication of the readability level of these materials. When it is not possible to solicit the aid of the librarian in providing information on readability levels, an alternative is to use the SRA Reading Ease Calculator or Edward Fry's Readability Graph which are efficient easy-to-use measures of the approximate readability level of books and materials. Another alternative, when it is impossible to use these two measures, is a suggestion made by Jeannette Veatch who says that if a student misses ten words from two pages of a randomly selected passage that the book is probably too difficult for him to read without trouble. The use of these measures in high school social studies classes may help teachers to ". . . avoid the ego damage that can be so disruptive to the reading progress of the high school student who may just be gaining faith in his ability to learn to

²⁴Ibid.

read.²⁵ This test frequently is an all important accompaniment to a language experience program where the self-confidence of the high school student has been partially restored or generated by reading his own words, and he is seeking to bridge into reading the words of other people.²⁶

Following is an example of how an informal test may be constructed. This particular test was constructed to measure students' attitudes and values prior to discussing a unit on the Bill of Rights:

Students are asked to indicate whether they "agree" or "disagree" with each of the following statements by placing an "X" in an "Agree" or a "Disagree" column to the right of the statements.

	<u>Agree</u>	<u>Disagree</u>
a. Those who demonstrate in front of important municipal facilities should be imprisoned.	_____	_____
b. Silence on the part of a person accused of a crime is an admission of guilt.	_____	_____
c. A man is guilty in effect until proven innocent.	_____	_____
d. Police should have the right to search any man's home.	_____	_____
e. A prime suspect for which no evidence of guilt can be found, should be jailed until evidence against him turns up.	_____	_____
f. The "Pledge of Allegiance" to the American flag should be recited in all American schools.	_____	_____
g. The federal government should censor the news media in the nations best interest.	_____	_____

²⁵ Shew, Part I, op. cit., pp. 7-8.

²⁶ Ibid.

	<u>Agree</u>	<u>Disagree</u>
h. Teachers should be restrained from giving their personal opinion on controversial issues in class.	_____	_____
i. Private property should be taken when our nation's government needs it.	_____	_____
j. Public property, such as a state system of higher education, should be managed exclusively in line with the will of the majority of the people. ²⁷	_____	_____

The preceding test items represents violations of citizen's rights and liberties which are guaranteed in the first ten amendments to the Constitution of the United States. The answers to this test will give some indication of students' attitudes toward defending civil liberties. Shew states that ". . . it is very important that the students have ample opportunity for engaging in an examination of their beliefs and the reasons for those beliefs as part of preparation for citizenship in our society. The teacher should take particular care to differentiate between a student's "unwholesome" and "unpopular" attitudes."²⁸

SOCIAL STUDIES: Group Reading Inventory

Directions for making a group reading inventory using the social studies textbook:

1. Use 26 to 30 questions.
2. Write questions designed to measure the following reading skills in the proportions shown below:
 - (1) Using parts of the book (5 questions)
 - (2) Using resource (library) materials (4 questions)
 - (3) Using maps, pictures, charts, etc. (4 questions)
 - (4) Vocabulary (3 questions)
 - (5) Noting the main idea (3 questions)
 - (6) Noting pertinent supporting details (3 questions)

²⁷Shew, Part II, op. cit., pp. 6-7.

²⁸Ibid., p. 7.

- (7) Drawing conclusions (3 questions)
- (8) Noting the organization of the material (1 question)
- 3. Choose a reading selection of not more than 3-4 pages in length.
- 4. Have questions of skills--(4) thought (8)--vocabulary, main ideas, details, conclusions, and organization--based on the reading selection.
- 5. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As the test is given, let the pupils know the skill being measured.
- 6. Read each question twice.
- 7. Write the page reference of each question on the blackboard as the question is read.
- 8. A pupil is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong. For example, if a pupil gets two vocabulary questions wrong, he will be considered deficient in vocabulary. If he gets only one vocabulary question wrong, he will not be considered deficient in vocabulary. If he gets only one vocabulary question wrong, he will not be considered deficient.

Form of Test (Sample)

Parts of book

- 1. On what page would you find the map that shows (name of map). (tests use of map table found in front of book)
- 2. On what page does a Chapter ____ begin? What is the title of the unit of which it is a part? (use of table of contents)
- 3. How can the introduction on pages ____ help you in your study? (shows understanding of unit introduction)
- 4. Of what value are the questions, activities, and vocabulary shown on pages ____ to you for the understanding of the material of the textbook? (shows understanding of specific textbook study aids)
- 5. In what part of the book would you look to find the page references of this topic? ____ (purpose of index)

Use of resources

- 6. What library aid will tell you the library number of the book ____, so that you would be able to find it on the shelves? (knowledge of function of card catalogue)
- 7. What is a biography (shows knowledge of a type of reference)
- 8. Name one set of encyclopedias. How are the topics in them arranged? (shows knowledge of a type of reference material)
- 9. Name a library guide that will help you to find a specific magazine article _____. If you were to give a report in class and you knew that most of your information would be in current magazines, what guide would you use that would tell you what magazine to use and what issue of it to use for information on your topic? (shows knowledge of a type of library guide to research)

Use of maps, charts, etc.

- 10. What does the map on page ____ show you? (shows an understanding of fundamental idea of map)

11. What do the black areas (or some other special feature) shown on the map on page _____ represent? (shows ability to read information from a map)
12. Turn to page _____. Ask for some specific bit of information that is shown by the chart. Example: "What are the three branches of our Federal Government?" (shows ability to understand diagrams)
13. Turn to page _____. Ask for some specific bit of information that is shown by the picture. Ask also for interpretation. Example: Picture showing sod house on the prairie: "What is the settler's house made of? Can you tell why that type of building material is used?" (shows ability to understand and interpret picture)

Vocabulary

- Read pages _____.
14. Define _____.
 15. What did "So and So" mean when he said _____ (word or term to be defined from the comment must be pointed out to the pupils)? (contextual meanings)
 16. What is a _____?

Noting main ideas

17. Questions to ask for only the main points of
18. information--main ideas of the longer
19. important paragraphs.

Noting details

20. Questions to ask for specific bits of
21. information about the principal characters
22. or ideas of the material.

Drawing conclusions

23. Questions, the answers of which are not completely in the textbook.
Questions
24. beginning with "Why," making comparisons, predicting events,
25. usually measure drawing conclusions. Example: "Why did the pioneers brave the dangers to move westward?"
26. Each author follows an outline in writing this information in your textbook. In looking through the chapter (one from which the reading selection was taken) write down the author's first main topic.

or

If you were to outline the material that you have read, what would be the 1-2-3 main topics (headings) of your outline?²⁹

Standardized and informal tests are an essential part of teaching reading in the social studies. Before any attempt is made to teach reading in

²⁹Strang, Diagnostic Teaching of Reading, op. cit., p. 125-127.

social studies, there must be an assessment of students needs, interests and abilities. Teachers can also gain insight concerning students from their cumulative records, intelligence test scores, and observations by teachers.

CHAPTER VI

Reading Skills Needed in High School Social Studies

There are certain reading skills which are required in the reading of social studies materials. Specific instruction should be given in an attempt to master these skills, and for students to apply those skills in which they are already efficient to the reading of social studies material. It is the business of all teachers in the school to teach the communication skills--reading, listening, writing, and speaking. Therefore, it becomes the social studies teacher's responsibility to teach those skills that his students need for the profitable and successful study of the discipline.¹

Wesley states that the following skills are most often required for the reading of social studies materials:

1. To recognize the denotation of a word.
2. To appreciate one or more connotations.
3. To formulate an inclusive concept.
4. To interpret figurative meanings.
5. To understand abstract words.
6. To apply general concepts to particular instances.
7. To infer the meaning of a word from context.
8. To recognize synonyms in a series.
9. To adjust speed to the purpose of reading.
10. To recognize discrete meaning in a series.
11. To adjust speed to the purpose of reading.

¹Edwin Carr, The Social Studies, (New York: Center for Applied Research in Education, Inc., 1965) pp. 72-73.

12. To select materials relevant to desired information.
13. To relate ideas to previously encountered ideas.
14. To read rapidly, considering only what is relevant.
15. To identify materials relevant to a generalization.
16. To relate information to a generalization.
17. To formulate generalizations.
18. To recognize major points.
19. To subordinate minor points.
20. To discard preconceptions and secure the author's meaning.
21. To evaluate the reliability of a statement.
22. To compare statements.
23. To contrast conflicting statements.
24. To distinguish fact from opinion.
25. To relate effect to cause.
26. To know when and how to use the dictionary.
27. To read graphs, tables, diagrams, etc.
28. To interpret pictures.
29. To use aids to map interpretations.
30. To recognize words and topic sentences.
31. To sense the structure of what is read.
32. To understand implications as well as overt statements.
33. To recognize the author's assumptions.
34. To understand allusions.
35. To transfer ideas from one setting to another.
36. To image what is described by the author.²

²Wesley, op. cit., p. 250.

Of the skills needed for effective social studies reading, the technical vocabulary is not only essential to successful social studies achievement, but it also presents the student with the problems of pronunciation and meaning.

Barr's and Gifford's investigation pertaining to the technical vocabulary of United States History textbooks revealed that:

1. There were 1,900 most frequently used words in senior high-school textbooks in American history.
2. About 7,631 different words occurs in these texts, not including the 3,000 more that were eliminated by criterion.
3. The first 1,900 words included all the words found in 75 percent of the books.
4. All of the 1,900 words occurred in at least six of the eight texts.
5. There were 118 words that occurred in all of the textbooks.³

The combination of Barr's and Gifford's investigation with those of Pressey,⁴ Stephenson,⁵ and McGehee,⁶ and others revealed that there were over 3,000 different words common to all social studies material. These studies revealed the extensiveness of the social studies vocabulary.

As stated earlier, the social studies vocabulary usually presents students with the problems of pronunciation and meanings. Students are confronted with proper names with which they are not familiar. Students on the high school level encounter such words as "Aristotle, Attila, Renaissance, and

³A. S. Barr and C. W. Gifford, "Vocabulary of American History in Senior High Textbooks in American History," Journal of Educational Research 20 (September, 1929), pp. 103-121.

⁴L. C. Pressey, "The Determination of the Technical Vocabulary of the School Subjects," School and Society 20 (July, 1924), pp. 91-96.

⁵A. W. Stephenson, "The Special Vocabulary of Civics," Journal of Educational Research 28 (December, 1928), pp. 297-304.

⁶A. W. Stephenson and W. R. McGehee, "Vocabulary Common to Civics and American History," Journal of Educational Research 22 (June, 1930), pp. 52-58.

Byzantine."⁷ There is a galaxy of other words found in the social studies which the student will need to interpret. Therefore, there is a need for the development and use of phonics skills, word-recognition techniques, analysis of structure, and context clues. In many instances, students are given sufficient instruction in the syllabication of one word syllables, but they are not given adequate instruction in dividing multi-syllabic words. Instruction should be given on recognition skills by teachers even if a pronunciation guide is provided for the student's use.⁸

Students should also be instructed in the recognition of prefixes, roots and suffixes in words. "Once the word is thus stripped down to the chassis and the framework located, the synthesis can proceed systematically."⁹ For example, if students are working with the word "Alhambra," they can make use of syllable subdivision. If they have been taught that division between words usually occurs at double consonants they will have little trouble. "Alhambra" would be divided as "Al-ham-bra." Another example is the word "Indonesia." Using the preceeding generalization, the student would know that the first syllable is "In" and if he knows that there is a generalization which states that "a syllable usually ends before a single consonant," he will be able to divide the word as follows: "In-do-ne-sia." If he has also been taught that syllables which end with a vowel usually have a long sound, then he will have background to attack the pronunciation of the word. Students should also be instructed in the use of the dictionary or glossary to check their pronunciation of words.¹⁰

⁷Huss, op. cit., p. 99.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

Words of foreign origin (Greek, Latin, French, Spanish, or German) should also be included in word study lists because of differences in their pronunciation. These words should be taught when discussing the countries of their origin, or wherever encountered in social studies material. There are also some words with which the student may be familiar and he may associate one particular meaning, but may not know the meaning of the word when it is used in social studies context. Such examples are: plain, branch, quarter, pan, cape, gap, belt, mouth, cancer, source, and range. In many instances, teachers allow students to skip over familiar words, assuming that students have clear meaning of the words. This should not be taken for granted. Students should be encouraged to check familiar and unfamiliar words that do not make sense when they are used in new context. In addition to these difficulties, some of the words may change their meaning in the passage or chapter, and the reader should be aware of such changes if he is to get an understanding of the material being read. The pronouns "it" and "that" which change their "referents" are examples of this. Other examples are words which are similar to "regular." The meaning of "regular" is changed when it is used with terms like army, winds, routes, mountain ranges, or trade routes.¹¹

The vocabulary problem which is most complicated is that which results from the large number of new words with which the students are not familiar, and which correct pronunciation, and meaning they do not know. This problem requires that the reader apply techniques of word recognition and make use of context clues to arrive at a correct meaning. The readers' meaning may be

¹¹Ibid., p. 100.

checked with that of a dictionary or glossary, or he can continue to read relying on the association that he has to find, if the meaning of the word or concept will be later clarified. If the student uses the dictionary, he may have to substitute several meanings before he can find one that fits. Students tend to skip words with the hope that their meanings will be clearly stated as they read along. This occurs most often when the student encounters many new words. "It is easier for students to skip along, hoping that the meaning will be clarified in later discussions with little effort on their part. "This has particular reference to poor readers and slow-learners who usually stop attempting to read once the vocabulary becomes too large.¹²

Huss makes the following observation concerning the difficulty of social studies material:

A recent issue of National Geographic, a magazine often used in the secondary school as well as in upper elementary grades contains the following unusual words or phrases in the space of a few pages in an article on New Zealand: "Rotorua," "thermal district," "Polynesia," "cold tussock desert," "Thames," "Chelsea," "nomad," "after a spell in Spain," "bush," "Kauri gum," "Kiwi," "moori," "Cape Maria van Dieman," "Heemskerck," and "Governor General." Some of these terms ("bush," "thermal," and "spell") are known words whose meanings can be inferred from context. Other's, however, such as "tussock," meaning a tuft of growing grass," are likely to become intelligible only through use of the dictionary. Words like "Cape Maria van Dieman" and "Keemskerick" requires some knowledge of foreign pronunciation. The necessary heavy vocabulary load of materials that deal with foreign cultures or times past complicates the process of reading and learning. To add to the difficulty, there are phrases and abstract terms that require interpretation, such as "the crown's" representative," "flung lonely, as by some giant hand," "a treasure locked in a vast ocean," "gift of the sea," "dominion," "sovereignty," and "eating up 2000 acres of good farmland." To make sense from these context demands attention and concentration, plus to hear the pertinent past experiences.¹³

¹²Ibid.

¹³Ibid., pp. 100-101.

Hobson suggests the following methods for helping students build a social studies vocabulary:

1. Help pupils to correlate the new words or terms with a current event to show their importance to a particular age group.
2. Send pupils directly to the dictionary for brief periods of study of a word, have them use the different meaning in meaningful sentences, determine which of these sentences best expressed the intended tended meaning of the word in the context being studied.
3. In building background, call attention to new words in class discussion. Place new words on the board, or duplicate on discussion sheets, in sentences which give meaning, and illustrate how these discussions can be applied to later uses of the word as the pupil needs them. (New words are either individual, as they stem from personal activities, or of class significance in connection with units or projects.)
4. Hold daily discussions of words and terms giving special attention to word roots and to shades of meanings. After such study, relate the words or terms to the assignment.
5. Have pupils underline new words in the text and write the meanings at the bottom of the page.
6. Have pupils tell what they think a word means from context.
7. Encourage pupils to use difficult words in their own sentences.
8. Teach pupils how to make and use a personal card-file dictionary of words of interest and of value to them. Include on each card the word, its pronunciation, its meaning, and its use in a sentence.
9. Help pupils understand how words are tools of communication rather than problems to be solved.
10. Teach pupils thought methods, rather than memorization alone, for gaining word power in pronunciation, recognition, meaning, and spelling.
11. Encourage pupils to add the words in the glossary at the back of the book to their vocabularies.
12. Teach pupils to relate new words to various language sources and to their acquaintance with roots, prefixes, and suffixes in order

to gain meanings readily.¹⁴ For example, students can be shown that the variants and derivatives of "conform" can be shown as "conformist," "conformity," "nonconformist," and "nonconformity." It can then be pointed out that "conform" is the root word in each of the words and that each word retains the same meaning as the root word. It should also be pointed out that other variant forms of the word can be made by adding s, ed, ing, to the root, "conform."¹⁵

In addition to the preceeding suggestions given concerning the effective teaching of the social studies vocabulary, teachers will find it extremely helpful if they are aware of the sequential manner in which word attack principles should be presented to students. Heilman suggests that they be presented in the following manner:

1. Teaching consonant sounds:
 - a. initial consonants
 - b. consonant diagraphs (sh, wh, th, ch)
 - c. consonant blends (br, cl, str, etc.)
 - d. substituting initial consonant sounds
 - e. sounding consonants at the end of words
 - f. consonant diagraphs (nk, ng, ck, qu)
 - g. consonant irregularities
 - h. silent consonants
 - i. sight word--list nonphonics spellings
 - j. contractions

¹⁴Cloy S. Hobson, "Reading Skills and Habits Needed in the Social Studies, Teaching Reading in High Schools, Kansas Studies in Education, 10 (Lawrence: University of Kansas Publications, 1960), pp. 11-12.

¹⁵Lois V. Johnson and Mary Bany, "Teaching Reading Skills in United States History, Clearing House, 30 (February, 1956), pp. 371-374.

2. Teaching vowel sounds:
 - a. short vowel sounds
 - b. long vowel sounds
 - c. teaching long and short sound together
 - d. exceptions to vowel rules taught
 - e. diphthongs
 - f. sounds of oo and oo
3. Syllabication:
 - a. rules
 - b. prefixes and suffixes
 - c. doubling final consonants
 - d. accent¹⁶

Many high school social studies teachers are reluctant to teach their students word attack skills because it entails having a knowledge of phonics, structural analysis, and linguistics and they have not had any formal training in these areas. Shew suggests that teachers who are faced with this dilemma should consult Arthur Heilman introductory text entitled Phonics in Proper Perspectives, Charles E. Merrill, 1966 and Carl Lefeuere's Linguistics and the Teaching of Reading, McGraw-Hill, 1964.¹⁷

Providing direct experiences for students may be a useful aid in developing meanings and understandings of words, phrases, and abstract concepts of terminologies and their relationships. These experiences may be provided in the form of educational field trips. For secondary students, this may include visiting governmental agencies, historical sites, museums,

¹⁶Arthur Heilman, Phonics in Proper Perspective, Columbus, Ohio: Charles E. Merrill Company, 1966, pp. 19-20.

¹⁷Shew, Part I. op. cit., p. 8.

or cities under discussion. Student exchanges with other school systems may be useful in accomplishing this goal. Although such activities may serve the same purpose for the different grade levels, it must be remembered that in the secondary school the complexity and duration of such trips is more detailed and lengthy. The students experiences should be designed so as to "acquire information in more areas and in greater detail and abstractions, learn more technical terms, and understand more complex relationships."¹⁸

The use of resource persons and exhibits in the classroom will enable students to gain meanings to words. Hearing explanations and seeing illustrations help students gain a clearer meaning of words. If direct experiences are not possible or feasible, they may be substituted with things that resemble real experiences. Examples are: films, filmstrips, recordings, pictorial maps, graphs, charts, pictures, and models. Teachers should make use of these devices as a means of exposing students to certain experiences so that they can make associations between experiences and the meaning of printed matter.¹⁹

Discussions, or expositions can be used as a means of developing, clarifying, and extending the social studies vocabulary. With the use of vivid presentations, teachers can help students to associate past experiences or knowledge with that which is new. Such presentations not only aid students in understanding, but also help students to remember. Teachers should use their discretion in determining the number of ideas or terms to use at a

¹⁸Huss, op. cit., p. 101.

¹⁹Ibid.

particular time. Their decision depends on the rate the terms are introduced and upon their complexity. Teachers are cautioned that the use of many complex words at a fast rate may result in misunderstandings and confusion of terms.

As stated earlier, word lists composed by students also serves as an aid to vocabulary development. These lists consist of words which are unknown or difficult to students. Teachers can help students start their word lists giving them social studies words that occur often and require that they know specific meanings. Examples of these are government, parliament, capital, kingdom, empire, republic, nation and country. High school students could also devise other lists which would include "fighting words," or words connoting speed, prestige, depression, or other emotional reactions. These words are important for study because they offer insight about how mood is created by authors in materials. Examples of these types of material are advertising, editorials, or reports dealing with political activities. Instructing students in the interpretation and recognition of social studies terminology is a responsibility of the high school teacher and the instructor in undergraduate and graduate courses at the college level.²⁰

Pupils' knowledge of the technical vocabulary of a subject may be easily tested by selecting terms from the glossary, and asking pupils the definitions. "If the teachers suspects that a pupil possesses greater potential reading ability than he shows in his class work, the teacher may compare his comprehension when listening to a passage of given difficulty, and his comprehension when reading a passage of similar difficulty."²¹

²⁰Ibid., p. 103.

²¹Strang, "Developing Skills in the Content Area," op. cit., p. 305.

It is very important that students be instructed in vocabulary building in social studies. Authorities feel that the social studies vocabulary plays an important role in social studies achievement. In a list composed by Bond and Bond the difficulties encountered in reading in social studies were listed in the following order of importance:

1. Difficulties of vocabulary
2. Difficulties of specialized meaning
3. Difficulties due to contractions
4. Difficulties of ideas
5. Difficulties of sentence length
6. Difficulties of abstractions
7. Problems of organizations
8. Difficulties of reading critically
9. Difficulties in locating material
10. Difficulties in reading maps, graphs, and other pictorial materials.²²

If we are to produce good social studies readers, we must help them to build their social studies vocabulary so that they will be able to:

1. Have an interest in words as tools of communication and thought.
2. Use thought processes as well as memory to develop an adequate social studies vocabulary.
3. Have a systematic, continuing method of word study for social studies vocabulary building.²³

Adjusting or adopting rate of reading is another skill which is needed

²²Guy L. Bond and Eva Bond, Developmental Reading in High School (New York: MacMillan Company, 1942), pp. 177-80.

²³Hobson, op. cit., 10.

in reading social studies. The good reader in social studies should be able to:

1. Determine the purpose for the reading of particular items and appropriate speeds for reading them.
2. Recognize types of content, the relative difficulty of comprehension, and appropriate speeds for reading each type.²⁴

One's reading rate is affected by many factors. One's mental capacity, individual basic reading skills, familiarity with the subject of the material, the difficulty level of the material and the purpose for which he is reading affects his reading speed. Reading speed varies with the material being read.²⁵

Reading rate of speed has been classified into four areas (1) skimming; (2) cursory reading; (3) study reading; and (4) critical reading.

Skimming is the most rapid type of reading. It consists of looking over material for key words or phrases as a means of determining the exact location of materials to obtain an overall view of lengthy material before it is carefully read or to determine if the material is pertinent to the question or problem that is to be solved. Skimming to find the location of material is used for doing reference work with the use of encyclopedias, dictionaries, almanacs, atlases, or directories. Survey skimming is used to determine the composition of material and what parts, if any, are relevant to the problem being considered. Pupils should be taught to use location skimming to locate words in dictionaries, areas or maps, specific material

²⁴Ibid., p. 11.

²⁵Huss, op. cit., p. 103.

(sections or articles) in an encyclopedia, or to look for "such elusive data as dates, amount of money, exact quotations, and the like."²⁶

Getting students to skim can be accomplished by asking that they find the material that tells a particular thing, rather than asking that they read until they find the material that tells a particular thing. Teachers can also aid pupils in effective skimming by suggesting that they use hints and clues (heading or guide words, boldface type, or words in quotation, dates, capitol letters, italicized words, and specific words.) Skimming prevents students from wasting time on material which is irrelevant, and helps them locate relevant material faster.²⁷

Cursory is a second type of reading rate which requires that students read as rapid as possible. They are allowed to skip words that they do not know and to read on to obtain the main idea or a general view of the material. It is similar to skimming, but differs in that it requires that main units be read in greater detail. Cursory reading may be helpful in reviewing material that has been read previously which is to be summarized; to make generalizations; to validate one's impressions; to find the main idea; to construct questions concerning the material; or to determine the usefulness of the material to a particular problem.²⁸

Pupils who find it difficult to maintain the rate of speed required by cursory reading should be given easier material which is ". . . spaced in thought units or to have them pick out the thought units or groups of

²⁶Ibid., pp. 103-104.

²⁷Ibid.

²⁸Ibid., p. 105.

words in a selection that may be seen at one look."²⁹ As assignments increase in length, the reading rate becomes very important. This is true at the secondary school level, and especially so at the college level. High School students who have poor word-recognition techniques, are word-by-word readers, and who lack background experiences that aid them in comprehension will find that their reading rate is too low for successful academic achievement. One's reading rate can be improved through the use of practical word attack exercises, phrase reading exercises, browsing in books with vivid illustrations or gaining first hand experiences, exposure to informational films, and using various visual aids. If students have not acquired the basic reading skills, they cannot read at a fast rate without a loss in comprehension. When students have obtained these skills, timing them will aid in increasing their reading speed.³⁰

A third type of reading rate is study reading. It requires that an adjustment be made in rate of reading social studies materials at any grade level. The purpose of this type of reading is to read for maximum understanding. Study reading would be used when reading is done, to create or visualize a particular scene; to follow an argument; to comprehend; to make an outline; to prepare a play; to write entries for a fictitious diary; to get information for making a mural; to take an open book examination; or just to remember and organize what one reads daily. Social studies assignments require that students be able to read with optimum speed and concentration. Teachers can help students recognize how the general structure that they found

²⁹Ibid.

³⁰Ibid.

when skimming is now completed with explanations, illustrations, and examples, and how parts of material is fitted together to make a whole. They can perceive how new discoveries, revolutions, the fall of empires, or other events build up to a climax. By listing the events in order, they can then see a progression which is gradual and logical.³¹

Unique types of material are found in each of the social studies which require that a variety of reading-study skills be utilized. Successful social studies achievement is dependent on the reading charts, graphs, and tables, map-reading, use of reference books, dictionaries, indices, skill in locating, using and organizing information. These skills can be examined diagnostically, and appropriate remedial work can be given to individual students if necessary.³² A large number of the social studies activities that following reading can only be successfully accomplished when students have noted details and have remembered them. Study reading is necessary for effective study, and it must be done with sufficient enough ease and speed "to keep abreast of assignments" or social studies achievement will be restricted.³³

The slowest reading rate is critical or reflective reading. When reading critically the reader pauses to recall information and make associations; to deliberate and make comparisons; to ponder a clever statement and recognize and appreciate the author's skill; to observe and evaluate the style of writing; the mood which is created; and the purpose of the author. "This

³¹Ibid., pp. 105-106.

³²Leo C. Fay, "What Research Has to Say About Reading in the Content Areas," The Reading Teacher 8 (February, 1955), 72.

³³Huss, op. cit., p. 106.

kind of reading is typical of readers who savor what they read and hesitate to quit, for they are truly making what they read their own."³⁴

As secondary students are introduced to the writing of adults, they encounter patterns of style which are complex. High school students need to trace allusions and to recognize the emotional appeals of such words as poverty-stricken, incredible, elegant, infallible, extravagant, restless, harsh, oppressed, and colossal. They also need to recognize the point of view of the author. Students need to be able to think and ask questions critically:

Is he trying to convert or debunk?

Is he presenting factual information or only his opinion?

Is his style direct and straight forward, or is he writing "tongue in cheek?"³⁵

Every course of study in the social studies offers opportunities for the development of skill in critical thinking, regardless of the grade level. For example, on the high school level controversial events such as the Boston Tea Party and the colonist, and the extent to which slavery caused the Civil War are exercises in which students can apply critical reading and thinking. Other questions can be raised in world history classes in which students have to evaluate the reasons for the causes and results of wars, and the rise and fall of empires or nations. Other areas which require critical analysis continually are:

In geography, there are problems of national stereotypes and disparities in standards of living.

In economics, the interrelationships of big labor, big business,

³⁴Ibid.

³⁵Ibid., p. 107.

and big government, as well as the parity-price-support policy for the farmer. In the government course, attention must be paid to the role of the citizen in making all levels of government responsive to the needs of the people.³⁶

Therefore, a good reader in social studies should be able to adjust his speed of reading to the purpose and to the type of content:

1. Point out that different material, different subjects, and different paragraphs with the same story have great variance in the degree of readability and comprehension.
2. Develop the idea that it would be impossible for all pupils to cover the same material in the same time and that each must try to adjust his reading speed to his comprehension level.
3. Adjust the length of the daily assignments to the estimated average speed of reading of the group.
4. Teach the place and the value of skimming in preparation of assignments.
5. Instruct in the methods of reading for the varied purposes of reading the same, similar, or different materials.
6. Early in the school year, spend one week or more on informal teaching and testing the pupil's rate and comprehension. Encourage pupils to experiment with different rates for different types of material and different purposes for reading.
7. Stress intensive reading by suggestion periodically the proper way to read a textbook: (a) reflect on chapter topic, (b) read preface material and unit titles (c) read questions and study vocabulary at the end of the chapter, (d) read chapter material, and (e) check questions again seeing how well material was read.
8. Advise those who have difficulty understanding or retaining the information to take notes or outline the material.
9. Have students first read chapter titles and section headings and from them formulate questions to be answered by reading.³⁷

³⁶Isidore Starr, "The Nature of Critical Thinking and Its Application in the Social Studies," Skill Development in Social Studies, Thirty-Third Yearbook, ed. Helen McCracken Carpenter (Washington: National Council for the Social Studies, 1963), pp. 42-43.

³⁷Hobson, op. cit., pp. 13-14.

Comprehension is usually ranked in second place as a difficulty in social studies reading. Studies by Sayre,³⁸ Artley,³⁹ Covell,⁴⁰ Krantz,⁴¹ and Sanders⁴² have revealed that when students were instructed in comprehension skills their social studies achievement showed improvement.

Comprehension which is the act of getting meaning is basic to all types of reading. The students' past experience, kind of material and purpose influence his comprehension. Therefore, it is the teacher's responsibility to provide students with backgrounds of first-hand experiences, and to establish functional purposes.⁴³ Of course reading speed is important in social studies, but it is a senseless waste without comprehension. The objective of reading in social studies is for the student to read at a rate at which he does not sacrifice comprehension.⁴⁴

Following is a list of methods and devices which may be used by social studies teachers to improve students' comprehension skills:

1. Recall the experiences of former pupils in their initial contact with the material and plan ways to help present pupils to avoid anticipated difficulties.
2. Develop a list of resource materials that are readily available for use and adapt it to individual needs.

³⁸Harrison M. Sayre, "Teaching Reading in the Current Events Class," Journal of Education Research 33 (April, 1940), 561-568.

³⁹Artley, op. cit., pp. 464-473.

⁴⁰Covell, op. cit., pp. 14-16.

⁴¹Krantz, op. cit., pp. 98-114.

⁴²Sanders, op. cit., p. 286.

⁴³Fay Adams, Lillian Gray and Dora Reese, Teaching Children To Read (New York: The Ronald Press Company, 1949), pp. 502-505.

⁴⁴Fraser and West, op. cit., pp. 153-154.

3. Ask pupils to relate vacation and other experiences and to bring available types of illustrative material from their experiences to make social studies readings more meaningful.
4. Use films and pictures, stories told by members of the class, displays, and maps to illustrate readings in social studies.
5. Stress current news in government classes to show that the test material is in action at all times with such activities as: take trips to court during a study of the judiciary; assign one or two pupils to accompany the city manager at his work during an entire day and report to the class; use mock sessions of Congress, debates, panel discussions, and oral reports to clarify meanings.
6. Use films, recordings, drawings, opaque projections, dramatizations, cartoons, models, pantomining, storytelling, and exhibits to add meaning to material read.
7. Ask pupils to bring clippings or pictures relating to something they have studied such as a picture of Mayflower II when or after studying about the Pilgrims.⁴⁵

Huss states that the following is basic to the acquisition of concepts in reading social studies material:

The ability to recognize the way in which the material is organized, whether in sequence or logically, and to see the relationships that are stated directly or implied; to analyze connections between events so that inferences can be made as to cause and effect; to form mental images of space and distance; to recall and make judgments from the perspective gained by combining past experiences with present knowledge; and to see similarities between what is read with what has been previously experienced or determine what can be applied to present day life.⁴⁶

Social studies material is written in an reportorial fashion and objective manner with an attempt to record or write events as they occurred.

⁴⁵Hobson, op. cit., p. 13.

⁴⁶Huss, op. cit., p. 107.

There is a great need to understand sequence and chronology in social studies material. High school should also be able to form cross-sectional views from social studies material. Ideas can be developed logically by instructing students on how to build-up a reasonable line of argument. High school students should be able to determine if the main idea follows each in a proper order, whether an idea comes from or is related to the preceding idea; whether ideas are explained, expanded, and substantiated with adequate detail.⁴⁷

Students can be given exercises in which they read silently to find main ideas and then supporting details. They can also be given completion questions in which they have to supply the missing details which supports the main ideas. The students should be allowed to refer to the paragraph read in defending their answers.⁴⁸

In order to interpret facts in social studies, students must be able to see the connection between events and results. Practice should be given in cause and effect relationships so that students will become familiar with them. When dealing with chronological relationships, practice can be given by having students make charts which are divided into double-columns and in which they list events in one column and results in the other column. Another technique is to have students make a list of episodes or events as they progress towards a climax. Students may also gain practice and understanding of cause and effect relationships if they are asked to study a physical

⁴⁷Ibid.

⁴⁸Metropolitan School Study Council, Five Steps to Reading Success in Sciences, Social Studies, and Mathematics (New York: Metropolitan School Study Council, 1954), pp. 11-13.

map and note how coast line, drainage basins, terrain, relative location and other geographic features may be useful in the prediction of population centers, types of occupations that can be supported by the land, and the products that will be produced and made available for trade. Students can make more accurate predictions if they are given such features as the rainfall, temperature, and prevailing wind data. Commercial and industrial statistics and political maps can be used to check the pupils.

Analyzing maps gives students practice and understanding in seeing relationships. It also shows and presents them with a method to make logical deductions from data, and to interrelate various items of data as a means of drawing a conclusion.⁴⁹

The scope of social studies content involves the relationship of space and distance, both on the surface of the earth and in the atmosphere. Examples of such relationships are found when students study physical and political maps, road maps, rainfall maps, hydrographic and astronomical charts to make comparisons of the distance of these with knowledge that they already have. There is a need for students to build mental images of space. These may not be too clear because students and even adults find it difficult to judge such things as the distance of the sun, moon, and planets, or the distance between Seattle and San Diego as compared with that between Minneapolis and New York. Simple techniques can be used by teachers to demonstrate space-and-distance relationships. For example, a globe and a piece of string can be used to illustrate why a great circle route appears to be curved on a flat map. Students can be helped to understand the distortion inherent in

⁴⁹Huss, op. cit., p. 109.

most projections by using maps with various projections and comparing distance with those on globes. Activities such as these can be used by teachers to help students in acquiring ideas about space and distance.⁵⁰

If students are to understand the verbal material in their social studies textbooks they must learn to interpret maps, globes, charts and graphs skillfully because they are used extensively in social studies texts. If students are to read maps competently they must:

1. Understand the various types of maps and what they show. For example, they must understand the difference between cultural maps, topographical maps, thermal maps, magnetic maps, and global maps. A bulletin-board display of the various kinds of maps will help students attain this objective.
2. Develop the skills to basic map-reading; namely, correct use of the scale; understanding of direction, latitude and longitude; recognition of the symbols used and of the significance of the colors; and careful notation of the date of the map.
3. Know how to relate the map to the problem which they are studying. The Tennessee Valley Authority development, for example, has little meaning to students who cannot read the maps of the Tennessee Valley.⁵¹

The use of an effective reading approach as well as intelligence is required in determining the relative importance of several main ideas found in a particular selection or in judging which of several causes are the important or crucial ones. High school students can be taught to recognize the importance of ideas by having students to analyze events as they proceed toward a goal or action and to decide where the "point of no return" occurs. Students can also interpret and speculate on what might have happened if

⁵⁰Ibid., pp. 109-110.

⁵¹Frances Hunter Ferrell, "Methods of Increasing Competence in Interpreting Social-Studies Materials: In Grades Ten to Fourteen," Improving Reading in All Curriculum Areas, Proceedings of the Annual Conference on Reading, 10, ed. William S. Gray (Chicago: University of Chicago Press, 1952), p. 184.

events other than the ones presented had occurred. For example, students may speculate on the idea of Marco Polo not having gone to China, which is a reversal of what actually happened. This reversal of events would pose questions for thought and speculation. An example of such a question may be: If Marco Polo had not gone to China, how long would it have taken to create widespread interest among Europeans in products from the Orient? Another activity that may be used to help students judge the relative importance of ideas is to have them read from various sources concerning one particular event and to note those events which are always included and those which are sometime omitted. Although the frequency that an event is mentioned does not always indicate its importance, the mere fact that several authors feel that it is important enough to elaborate on, aids students in judging its importance. Students should also be assigned readings in sources other than their textbooks so that they can make comparisons and gain insight into distinguishing the relative importance of ideas.⁵²

Valid techniques for judging importance can be fostered only when students have such backgrounds for helping students develop perspectives from the limited views that they possess.⁵³

Students should be taught to apply their personal experiences to social studies reading. Our goal should be to produce good readers in our social studies classes. When this goal is accomplished students should be able to find intrinsic motivation for reading social studies material by:

⁵²Huss, op. cit., p. 110.

⁵³Ibid.

1. Having an interest in the content that can be acquired through social studies reading.
2. Recognizing that social studies reading may be pleasurable.
3. Desiring to discover the truth about social situations by wide, well selected reading.⁵⁴

Applying what has been read to one's personal experiences is another technique which can be used to see and understand relationships. Such application may be done for validation, assimilation, utilization, and enjoyment. When students read about airplanes or boats they can relate these ideas to their own experiences with airplane, boats, airports and ports. Afterward, the student builds these images into a mental framework which may be visualized into a long horizontal line, which includes specific points of reference which are significant to them. Some images may be built up on a vertical pattern with stages building upward according to some defined levels such as centuries or decades, or according to events which are significant, for example, events like grandmother's golden wedding anniversary, Columbus' first voyage to the new world, or the fall of the Roman Empire. As students acquire new information, it is stored away for future use. With sufficient exposure and practice students get to the point where they build concepts and begin to deal with symbols and abstractions without making extensive use of firsthand experiences as the basis for these concepts.⁵⁵

Teachers can use the following methods to help students to find intrinsic motivations and to apply personal experiences:

1. Project questions or problems by taking the critical viewpoint of the principles presented or by taking a contrary opinion so the

⁵⁴Hobson, op. cit., p. 10.

⁵⁵Huss, op. cit., p. 111.

class will need to justify their opinion.

2. Pose some questions that the material should answer.
3. Assign a project that requires reading of description or directions such as making a globe.
4. Encourage statement of opinions; then challenge pupils to holster their opinions by reading.
5. Employ the "mystery" element or the "build-up" to catch interest; then ask pupils to read to satisfy their curiosity.
6. Tell pupils a story up to a crucial point; then assign reading to find out the conclusion of the story.
7. Tell pupils a story, but leave out the names of those involved; then assign reading in order for them to identify the characters.⁵⁶

High school social studies is geared toward teaching concepts. Garrison and Garrison have stated that ". . . for the development of social concepts, it is important that concrete situations be provided." In other words, when concepts are introduced or explained, they should be related to situations of which the student is aware.⁵⁷

Promoting wide reading from various sources is one of the best ways to expand the concepts of students and to enlarge their store of information. The unit method is useful in providing a wide range of reading from various sources. It also encourages students at the beginning to read in order to learn enough to ask relevant questions for study. It is a good practice to provide material for browsing that will help students to formulate their questions when the introduction is being given the unit. Finding the answers to these questions, automatically, becomes the students purpose for further

⁵⁶Hobson, op. cit., pp. 12-13.

⁵⁷Sidney L. Garrison and Karl C. Garrison, Fundamentals of Psychology in Secondary Education (New York: Prentice-Hall, Inc., 1936), p. 416.

reading. Once the student's interests are aroused, additional questions are raised, and these lead to other questions and the cycle continues until the unit is completed. Materials read in the unit plan may include biography, almanacs, journals, fiction newspapers, reports, textbooks, and government documents.⁵⁸

Students relate, compare and judge style and quality, and organize and analyze materials. Afterwards, they synthesize or compare their findings and share them in the form of oral reports, written compositions, articles, and booklets, murals, graphs, charts, slides or other pictorial illustrations and in return benefit from the work that their classmates share with the class. Library books should also be included in the unit plan. Many of them contain and illustrate human elements which, in many instances, are not included in the textbooks. The vivid illustrations found in these books help students to clarify meanings of what they read, and gives them aesthetic satisfaction. Thus, one of the most important values gained from expanding concepts is to create an interest in students for books that will continue throughout their adult lives. "Such permanent use of reading, wisely done is one of the major reasons for teaching reading and the interest engendered through wide reading in social studies offers one spur to continual use of books."⁵⁹

An important aspect of the social studies reading program is students ability to locate library materials. Students should have a knowledge of

⁵⁸Huss, op. cit., p. 112.

⁵⁹Huss, op. cit., p. 111.

the sources of social studies, and know how to locate and use specific sources to find specific kinds of social studies information and material.⁶⁰

Hobson suggests the following methods for improving students' ability to use the library and locate materials for social studies assignments:

1. Early in the year, take pupils to the library and help them in observing and practicing library procedures.
2. After a visit to the library, have pupils ask and discuss questions about library usage.
3. Teach library skills in special projects such as research reports and predictions. Give assignment sheets to pupils with suggestions in outline form, and have them use original sources and confirmed eye-witness accounts.
4. Teach the use of the Readers guide, Card Catalog, and other aids in locating material.
5. Give each pupil two or three cards with the names of people, places, or events listed on them. Instruct the pupil to use any textbooks (except his own) or any reference book available to find data on his topics. Through this exercise, help pupils who need help with the use of sources.⁶¹

Teachers and librarians should work cooperatively to help students develop good library habits. The high school library should:

Stimulate a desire to read, develop a high standard of tastes and appreciations, help pupils to enrich their information, and establish reading habits will begin to serve them immediately and continue throughout their lives.⁶²

There are many approaches which can be used by teachers to teach skill development in social studies. One such approach is that designed by the Metropolitan School Study Council. It consists of five steps and proceeds

⁶⁰Hobson, op. cit., p. 11.

⁶¹Ibid., p. 14.

⁶²Adams, Gray and Reese, op. cit., p. 312.

as follows:

Step One: Readiness:

- Arousing pupil interest.
- Setting a purpose for the reading.
- Developing a background and sense of continuity.
- Creating an awareness of the reading require.

Step Two: Concept Development:

- Discussion of the vocabulary and concepts which need clarification.
- Explanation of how context may give a term meaning.
- Study of pronunciation and spelling when appropriate.

Step Three: Silent Reading:

- To locate specific details.
- To find the main idea and supporting details.
- To see a vivid picture through word concepts.
- To locate information by skimming.
- To determine accuracy of statements.

Step Four: Discussion (Oral or Written):

- To check comprehension.
- To share different points of view.

Step Five: Rereading (Silent or Oral):

- For clarification.
- For critical examination. ⁶³

⁶³Metropolitan School Study Council, op. cit., pp. 8-9.

CHAPTER VII

Summary, Conclusions, and Recommendations

The purpose of this study was (1) to examine the importance of teaching reading skills in high school social studies classes; (2) to explore the social studies teacher's role in teaching reading; (3) to identify the various instruments used in the assessment, identification, and diagnosis of student's reading skills; (4) to illustrate how social studies materials, the nature of the reader, development of vocabulary, adjustment or adaption of reading rate, formation of relationships, and expansion of concepts contribute to students' difficulty in reading social studies materials; and (5) to illustrate those reading skills which are essential to reading the social studies and methods of instruction which are used in the effective teaching of these skills.

This study was of a descriptive nature; (1) pertinent literature dealing with the relationship of social studies achievement and reading was reviewed (2) an attempt was made to locate and analyze materials dealing with the teaching of reading and the teaching of reading in social studies, and to select appropriate skills, methods of implementations, implications, and suggestions which may be adapted and utilized in the teaching of reading in high school social studies.

The literature cited revealed that there is a definite relationship between social studies achievement and proficiency in certain reading skills, while social studies reading skills are related at all grade levels there are some which are delegated to high school social studies. Although social studies reading utilizes general reading skills, there are those skills which

are specialized to the social studies. Social studies students who are given instruction in reading skills usually achieved at a greater rate than those students who have not received such instruction.

If social studies students are to achieve at their maximum potential, they must be given instruction in social studies reading skills. Students who are not given help may become frustrated because they cannot cope with social studies material, and become apathetic toward the social studies and education in general. Thus, it is of the utmost importance that reading skills be included as part of the social studies courses.

The nature of the social studies requires that attention be given to the teaching of specific skills. Students encounter many difficulties in social studies which require a knowledge of reading skills to successfully cope with them, therefore, it is the responsibility of the social studies teacher to equip students with those skills which are necessary in the decoding of social studies material. Although many social studies teachers fail to realize or accept the fact, they are better qualified to teach reading in their subjects than any other person. Thus, the social studies teacher plays an essential role in the social studies reading program.

The effective teaching of reading in social studies requires that students' needs, interests, and abilities be evaluated before reading instruction are planned. Teachers can obtain information about their students through the use of standardized reading tests and informal oral and silent reading inventories. These evaluative measures can be an asset to the social studies reading program if teachers use them wisely, and carefully. For example, before teachers select tests to be used with their students they need to examine them for their appropriateness. In other words, they

need to find if the tests measure those skills about which they are attempting to find information.

There are certain reading skills which are essential for successful reading in social studies. Vocabulary skills, comprehension skills, skimming, cursory reading, study reading and critical reading are skills which are designed as being specific to social studies reading. Another group of skills needed in the social studies, especially at the high school level are those which are necessary in forming relationships. Social studies teachers should use their resourcefulness in helping students to acquire those skills which are necessary for successful social studies achievement.

It is concluded that there is a definite relationship between the mastering of reading skills and social studies achievement. The nature of social studies material, and the reader himself presents difficulties in reading social studies material. There are also specific reading skills which are required in reading social studies material. Therefore, it is important that students be helped to read social studies through the teaching of reading in high school social studies classes. In addition, this conclusion suggests that social studies teachers are better equipped to teach reading because of their educational background, preparation, and interest in their particular areas.

It is recommended that the social studies curriculum be re-evaluated by state departments of education, and institutions of higher learning. This suggestion is imperative because the methods used for accomplishing the objectives have been inadequate, especially in regard to teaching reading skills. Although the objectives of social studies cannot successfully be accomplished without integrating reading skills with content, there has been little observable effort to do so. This is indicated by the fact that social studies

teachers do not recognize their roles in teaching reading, and in their limited knowledge of the nature of the reading process.

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APPENDIX A

Addresses of Publishing Companies

California Test Bureau
Del Monte Research Park
Monterey, California

Educational Testing Service
1947 Center Street
Berkeley, California

Harcourt, Brace and World, Inc.
757 Third Avenue
New York, New York

Houghton-Mifflin Company
2 Park Street
Boston 7, Massachusetts

Lyons and Carnahan
2500 Prairie Avenue
Chicago 16, Illinois

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois

Van Wagener Psycho-Education Research Labs
1729 Irving Avenue South
Minneapolis, 14, Minnesota

THE TEACHING OF READING IN HIGH SCHOOL SOCIAL STUDIES

by

Matilda J. Martin

B. S., Fayetteville State College, 1968

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

AN ABSTRACT

THE TEACHING OF READING IN HIGH SCHOOL SOCIAL STUDIES

The purpose of this study was to investigate (1) the importance of teaching reading skills in high school social studies classes, (2) the social studies teacher's role in teaching reading, and (3) identify those reading skills which are essential to reading the social studies, and methods of instruction which are used in the effective teaching of these skills.

The following procedures were used in conducting this study: The study is of a descriptive nature; (1) pertinent literature dealing with the relationship of social studies achievement and reading was reviewed, (2) an attempt was made to locate and analyze materials dealing with the teaching of reading in social studies, and to select appropriate skills, methods of implementation, implications, and suggestions which may be adapted and utilized in the teaching of reading in high school social studies.

There are certain reading skills which are essential for successful reading in social studies. Vocabulary skills, comprehension skills, skimming, cursory reading, study reading, and critical reading are skills which are designated as being specific to social studies reading. Another group of skills needed in the social studies, especially at the high school level, are those which are necessary in forming relationships. Social studies teachers should use their resourcefulness in helping students to acquire those skills which are necessary for successful social studies achievement.

It is concluded that the social studies curriculum needs to be re-evaluated. This is suggested because the methods used for accomplishing the objectives have been inadequate, especially in regard to teaching reading

skills. Although the objectives of social studies cannot successfully be accomplished without integrating reading skills with content, there has been little observable effort to do so. This is indicated by the fact that social studies teachers do not recognize their roles in teaching reading, and in their limited knowledge of the nature of the reading process.