

MUSEUM AND PUBLIC SCHOOL PARTNERSHIPS:
A STEP-BY-STEP GUIDE FOR CREATING STANDARDS-BASED CURRICULUM
MATERIALS IN HIGH SCHOOL SOCIAL STUDIES

by

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B.S., Kansas Wesleyan University, 1996

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AN ABSTRACT OF A DISSERTATION

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Abstract

The purpose of the study was to research, develop, and validate a step-by-step guide for museum and public school partnerships that wish to create motivational standards-based curriculum materials in high school social studies.

Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies was developed using the research and development methodology of Borg and Gall (1989). The research and development process used in this study included seven steps: 1) research analysis and proof of concept, 2) product planning and design, 3) preliminary product development, 4) preliminary field testing, 5) revision of the prototype, 6) main field testing, and 7) revision of the final product. A prototype of the guide was produced and then evaluated by museum and public school experts in the preliminary field test. Revisions were made to the guide based on their feedback. The guide was then distributed to practitioners in the main field test. The reviewers in the main field test were museum staff or high school history educators; or museum, curriculum, or technology directors in the United States. Feedback from the main field test was used to create the final product.

Major conclusions of the study were: a) there was a lack of literature specifically for museum and public school partnerships that wished to create motivational standards-based curriculum materials for high school social studies, b) museum and public school personnel benefit from quality resource step-by-step guides, c) educational guides developed through research and development methodology offer museum and public school personnel practical and valuable products for improving education, d) a step-by-step guide is a useful tool when museums and public schools partner to create motivational standards-based curriculum materials for high school social studies, e) this study produced the first step-by-step guide for museums and public schools that wish to partner to create motivational standards-based curriculum materials for high school social studies.

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Major conclusions of the study were: a) the review of primary and secondary literature indicated that museum and public school personnel lack step-by-step resources for developing a partnership and how to create motivational standards-based curriculum materials in high school social studies; b) a close examination of primary and secondary research indicated there was a fundamental need for a specific guide for museums and public schools who wish to partner when developing motivational, standards-based curriculum materials in high school social studies; and c) the preliminary and main field test results indicated that the guide was useful for creating motivational standards-based curriculum materials in high school social studies.

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Dedication

To all those that sparked my passion for learning, believed in me, and inspired me--I would never have dared to dream of this accomplishment without your encouragement and guidance. And to those that continue to be passionate about learning and educating--this degree is for you.

CHAPTER 1 - Introduction to the Study

Introduction

Museums have a “responsibility to provide resources and services that stimulate and support learning throughout the lifetime” (Institute of Museum and Library Services, 2004, p. 5). Both museums and educators must find ways to make connections to the lives of students. When museums link their resources and knowledge with public schools and other community organizations, the participants' experiences become richer, deeper, and more engaging (Bevan, 2003; Hirzy, 1996; Patchen, 2002). Museums and schools benefit when museums and educators partner (Floyd, 2004; Hirzy, 1996). Museum experiences must be more than field trips or a reward at the end of the year (Ambach, 1986; Hicks, 1986; Hirzy, 1996). Museums and educators have used curriculum materials based on museum content to enrich the education of students and to ensure that learning objectives have been met. These partnerships have the ability to make almost any subject more relevant to students' lives, increase students' interests, and make learning more effective.

The Negro Leagues Baseball Museum (NLBM) and Kansas State University (KSU) created a partnership (NLBM-KSU) to develop motivational standards-based curriculum materials for museums and high school social studies educators. The partnership focused on high school social studies curriculum for several reasons: (a) lack of motivational social studies materials for high school students (Chiodo & Byford, 2004; Corbin, 1997; Ellis, Fouts, & Glenn 1991; National Research Council, 2004; Pintrich & Schunk, 1996; Zevin, 2000), (b) high school students' poor attitude toward social studies (Chiodo & Byford, 2004; Corbin, 1997; Ellis, et al., 1991; National Research Council 2004), and (c) lack of high school social studies curriculum

based on museum content (AAM, 1969; Center for Museum Education, 1981; Hirzy 1996; IMLS, 2002; Sheppard, 1993). The curriculum materials produced through the NLBM-KSU partnership have incorporated state and national standards, utilizing NLBM content in social studies, and infused technology into the curriculum materials for a motivational approach (see Appendix A).

The concerns about preparing students for the new century have been similar for museums and public schools. These concerns have included: a) achieving excellence with equity, b) striving for higher standards, and c) the lack of a higher proportion of the population meeting those standards (Ambach, 1986). Sixty-two percent of museums ranked their ability to help students meet curriculum standards as a strong to moderate influence in the reason schools choose to partner with museums (IMLS, 2002, p. 11). As such, museums needed to create curriculum materials for educators that met national and state standard requirements and motivated student learning. The National Center for Education Statistics (2002) reported that 21% of 12th-grade students said their courses were interesting and only 28% said their schoolwork was often or always meaningful (Scherer, 2002, ¶1).

Students have been motivated by: a) academic standards, b) a variety of learning options (Chiodo & Byford, 2004; Desrochers & Desrochers, 2000), and c) frequent feedback (Desrochers & Desrochers, 2000). There have been numerous initiatives at the national, state, and local levels that have incorporated higher curriculum standards for all students and encouraged an engaging and challenging curriculum. Hill [2001] and the National Educational Goals Panel [2002] have easily illustrated this movement (Swain & Pearson, 2002, p. 326). Standards have become a permanent part of the curriculum in public education. Museums could

help public schools fill the need for standards-based curriculum by creating and providing standards-based curriculum materials for educators.

Museums could also help public schools create motivational curriculum materials for subject areas that have been traditionally disliked by high school students such as social studies. Many high school students' attitudes toward social studies have not been favorable (Corbin 1997; Ellis, et al., 1991). Students have preferred other subjects over social studies (Ellis, et al., 1991; IMLS, 2004). Several studies have shown that students' positive attitudes towards school waned in high school (Corbin, 1997; Ellis et al., 1991; Fraser, 1981; McTeer & Beasley, 1977). Social studies has been viewed by students as irrelevant to their future careers (Schug, Todd, & Berry, 1984), and boring (Ellis, et al., 1991). In a survey by Fernandez, Massey, and Dornbusch (1976), 9th-12th-grade students ranked social studies as last in importance when compared with other subjects like English and math. Social studies has been one of the least liked subjects in school (Chiodo & Byford, 2004; Schug et al., 1982; Shaughnessy & Haladyna, 1985). "Young Americans know precious little about their nation's history" (Ravitch & Schlesinger, 1996, p. 1). Two-thirds of 17-year-olds could not place the Civil War in the correct century and "nearly 60 percent of high school seniors--would be voters-- have been 'below basic' in their grasp of American history" (Ravitch & Schlesinger, 1996, p. 1). Different instructional strategies have been needed to move social studies beyond learning more than isolated facts. (Ellis, et al., 1991).

Stotsky (2004) has called for museum and public school partnerships to create social studies curriculum materials that incorporate technology and increase student learning. Technological advances have had a great influence on the way we educate youth and have had "tremendous potential to enrich museum-school partnerships" (Hirzy, 1996, p. 12). Technology could also play a role in motivating students to do more in the social studies classroom than

memorize facts. Students have liked using technology. Technology has added variety to presentations and enhanced academic content (Ellis, et al., 1991). “Technology in the social studies classroom should provide learning opportunities that enable students to develop skills and attitudes about using technology as part of their lives” (Ellis, et al., 1991, p. 262). Therefore, combining technology with a subject area that has been disliked, like social studies, could potentially motivate students to learn more about social studies as well as technology. Educators needed additional materials for addressing new topics of interest that enhanced student learning. Museums and public schools should partner to create curriculum materials that students want and educators need.

Museums and public schools would benefit from a partnership that engaged in mutual curriculum development. A museum and public school partnership could produce motivational standards-based curriculum educators need to keep high school students interested in learning. Utilizing national and state standards, social studies curriculum, and technology-infused curriculum materials, the NLBM-KSU partnership demonstrated how museums and public schools could partner to create curriculum materials that met public school educators’ needs and motivated students to learn.

Statement of the Problem

Museums and public schools have had curriculum needs that typically have been unmet in the past. Museums need to keep the mission of education central by assisting public schools in creating students that become life-long learners. Educators need standards-based curriculum materials that engage students in learning. The problem is that museums and public schools have had no detailed guide that illustrates how they can partner to create the motivational standards-based curriculum educators need while promoting and using museum content.

Purpose of the Study

The purpose of the study is to research, create, test and validate a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies.

Target Audience

The target audiences for the guide are museum and public school educators wishing to partner to create standards-based curriculum materials in high school social studies.

Research Questions

1. What models, materials, and strategies do museum and public school educators need to use when engaging in a partnership focusing on standards-based curriculum development?
2. What kind of guide should museum and public school educators use to create motivational standards-based curriculum materials for high school students?

Significance of the Study

The guide is a resource for museum and public school educators wishing to partner in the development of motivational standards-based curriculum materials for high school students. In the past, most curriculum materials created by museum and public school partnerships have been for elementary students (IMLS, 2002, p. 3). Museum and public school educators need a step-by-step guide that focuses on how museums and public schools could successfully partner to create motivational standards-based high school curriculum. The guide fills a void for museum and public school partners who have been attempting to create motivational curriculum materials in high school social studies. Public school educators, by using the guide, can learn how to create motivational standards-based curriculum materials through a museum partnership. Museum

educators can benefit from the guide by learning how to more effectively partner with public schools and how to create standards-based curriculum materials based on educator and public school needs.

Scope and Limitations

The purpose of the study is to create a step-by-step guide for museums and public schools wishing to partner to create motivational standards-based curriculum materials for high school students. The guide focuses on high school social studies curriculum, and may potentially be useful when planning standards-based curriculum for other subject areas. The guide offers strategies on how museums and public schools could partner to create motivational standards-based curriculum materials and identifies specific steps for museums and public schools to follow in the process. The guide provides a detailed description of a museum and public school partnership that can be applied to other museum and public school partnerships. The guide includes examples from the NLBM-KSU partnership and includes examples of the motivational standards-based curriculum materials.

The study is not intended to:

1. Present curriculum materials for all states or all subject area standards.
2. Explain how museums and educators sustain partnerships.
3. Include museum and public school partnerships that do not address motivational standards-based curriculum materials.

Organization of the Study

The dissertation is organized using the Borg and Gall (1989) Research and Development (R&D) cycle and methodology. The organization of the study includes five chapters:

Introduction

Chapter 1 includes an introduction, statement of the problem, purpose of the study, research questions, significance of the study, scope and limitations, educational research and methodology, organization of the study, and a definition of terms.

Review of Literature

Chapter 2 reviews the literature relating to museum and public school partnerships, and creating motivational, standards-based, and social studies curriculum for high school students.

Methodology

Chapter 3 describes the processes used to create and validate the guide for museums and public schools who partner to create motivational standards-based curriculum materials in high school social studies.

Validated Product

Chapter 4 contains a final version of the step-by-step guide for museums and public schools that wish to partner to create motivational standards-based curriculum materials in high school social studies.

Findings, Conclusions, and Implications

Chapter 5 summarizes findings, conclusions, implications, and recommendations for future study.

Definition of Terms

Academic Standard/Content Standard: Specify ‘what students should know and be able to do’. They indicate the knowledge and skills--the ways of thinking working, communicating, reasoning, and investigating, and the most important and enduring ideas, concepts, issues,

dilemmas, and knowledge essential to the discipline--that should be taught and learned in school (National Education Goals Panel, 1993, p. 6).

Association for Supervision and Curriculum Development (ASCD): A nonprofit, nonpartisan organization that represents 175,000 educators from more than 135 countries and more than 60 affiliates. Our members span the entire profession of educators--superintendents, supervisors, principals, teachers, professors of education, and school board members (ASCD, 2006a, ¶2).

Curriculum: A course of study. The whole set of experiences learners have under the guidance of schools (Oliver, 1977, p. 7).

Curriculum Area Standard/Curriculum Standard: Guidelines specifying what should be learned, taught, or acquired in the study of a particular discipline (ISTE, 2000, p. 363).

Curriculum Development: The construction and revision of ordered sequences of learning experiences related to intended objectives (Robinson, 1969, p. 221).

Curriculum Materials: The 'texts' used by teachers in their daily professional lives that offer teachers a wide array of curriculum experiences for students depending on their purposes and the demands of the classroom situation (Ben-Peretz, 1990, p. xiii-xiv).

Educator: One trained in teaching; a teacher; a specialist in the theory and practice of teaching; a person whose occupation is to educate (SABES, n.d., Glossary of Useful Terms section).

Guide: A concise manual or reference book providing specific information, directions, instructions, and other information about a subject or place (Answers.com, 2006, Dictionary section).

High School: A secondary school offering the final years of high school work necessary for graduation, usually includes grades 10, 11, 12 or grades 9, 10, 11, and 12 (U.S. Department of Education, 2004, Appendix B: Definitions section).

International Society for Technology Education (ISTE): The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education (ISTE, n.d., About ISTE section, ¶1).

Institute of Museum and Library Services (IMLS): The primary federal agency for funding and distribution of information about library and museum services (IMLS, 2004, p. 26).

Instructional Strategies: A sequence of steps that builds upon the teacher’s initial presentation of subject matter, supporting and expanding propositions made at the outset of the lesson (Martorella, 1991, p. 113).

Learning: Growth (usually a gain) in any dimension where experience mediates knowledge, skill, attitude, or behavior (IMLS, 2004, p. 26).

Learning Objective: Spells out specifically and clearly what students are expected to learn as the outcome of some measure of instruction (Martorella, 1991, p. 89).

Lifelong Learning (learning over a lifetime): Learning in which a person engages throughout his or her life. Lifelong learning includes but is not limited to learning that occurs in schools and other formal educational programs (IMLS, 2004, p. 27).

Museum: An institution which performs all, or most, of the following functions: collecting, preserving, exhibiting and interpreting the natural and cultural objects of our environment (AAM, 1969, p. 1).

Museum Education: A lifelong process of developing knowledge, skills, and character that takes place in a museum (Hicks, 1986, ¶1).

National Standards: Standards set at the national level.

National Council for the Social Studies (NCSS): Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies (NCSS, 2006, ¶2).

Negro Leagues Baseball Museum (NLBM): A privately funded, non-profit organization dedicated to preserving the rich history of African American Baseball (NLBM, n.d., ¶1).

Partnership: A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal (see collaboration). In this usage partnership describes a spectrum of relationships between two or more organizations ranging from relatively informal cooperation through formal, legal agreement (IMLS, 2004, p. 28).

Public School: A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds (U.S. Department of Education, 2004, Appendix B: Definitions section).

School District: An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are ‘local basic administrative unit’ and ‘local education agency’ (U.S. Department of Education, 2004, Appendix B: Definitions section).

Social Studies: A collection of courses taught in secondary schools, which includes history, geography, economics, anthropology, political science, sociology, and psychology (Ellis, et al., 1991, p. 4).

Standards: The broadest of a family of terms referring to statements of expectations for student learning including content standards, performance standards, Opportunity to Learn (OTL), and benchmarks (SABES, n.d., Glossary of Useful Terms section).

Standards-based Curriculum: Teaching directed toward student mastery of defined standards. Now that nearly all states have adopted curriculum standards, teachers are expected to teach in such a way that students achieve the standards (ASCD, 2006b, A Lexicon of Learning section).

State Standards: Statements of expectation in a set of collections of different subject areas that may be proposed by a state for review (National Education Goals Panel, 1993, p. 9).

Student Motivation: A student's willingness, need, desire, and compulsion to participate in, and be successful in, the learning process (Bomia, et al., 1997, p. 1).

Technology: New developed and emerging materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments, and evaluation (NCREL, n.d., ¶1).

Technology-infused: To be filled with technology or cause to be filled with technology.

Website: A document with an address (URL) on the world wide web maintained by a person or organization which contains pointers to other pieces of information (Willis, 1995, Guide 13: Glossary of Distance Education Terminology section).

CHAPTER 2-Review of the Literature

Introduction

A review of the literature began in the summer of 2004 and continued through the summer of 2006. During the field testing of the guide, additional resources were reviewed to access the most current information and research available on museum and public school partnerships and motivational standards-based curriculum materials in high school social studies. The literature review and all other aspects of this study focused specifically on museums and public schools within the United States.

The review of the literature was divided into four main sections. The information in Chapter II has summarized the research findings for these sections: (a) existing literature about museum and public school partnerships, (b) high school student motivation and motivation in social studies, (c) effective curriculum design for high school students and museum and public school partnerships, and (d) the need for a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. The first section introduced and defined museum and public school partnerships, explained the history of museum and public school partnerships, and how museums and public schools have successfully partnered in the past. The second section examined high school students' motivation in curriculum and social studies. The third section focused on effective curriculum design and encompassed: (a) what has motivated high school students, (b) what high school students have wanted in a social studies curriculum, and (c) effective curriculum design in high school social studies for museum and public school educators. The final section established the need for a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies.

Museum and Public School Partnerships

Introduction

Since 1860, the purpose of museums as places of learning has not changed, but the nature of the museum and public school partnership has changed dramatically. The idea of museums as places of learning is not new. Educational values were included in the first founded American museums' charters in 1870. The Tax Reform Act of 1969 furthered the educational objectives of

museums by providing “special gift benefits to museums defining their major purpose as educational” (Center for Museum Education, 1981, p. 13). Since 1991, museums have reported that the number of students, teachers, and schools they serve has continued to grow. Museums of all types and sizes offer educational programs that support school curriculum standards at all grade levels. The most important influencers in a school’s decision to partner with a museum have been teaching methods, curriculum fit, and resource materials (IMLS, 2002).

Definition of Museum and School Partnerships

Before examining the history of museum and school partnerships, the terms museum, school, and partnership needed to be defined. Many people think a museum is where artifacts are displayed, but a museum today is so much more. There have been many definitions of museum created by professional organizations. The definition of museum as defined by the American Association of Museums (AAM) adopted in 1962 is:

A nonprofit permanent establishment, not existing primarily for the purpose of conducting temporary exhibitions, exempt from federal and state income taxes, open to the public and administered in the public interest, for the purpose of conserving and preserving, studying, interpreting, assembling, and exhibiting to the public for its instruction and enjoyment objects and specimens of educational and cultural value, including artistic, scientific (whether animate or inanimate), historical and technological material. Museums thus defined shall include botanical gardens, zoological parks, aquaria, planetaria, historical societies, and historic houses and sites which meet the requirement set forth in the preceding sentence (Woodhead and Stanfield, 1994, p. 4-5).

The definition of museum has often been modified to reflect changes in museums and changing circumstances in museums. Most definitions also relate to museums which are public institutions that are supported through public funding. Virtually all museums are non-profit institutions, open to the public of all ages, races, religions, and conditions. Museums abide by ethical and professional standards, and are concerned in one way or another with education (AAM, 1969). The AAM’s Accreditation Program (1984) defined museum as “An organized and permanent nonprofit institution, essentially educational or esthetic in purpose, with professional staff, which owns and utilizes tangible objects, cares for them and exhibits them to the public on some regular schedule” (p. 74).

The United States Department of Education (2004) has defined school as, “An institution controlled and operated by publicly elected or appointed officials and deriving its primary

support from public funds” (Appendix B: Definitions section). The term high school usually means a school that serves students from grades 9-12.

In the review of the literature, the term partnership and collaboration have been used interchangeably, but both terms have been defined separately by the Institute of Museum and Library Services (IMLS). The IMLS (2004) defined partnership as, “A relationship between individuals or groups that has been characterized by mutual cooperation and responsibility for the achievement of a specified goal (see collaboration). In this usage it describes the spectrum of relationships between two or more organizations, ranging from relatively informal cooperation through formal, legal agreement” (p. 28). The IMLS defined collaboration as, “A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship has included a commitment of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards” (2004, p. 25).

Therefore, the definition of a museum and public school partnership would be: a relationship between a museum and a school that is characterized by mutual cooperation and responsibility for the achievement of a specified goal. Sheppard (1993) added to this definition, “There is no substitute for inspired teaching and effective collaboration. The museum and school partnership is the product of educators working together to realize the common goals of presenting students with vibrant, meaningful and engaging learning” (p. 4). The museum and public school partnership’s aim was to bring classroom and museum educators together, physically and intellectually (Sheppard, 1993). Alberta Sebolt (1980a) in *Collaborative Programs: Museums and Schools*, stated, “Collaboration means you are willing to work together to create, develop, design and implement a program which you both want. Most of all collaboration means a promise of time spent in learning about and from each other, while planning a program to address learner needs through clearly defined objectives” (p. 3).

The History of Museum and Public School Partnerships

1900-1960

The history of museum and public school partnerships can be traced back to the early 1900’s. In the 1900’s scholars such as Benjamin Ives Gilman (1918), *Museum Ideals of Purpose and Method*; Henry Watson Kent (1949), *What I am Pleased to Call My Education*; and John Cotton Dana (1920), *A Plan for a New Museum*; wrote about the educational responsibilities of

museums. Dana believed education should be a museum's primary mission (AAM, 1984). In the 1920's and 1930's, John Dewey's educational philosophy of learning by doing caught on in public schools and educators began marching students through museum halls. This approach dominated the museum and public school collaboration effort for many years (Hirzy, 1996). From the beginning museums had an educational and cultural mission.

As we accept the challenge to provide educational leadership within our institutions, it is appropriate to begin with one of the oldest and most successful aspect of museum education--the museum and school partnership. Museums and schools are natural partners...together they can present students with an enriching partnership of ideas, discovery, challenge and fun, a partnership well worth developing and sustaining (Sheppard, 1993, p. 2).

“The collaborative spirit is nowhere more evident than in the museum-school partnership, perhaps the most longstanding and successful example of the interest and ability of museums to join forces with other institutions in working toward common goals” (AAM, 1984, p. 66).

1960-1980

During the next 20 years, museums were poised to serve American education and schools had turned to museums to provide educators with supplemental curriculum materials (AAM, 1969). Museums began to recognize the critical role they could play in education through schools. Museums started organizing more substantial educational programs and by 1969, over 90% of museums were offering some type of educational program for a wide variety of different ages and interests (AAM, 1969, p. 10-11). In the 1970's, museums provided models of interactive teaching and learning, docents began visiting classrooms, and met students at the museum for small group work (Hirzy, 1996).

However, museum educators continued to view educational programming as supplementary. Museum educators were still not making educational programs for public schools a priority (Center for Museum Education, 1981; Hirzy, 1996). Possible collaborations between schools and museums were not being utilized (AAM, 1969). As a result, museum and public school collaborations remained informal throughout the 1970's.

1980-1990

Museums had not yet reached their full potential as educational institutions between 1980 and 1990. There was a gap between reality and potential that needed to be addressed by museum and education policy makers (AAM, 1984). In 1984, the AAM recommended “to begin effective

dialogue about the mutually enriching relationships museums and schools should have” (p. 31). The AAM also urged a new consideration of the museum and public school partnership. The AAM (1984) recognized: a) the value of collaboration between museums and public schools, b) issues that needed new approaches in the future, and c) practical means that were needed to achieve mutual goals at the state and local levels. Despite museums’ obvious commitment to learning, there was still confusion about the role museums could play as educational institutions.

Although museums were plainly institutions of learning and there was interest among educators and administrators in articulating museum learning theory more clearly, there was no accepted philosophical framework. The American public tended to think museums only enriched learning, but museums strengthened basic skills, basic knowledge, basic comprehension, and basic understanding. Museums educated people, and educated more and more people each year (AAM, 1984). There were three main issues that blocked sustainable museum and public school partnerships in the 1980’s. The issues indicated by the AAM (1984) were:

1. Museum education continued to be viewed as an adjunct function of museums and was susceptible to budget cuts.
2. Museum educators felt caught between museum work and the education field.
3. Educators complained that they were unaware of the benefits museums had been offering.

In order to incorporate the educational function into all museum activities, museums had to reexamine their internal operational structures. The most important factor was for the educational function of the museum to become an integral part of all the museum’s activities. The full educational mission of museums could be achieved through collaborative approaches to public programs that included education as well as scholarly and exhibition components (AAM, 1984). Martin Deeks examined museum and public school partnerships and found that only 9 of 23 programs examined were truly joint efforts, the rest had been initiated by museums (AAM, 1992, p. 67-8).

Museums reported limited collaborative activity with public schools during this time. The little collaboration that did occur between museums and schools consisted of a few joint projects. There was even less sustained collaboration among museum and public school educators. Although, there was limited collaboration, there was recognition of the importance of museum and public school collaborations (AAM, 1984).

In the later half of the decade, there was a huge shift in the makeup of museum and public school partnerships. The call for accountability and strengthening of curriculum in the schools demonstrated potential light in the future of museum and public school partnerships (AAM, 1984). Gordon Ambach (1986) stated that museums and schools had similar issues of preparing society for a new century. The issues were about achieving excellence and equity, and a larger portion of the population meeting standards of accountability.

The nature of the museum and public school partnership began to shift in the mid-to-late 1980's (Hicks, 1986). Educators became excited about collaborating with museum curators, historians, and scientists as peers. "The museum staff witnessed first-hand the teachers' enthusiasm for history as learned from the material culture, and they played to it" (Ambach, 1986, p. 37). In 1986, Hicks stated, "The proliferation of collaborative efforts made it clear that museums were no longer the providers and teachers the recipients; instead, they shared the responsibility for finding ways to use museums as curriculum resources" (p. 3).

1990-Present

A new vision of the museum and public school partnership began to emerge in the 1990's, and the vision brought lasting change to museum and school collaboration (Hirzy, 1996). "As museum education departments came of age and school systems defined what it meant to educate their students, they began to pay serious attention to how they could work together formally" (Hirzy, 1996, p. 12). Between 1990 and 2006 museums and public schools began rediscovering the benefits of each other in new and more profound ways (Hirzy, 1996). By formally building museum and public school partnerships two basic community institutions were being strengthened.

In the early 1990's, museum educators started developing programming that related directly to what had been happening in the classroom. "The development of outreach programs was a premier example of the effectiveness of school and museum collaboration" (Sheppard, 1993, p. 69) and the effectiveness of museum education increased through outreach programming. From 1995 to 2001, every museums' program offerings to public schools had steadily increased (IMLS, 2002, p. 3). At this time, only 23% of museums offered print and electronic educational materials to public school educators, but 71% of museums had coordinated with school curriculum planners (IMLS, 2002, p. 7). However, museum visits remained the most common educational activity for museum and public school partnerships.

Museums and public schools had begun to truly collaborate to meet shared goals, but were a long way from meeting the curricular and educational needs of public school educators.

In the last few years, the focus has been “on education as a central and vital role of museums and galleries, and on development and promotion of specialist expertise and services in the field. This approach to education in museums has become increasingly accepted over the past half century” (Moffat, 2004, p. vii). In fact, museums and schools began to form “partnerships to meet state and national education standards, and applications of digital technologies” (IMLS, 2004, p. 12).

Museum and public school partnerships are thought to be positive, but there is a lack of formal evidence that needs to be addressed. Though museum and public school partnerships are being created at the local level, many of these new models exist in relative isolation without dissemination, analysis, or cross-fertilization (IMLS, 2004). Successful collaborations between museums and public schools need to be documented and disseminated (Hirzy, 1996). Other issues include: (a) it is difficult to generalize relationships among institutions (AAM, 1984), and (b) the viewpoint in some museums that education is no more than a revenue-earning element of the museum and is merely an extension of marketing and promotion (Moffat, 2004).

Throughout the years “the long relationship between museums and schools has been marked not only by success but by dissatisfaction and frustration” (AAM, 1984, p. 67). Regardless, there has been a long history and many examples of successful museum and public school partnerships.

Successful Museum and Public School Partnerships

The AAM (1984) stated that collaboration between museums and public schools could enhance the ability of each participant and could provide a unified, focused mechanism for achieving individual goals. “Again and again, museums have shown that their partnership with schools has helped complete--not just enriched--the process of enlivening young minds” (AAM, 1984, p. 67). Museum and public school educators share the common goal of preserving vibrant, meaningful and pleasurable learning experiences to students. When museums and public schools come together to plan new programs, they bring different skills, styles and needs into the partnership.

No effective museum-school collaborations have been sustained over time solely by the museum educator and classroom teacher. Good museum educators are critically important, but

they can't perform in isolation. The museum must put all of its interpretive resources into the effort, as must the school and school district into their commitment to the museum as a place of learning (Ambach, 1986, p. 37-8).

Several key points have been identified in creating successful museum and public school partnerships; communication has been among them (AAM, 1984, 1995; Sheppard, 1993). Sheppard (1993) stated that schools needed to communicate what their expectations were from museums and museums needed to be clear about what they wanted from schools. A "constant willingness to improve, to experiment, to evaluate, and to scrap entire products when necessary" (Ambach, 1986, p. 38) has been essential to the collaboration process. Successful museum and public school collaborations have used interdisciplinary learning activities and provided quality in-service training for educators.

Hirzy (1996), for the IMLS, outlined conditions for successful museum and public school partnerships in the publication *True Needs, True Partners: Museums and Schools Transforming Education*. The conditions listed for success were:

1. Obtain early commitment from appropriate school and museum administrators.
2. Establish early, direct involvement between museum staff and school staff.
3. Understand the school's needs in relation to curriculum and state and local education reform standards.
4. Create a shared vision for the partnership, and set clear expectations for what both partners hope to achieve.
5. Recognize and accommodate the different organizational cultures and structures of museums and schools.
6. Set realistic, concrete goals through a careful planning process. Integrate evaluation and ongoing planning into the partnership.
7. Allocate enough human and financial resources.
8. Define roles and responsibilities clearly.
9. Promote dialogue and open communication.
10. Provide real benefits that teachers can use.
11. Encourage flexibility, creativity, and experimentation.
12. Seek parent and community involvement (p. 50).

Spitz & Thom (2003) in *Urban Network: Museums Embracing Communities* and other resources have contained similar listings of steps to achieve successful program development for museum and public school partnerships.

There have been some key reasons why museum and school partnerships have not been sustained. The primary reasons museum and public school partnerships have not been sustained, according to the AAM (1995), have included: (a) lack of funding, (b) the fit of the museum and school was wrong, and (c) lack of familiarization time. Most museum and school partnerships dissolved after funding ran out; a few were maintained through continued staff communication. Regarding fit, partnerships faltered due to staff changes or competition for resources. More familiarization time was needed to engage in team building exercises and for partners to become familiar with one another's programs, facilities, staff, and needs (AAM, 1995).

High School Student Motivation in Curriculum and Social Studies

Introduction

Motivation has been essential to learning at all ages, but becomes pivotal during adolescence as adulthood approaches (National Research Council, 2004). McCombs (n.d.) defined motivation as:

...a natural response to learning opportunities that is enhanced by: (1) a recognition of the role of thinking and conditioned thoughts in learning and motivation to learn under a variety of conditions, including self-constructed evaluations of the meaning and relevance of a particular learning opportunity; (2) an understanding of one's natural agency and capacities for self-regulation; and (3) contextual conditions that support natural learning as well as perceptions of meaningfulness and self-determination (p. 2).

High school students' motivation has unlikely been increased through raising standards, promoting accountability, and increasing funding for schools. The challenge has been to create curriculum that students have wanted to learn, that they believed would be beneficial and meaningful to them, and that challenged them at their level. Unfortunately, high schools have failed to motivate and engage students in learning. More and more students have been lacking the engagement and motivation to learn (Prensky, 2005-06). Studies found that 40-60% of high school students have been: a) disengaged, b) inattentive, c) exerted little effort, d) did not complete tasks, e) did not take school and studies seriously, and f) claimed to be bored (National Research Council, 2004, p. 18). The National Research Council (2004) stated that more research

needs to be done at the high school level “including how curriculum and instructional practices can achieve the twin goals of meaningful engagement and authentic achievement” (p. 215).

High School Student Motivation in the Social Studies

Students lose academic motivation from the early elementary school grades into high school (Eccles and Wigfield, 1992; Eccles, Wigfield, and Schiefele, 1998; Ellis, et al., 1991; Epstein and McPartland, 1976; Jacobs, J., Lanza, S., Osgood, D. Eccles, J., & Wigfield, A., 2002; Marks, 2000; McDermott, Mordell, and Stolzful, 2001; National Center for Education Statistics 2002; National Research Council, 2004; Scherer, 2002; Stipek, 2002; Stipek and MacIver, 1989). Research has supported that high school students have disliked social studies (Chiodo & Byford, 2004; Ellis, et al., 1991; Schug, et al., 1984). The reasons high school students have disliked social studies can be traced to:

1. Attrition in attitudes as they progressed in school (Ellis, et al., 1991; Fraser, 1981; McTeer & Beasley, 1977; National Research Council, 2004).
2. Negative perceptions as social studies related to future occupations (Chiodo & Byford, 2004; Ellis, et al., 1991; Fernandez, et al., 1976; Schug, et al., 1982).
3. Social studies lacked relevancy (Chiodo & Byford, 2004; Ellis, et al., 1991; Fernandez, et al., 1976; Van Sickle, 1990).
4. Other subjects were preferred (Chiodo & Byford, 2004; Ellis, et al., 1991).
5. Social studies was boring (Chiodo & Byford, 2004; Ellis, et al., 1991; National Research Council, 2004).

Social studies was chosen by less than 50% of high school students as one of their three favorite classes (Chiodo & Byford, 2004, p. 7). English and math were chosen as more important by high school students than social studies, and grades in social studies were considered more important than learning the curriculum content (Ellis, et al., 1991; Fernandez, et al., 1976). Standardized tests, other school exams, and job entry exams have often emphasized English and math skills. Even counselors and parents have considered social studies to be less important than English and math (Fernandez, et al., 1976). Therefore, students received social support regarding their negative perceptions about social studies.

Effective Curriculum Design in High School Social Studies

Introduction

Research studies have documented that practices promoting student motivation were less likely to be employed by educators at the secondary level than at the elementary level (National Research Council, 2004). The Center for Museum Education (1981) wrote that learners could not be passive consumers of information; rather learners needed active roles if learning was intended to be useful and meaningful. The AAM stated that in 1982 and 1983 there were calls for more rigor in curriculum standards and content, and improvements in secondary schools were being demanded. As a result, “Educating Americans for the 21st Century...decried the state of education in science, mathematics and technology, calling for widespread fundamental change and a greater role for museums and other institutions of informal learning” (AAM, 1984, p. 25).

What Motivates High School Students

“Haladyna [1982] indicated that the teacher and learning environment plays [sic] a strong role in potentially shaping student attitudes toward the social studies” (Chiodo & Byford, 2004, p. 2). An educator’s genuine interest in the subject matter has been essential to increasing high school student motivation (Ellis, et al., 1991). Almost everything educators did in the classroom had a positive or negative motivational influence on students. This has included: a) the way information was presented, b) the kinds of activities that were used, c) the way educators interacted with students, d) the amount of student choice, e) opportunities for students to work collaboratively or alone, and f) educator creativity (McCombs, n.d.). Numerous studies have suggested that educator interest and classroom environment might be more influential regarding students’ positive attitudes towards social studies than the method of instruction (Chiodo & Byford, 2004).

Public schools needed to provide challenging, engaging, and rigorous curriculum for all students (National Research Council, 2004; Pintrich & Schunk, 1996). “...challenging students to learn demanding curriculum increased their motivation and engagement” (National Research Council, 2004, p. 16). Expectations need to be high, but attainable to stimulate student motivation. Setting high standards and holding students accountable for obtaining those standards could serve as an incentive for students to exert more effort. However, this would work only if students: a) knew what to do to meet the standards, b) believed that they could succeed, and c) knew that the standard was achievable (National Research Council, 2004). Students have

not exerted effort if they thought they could not succeed nor had control over the outcome. Even if students thought they could succeed, they did not try unless they had some reason to do so (National Research Council, 2004; Pintrich & Schunk, 1996).

High school students have valued choice, curriculum relevant to their own lives, and long-term goals (Ellis, et al., 1991; Kelly, 2006; McCombs, n.d.; National Research Council, 2004; Pintrich & Schunk, 1996). Students felt in control of their own learning when student choice was built into course assignments. When instruction was built on students' pre-existing experiences, interests, and cultures the curriculum became more meaningful and student motivation to learn increased (National Research Council, 2004). Some students, that possessed internalized values, believed it was important to get an education and worked hard in school to achieve their long-term goals. However, many students did not see how hard work in school would enable them to attain their future career goals (National Research Council, 2004). Social studies educators need to communicate the importance of the curriculum objectives to the students' own future and how the long-term goals of social studies relate to their aspirations.

Educators have utilized technology to increase high school student motivation. Technology has offered more choices in delivery and made social studies more relevant to students' lives. March (2005-06) indicated that "Educators must use technology to create learning experiences that are real, rich, and relevant...Educators have a responsibility to develop such strategies if we want to provide our students with meaningful education in the age of whatever, whenever, and wherever [WWW]" (p. 14-9). Prensky (2005) stated, in order to have relevance, educators must engage students electronically; "...we desperately need to find ways to help teachers integrate kids' technology rich after-school lives with their lives in school" (p. 13). "Working with multimedia on a daily basis in school creates higher levels of student engagement--and engaged students spend more time on task, work more independently, enjoy learning more, and take part in a greater variety of learning activities at school and at home" (Warschauer, 2005-06, p. 35). "By high school, digital technologies should take a prominent place in students' studies, both as tools of learning and as tools to learn about" (Monke, 2005-06, p. 23).

Engaging schools have promoted a sense of belonging by personalizing instruction, showing an interest in students' lives, and creating a supportive, caring social environment. High school student motivation has increased through the support of and involvement of teachers,

family, friends, and others who have shaped the instructional process (National Research Council, 2004). Davidson and Phelan in 1999 surveyed urban high school students, and half said they valued meaningful relationships with adults and teachers that showed an interest in them as individuals (National Research Council, 2004, p. 42). Students that reported having supportive interpersonal relationships throughout high school had more positive values and attitudes, and were more satisfied with school [Baker, 1999; Battistich, Solomon, Kim, Corbin, 1997; Ryan and Deci, 2000a; Shouse, 1996a; Skinner and Belmont, 1993; Wasley et al., 2000; Watson, and Schaps, 1995; Yowell, 1999] (Kelly, 2006; National Research Council, 2004, p. 42).

What High School Students Want in Social Studies Curriculum

Generally, researchers have agreed that social studies educators have relied too heavily on the text, lectures, videos, worksheets, and traditional testing methods for learning (Chiodo & Byford, 2004; Corbin, 1997; Ellis, et al., 1991). Most students said their social studies classes were taught with the traditional textbook (Chiodo & Byford, 2004; Corbin, 1997). Using expository teaching methods and the textbook as the primary means of instruction has inherently created passive learners (Corbin, 1997; Ellis, et al., 1991). Students were more motivated when they were engaged in problem solving and were able to apply new knowledge to real-world problems than when traditional textbooks were used. High school students did not want to memorize facts in social studies class, they wanted to understand and critically analyze discipline-based knowledge (National Research Council, 2004). High school students have wanted to debate, be engaged in classroom discussion, and tackle controversial subject matter (Corbin, 1997). High school students have desired varied instructional strategies (Chiodo & Byford, 2004; Ellis, et al., 1991; National Research Council, 2004; Zevin, 2000). Unfortunately, many high school educators have employed the same instructional approaches time and time again, and never changed according to students' needs (Zevin, 2000). Therefore, high school teachers need to know about different methods of teaching and need to have expertise in the subject area they teach. Boredom in social studies has been most associated when instruction has primarily been in exposition form. Collaboration should be the default function in classrooms, students that worked in small groups or pairs felt more positive about themselves, each other, and the subject they were studying (Ellis, et al., 1991; Kohn, 1993). Students that were involved in activities, group work, and cooperative learning became more successful in social studies classes (Chiodo & Byford, 2004).

High school students want more choices in social studies. Student choice should be built into the curriculum whenever possible. Students could help set learning goals and activities, assignments, and work together or independently (Chiodo & Byford, 2004; Kelly, 2006; Zevin, 2000). Including choices takes more time for educators to plan, but students who had controlling educators displayed lower self-esteem and decreased intrinsic motivation than other students. In addition, students that lacked a sense of autonomy often chose tasks that were not challenging (Kohn, 1993; McCombs, n.d.; Pintrich & Schunk, 1996). Kelly (2006) stated that student motivation improved when students were offered the choice to select their own partners in learning. Every educator understands when they have been told what to teach, when to teach it, and how to evaluate student performance, that the enthusiasm for educating others quickly dwindled. Many educators do not realize the same has been true of students.

The challenge has been not to wait until a student became interested in learning, but to create a “stimulating environment that can be perceived by students as presenting vivid and valued options which can lead to successful learning and performance” (Kohn, 1993, p. 199). High school students want an environment where students could take risks or make mistakes, and one that engages students in learning. Students afraid of taking intellectual risks have been less intrinsically motivated. Students want an environment that sets an example, elicits student curiosity, and calls attention to the meaning and purpose of the assignments (Kohn, 1993). The curriculum should be engaging, not watered-down to win over students.

Through incorporating proven motivational techniques into the high school social studies curriculum, students become engaged in academic tasks and the acquisition of intellectual skills. Additional testing, tougher grading, and more incentives have done more harm than good to students’ motivation (National Research Council, 2004). The most reliable measure of success in student motivation and learning has not been grades and test scores, but the level of student interest in the curriculum being taught (Kohn, 1993).

Effective Curriculum Design in High School Social Studies for Museum and Public School Educators

One way to help students become motivated about museum content would be through participation with challenging materials. Sheppard (1993) agreed that this should be the agenda for the design of curriculum materials for students to use in museum environments. Museum and public school educators have been taking curriculum design further than ever before by coupling

museum content and standards-based content into the classroom curriculum. Museum and public school educators have been creating standards-based curriculum that public school educators want and have even been willing to buy. Museum programs that have been “related to the school’s top curriculum priorities have had more appeal to the school” (Center for Museum Education, 1981, p. 17). However, museum and public school educators that have failed to recognize and implement changes to the social studies curriculum for high school students have led to a decline in students’ positive perceptions in social studies (Corbin, 1997).

Based on the review of the literature, suggestions for museum and public schools that partner to create motivational standards-based curriculum materials in high school social studies should ensure the curriculum is challenging, relevant to students’ lives, and engages the student. “Where museum programs are used to enrich the curriculum, they are shaped by the needs of the schools, not the strengths of the museum” (AAM, 1984, p. 67). The educator is important in influencing students’ perceptions and attitudes toward social studies. Therefore, museum and public school partnerships need to consider the desires of the public school educator when creating motivational standards-based curriculum materials in high school social studies.

Although aspects of the school curriculum have been prescribed, there has existed a great deal of latitude within the curriculum for individual teachers (Ellis, et al., 1991). The curriculum should incorporate more (a) group projects, (b) role-playing and simulations, (c) class activities, (d) class discussion, (e) challenging learning experiences, and (f) more student choice. In addition, museum and public school educators need to be aware of different student learning styles, incorporate different forms of learning for students when needed, and provide feedback to students (McCombs, n.d.; Pintrich & Schunk, 1996).

Technology and Learning

Social studies became more relevant to students lives when their technology skills were enhanced. Students that developed digital skills improved their job prospects since some of the fastest-growing occupations have become computer-intensive (Azzam, 2005-06, p. 89). Greiner in 1991 stated, students preferred technology-based approaches over non-technology-based approaches, by up to 80% more (O’Neil, 2003, p. 89). McKinnon, Nolan, and Sinclair (2000) conducted a three year study that supported computer-using students’ superior academic performance and increased positive attitudes toward academics over non-computer-using students throughout the three year period (O’Neil, 2003, p. 90).

Technology has helped museum and public school educators create relevant standards-based curriculum materials in high school social studies. The establishment of technology standards have helped educators at all levels with effectively integrating technology into the students' daily learning environment. "...All students should learn to locate, acquire, organize, and evaluate information from a variety of sources, including electronic resources" (Swain & Pearson, 2002, p. 331).

Educational technology has enabled teachers to "organize learning experiences and further student intellectual skills" (Ellis, et al., 1991, p. 261). Numerous studies such as: (a) Berson, 1996; (b) Chessler, M., Rockman, S., & Walker, L., 1998; (c) Scardamalia & Berier, 1996; and (d) Wenglinsky, 1998 have documented findings that students demonstrated stronger higher-order thinking skills and problem-solving techniques with computers (Swain & Pearson, 2002, p. 327). High school students have needed to utilize technology-driven processes that were similar across subjects in order to "deepen their thinking and enhance their work products" (Wenglinsky, 2005-06, p. 31). Warschauer (2005-06) echoed the benefits of technology, he stated that technology has provided multiple angles for students to get at the same curriculum material which facilitated project-based work that enabled students to dig further and deeper into the curriculum content.

The application of technology in the social studies classroom has provided learning opportunities that has enabled students to "develop skills and attitudes about using technology as part of their lives" (Ellis, et al., 1991, p. 262). Technology has: a) enhanced existing curriculum, b) added variety to social studies, c) offered alternative ways to learn content and skills, and d) improved student attitudes towards the social studies (Ellis, et al., 1991; Martorella, 1991). Technology has enabled students to manipulate documents, offered searchability, encouraged critical thinking, and promoted information literacy. Through technology social studies students have had the opportunity to analyze and evaluate information, interpret historical photographs, and synthesize their findings (Allen & Dutt-Doner, 2005-06). High school educators should assume that students will use technology in their daily learning, rather than try to plan lessons around technology use (Wenglinsky, 2005-06). The lesson focus should be on the curricular outcomes, not the use of technology (ISTE, 2000).

The Commission on Museums for a New Century (1984) stated research that guided the introduction of technology into museum learning was a high priority (AAM). "A stronger

commitment to research into the distinctive character of museum learning and the potential of electronic technology in educational programming” (AAM, 1984, p. 60) was needed. The IMLS (2004) pointed out that digital technologies had also become an important tool for encouraging innovation and collaboration among museums and public schools. As more classrooms were wired for the internet, educators began integrating web-based materials into their lessons more frequently. By 2004, internet-based curriculum materials and digital collections were already a reality in many public schools and museum settings. Martorella (1997) said museum and public school educators had a challenge, the challenge was to determine which roles technology would play in “the development of reflective, competent, and concerned citizens” (p. 292).

The Need for a Step-by-Step Guide

Introduction

Museum professionals believe intensive research is needed to answer, “What practical steps could be taken to enable museums to be of greater use to schools, colleges, and universities?” (AAM, 1969, p. 53). Though some research has been done in this area since 1969, thus far, most programs have been aimed at elementary school audiences, especially fourth grade, and later grades have continued to be an area identified for potential growth (IMLS, 2002). As the curriculum in later grades became more challenging, museum visits became harder to schedule and most high school students had limited exposure to museums through the school setting (IMLS, 2002). Currently, there are no known resources detailing how museum and public school educators can partner to create motivational standards-based curriculum materials in high school social studies. There clearly is a lack of research and publication in this area for museum and public school educators.

Museum Educator Needs

Museums need to know how to better meet educators’ needs. “No one is more expert about the students themselves than their teacher. The teacher’s sensitivity to the needs of students, their learning styles, abilities, and interests is an asset we could not do without” (Sheppard, 1993, p. 4). Educators have indicated the integration of social studies into museum educational programs as an area of continued need. In addition, the IMLS (2002) found that 62% of museums said their ability to meet standards of learning had been a strong to moderate influence in schools that decided to utilize the museum’s resources (p. 10-11).

Museums need ways to continue to bring patrons to their institutions. “School outreach programs broaden the impact of a museum’s educational resources by enlarging both the numbers of students reached and the ways in which they are taught” (Sheppard, 1993, p. 61). The IMLS (2002) found two-thirds of museums reported their educational programming had “increased service to teachers, number of school partners, and the number of student visits to the museum” (p. 11).

In the past, a museum’s physical location largely determined the extent to which museums could serve students (AAM, 1969). This statement is no longer true. Technology has increased access to museum education for all patrons, including students. The AAM (1984) stated, new technologies hold a lot of promise for learning in museums and would certainly make museums more exciting centers of informal learning.

Public School Educator Needs

“Questioning the adequacy of the American educational system is hardly new, but lately it has become unusually intense. Parents and educators alike express dissatisfaction with current results in many public schools. The consequence is an active search for better ways of stimulating the learning process” (AAM, 1969, p. 13). Public school educators need motivational standards-based high school social studies curriculum materials. Additionally, high school students have been the most difficult for museums to reach. Hirzy (1996) and Sheppard (1993) agreed that one way to overcome these challenges would be for museums to develop curriculum units and lesson plans in cooperation with educators that address specific teaching needs.

Conclusion

Museums and public schools have been primarily educational enterprises concerned with teaching and learning. Curriculum materials could be created by museum and public school educators that are loyal to museum objectives and that fulfill the standards-based needs of the public schools (Center for Museum Education, 1981, p. 19). However, when museums and public schools partner, there must be a genuine partnership or the outcome will be disappointing for both organizations. Gordon Ambach (1986) stated:

Learning is a journey, not a destination. The journey is not limited to one institution or environment or another. But it is guided by the decisions made on what we value and the places supported to perpetuate what we value. Let us hope we can find the ways and means to assure the full power of museums as places for learning (p. 41).

Museum and public school educators create educational benefits when they partner for the common cause of mutual learning. Through the creation of standards-based curriculum materials in high school social studies, museum and public school educators can satisfy both the museum's needs and the public school's needs while motivating high school social studies students to learn. However, there is no guide for museums and public schools educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. Museum and public educators need a step-by-step guide on how to create motivational standards-based curriculum materials in high school social studies.

CHAPTER 3-Research and Methodology

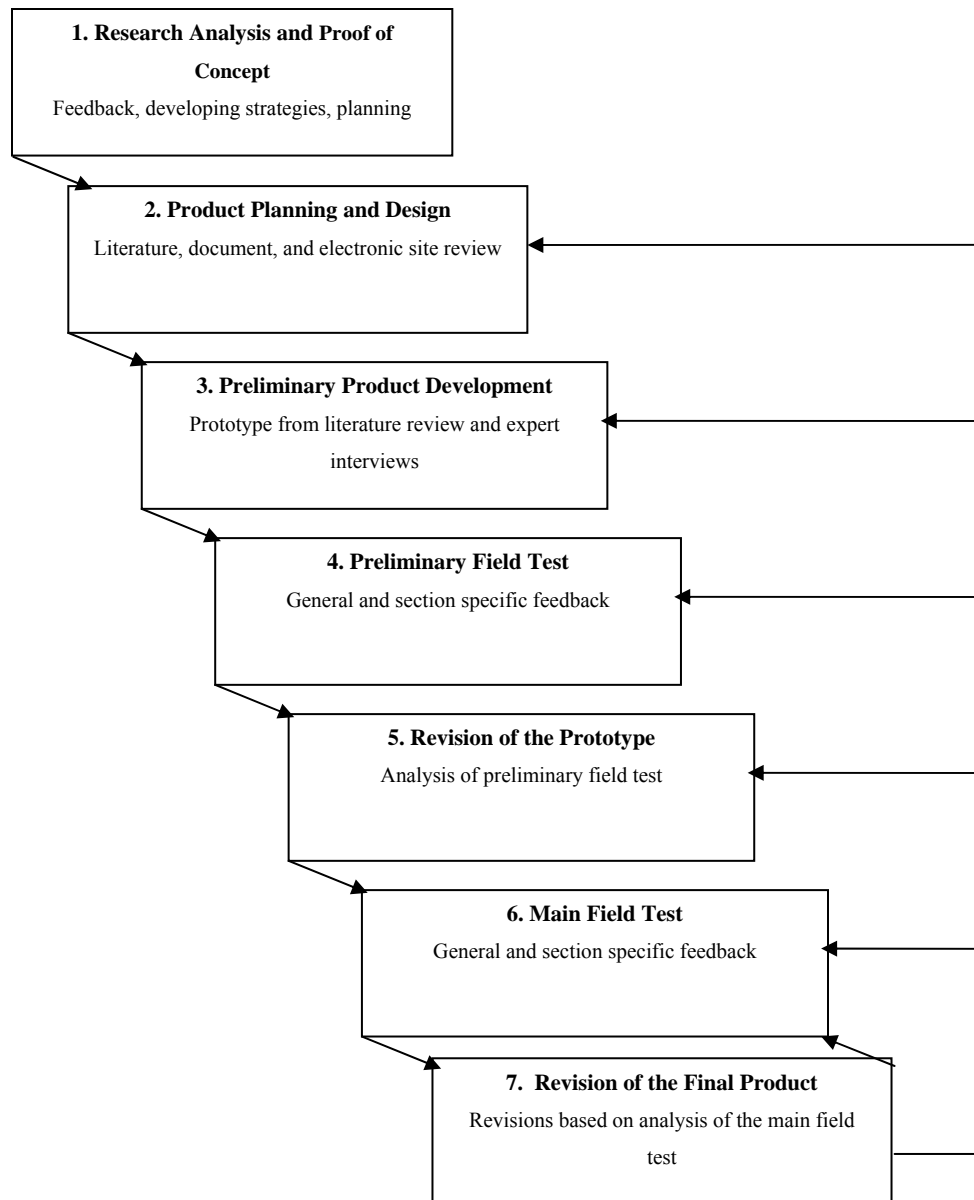
Introduction

The research process of this study followed the research and development (R&D) methodology of Borg and Gall (Borg & Gall, 1989). The process of developing a step-by-step guide for museum and public school partnerships for creating motivational standards-based curriculum materials in high school social studies has been validated using the Borg and Gall R&D process. Chapter three details the seven steps of the R&D process from research analysis and proof of concept through the revision of the main field test results used in this study (Borg & Gall, 1989). The seven-step process is detailed in Figure 1.

The R&D process was created in 1966 by Borg as a means to develop instructional tools, textbooks, and other products for use in schools. The R&D process systematically tests and refines educational products. Dick and Carey's (1990) systems approach can also be used in the R&D process for creating functional educational products. Educational R&D products follow a process of field testing, evaluation, and refinement for producing functional education programs and products. Using the research of these authors, the development of a step-by-step guide for museum and public school partnerships for creating motivational standards-based curriculum materials in high school social studies has been feasible.

The seven steps used in the R&D process for developing the step-by-step guide included: (a) research analysis and proof of concept, (b) product planning and design, (c) preliminary product development, (d) preliminary field testing, (e) revision of the prototype, (f) main field testing, and (g) revision of the final product (Borg & Gall, 1989). The information in Figure 1 graphically represents the adapted R&D process used for this study.

Figure 1. Research and Development Model



Two research questions were identified during the study:

1. What models, materials, and strategies do museum and public school educators need to use when engaging in a partnership focusing on standards-based curriculum development?

2. What kind of guide should museum and public school educators use to create motivational standards-based curriculum materials for high school students?

Several research objectives were identified to help develop the content of the guide. The research objectives were: (a) examine the literature to determine current practices in developing motivational standards-based curriculum materials, (b) determine how successful museum and public school partnerships could contribute to the creation of motivational standards-based curriculum materials in high school social studies, (c) develop a model for museum and public school partnerships to use in the creation of motivational standards-based curriculum materials in high school social studies, and (d) create a step-by-step guide for museum and public school partnerships to use as a resource when developing a partnership to create motivational standards-based curriculum materials in high school social studies.

The chronological timeline for completion of the R&D process is illustrated in Table 1.

Table 1. Research and Development Chronological Timeline

R&D Step	When	Action	Results
Research Analysis and Review of the Literature	Summer 2004-Fall of 2006	Reviewed literature, and analyzed research	Collected references and ideas for the product, obtained example guides
Proof of Concept	Spring 2006	Determined feasibility of the product through telephone interviews	Conducted three interviews with positive feedback to create the guide

Preliminary Product Development	May-November 2006	Developed a prototype of the guide	Prepared for preliminary field test
Preliminary Field Test	December 2006	Guide was reviewed by experts	Five experts reviewed the guide
Revision of the Prototype	December-January 2006-07	Improved the guide using experts' feedback	Prepared for main field test
Main Field Test	January-February 2007	Guide was reviewed by practitioners	Seven practitioners reviewed the guide
Revision of the Final Product	February-March 2007	Revised the guide using practitioners' feedback, prepared the guide for dissemination and inclusion as a dissertation chapter	Defended research

Step 1: Proof of Concept

The purpose of the proof of concept validated the need for the step-by-step guide for museum and public school partnerships for creating motivational standards-based curriculum materials in high school social studies and identified specific issues that needed to be addressed in the guide (Borg & Gall, 1989). The proof of concept included: research, oral interviews, and interview analysis. The proof of concept was conducted through an identified pool of museum and education experts (see Table 2).

Table 2. Proof of Concept Experts

Name	Position	Organization
Mark Adams	Education Director and Webmaster	Truman Presidential Museum & Library
Joe Constantino	Co-founder and partner of museum consultant group	Experience Design Innovation Group
Kathy Sump	Retired museum scholar and curator	Maryland National Capital Park and Planning Commission and Mid-America Arts Alliance

Each expert was asked a designated set of questions during the oral interviews (see Appendix B). Three museum and education experts were identified and interviewed in order to eliminate the possibility of equally opposing viewpoints by the experts when determining the need for the product. The museum and education experts met at least two out of the following three criteria:

1. Had at least five years of experience working in a museum or at the high school level in social studies, technology, or curriculum.
2. Had been a staff member of a nationally accredited museum by the American Museum Association (AMA) or IMLS.
3. Had published peer reviewed articles or conducted national workshops on museum and public school partnerships, curriculum, or high school social studies education.

Once the interviews were conducted, the data were compiled and analyzed. The proof of concept interviews resulted in the following information: (a) there was an important need for a step-by-step guide for museum and public school partnerships for creating motivational

standards-based curriculum materials in high school social studies, (b) the proposed step-by-step guide would be well received by museum and public school educators, and (c) the guide would be used by museum and public school educators since no such guide had been currently available as a resource for educators. Proof of concept experts also suggested focusing primarily on motivational standards-based curriculum planning and development and utilizing museum and public school partnerships as a secondary focus.

Step 2: Product Planning and Design

The need for a step-by-step guide for museum and public school partnerships creating motivational standards-based curriculum materials in high school social studies was established during the review of the literature. The literature review demonstrated that there has been a lack of information in museum education about partnerships with public school educators that created motivational standards-based curriculum materials in high school social studies. There has been a body of knowledge pertaining to museum and public school partnerships and standards-based curriculum. A smaller body of knowledge existed regarding how to motivate high school students while utilizing standards-based social studies curriculum materials. The majority of the literature included curriculum materials that had been created for students in grades K-6, and mostly in the subject areas of art and science. A small body of knowledge existed pertaining to standards-based curriculum materials created by museum and public school educators. There has been limited literature regarding the creation of standards-based high school social studies curriculum through a museum and public school partnership. There are no known guides or literature on how museums and public schools could partner to create motivational standards-based curriculum materials in high school social studies.

Step 3: Preliminary Product Development

The preliminary product was developed from the review of the literature and personal interviews with museum and education leaders. Since there have been no other similar guides about museum and public school partnerships creating motivational standards-based curriculum materials in high school social studies, other areas of museum and public school education were evaluated. These areas included: (a) the history of museum and public school partnerships, (b) what makes a museum and public school partnership successful, (c) high school student motivation in curriculum and social studies, (d) effective curriculum design in high school social studies, and (e) effective curriculum design in high school social studies for museum and public school educators.

Then, a guide outline was created, personal interviews were conducted with the proof of concept experts, a review of the literature completed, and the guide's outline finalized (see Appendix C). The guide's outline included the crucial topics of museum and public school partnerships, the creation of motivational standards-based curriculum materials in high school social studies, evaluation of the process, and the implementation of the products.

The objectives of the guide were:

1. To give museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies a resource of information, ideas, and strategies.
2. To present the content of the guide in a linear manner to enable museum and public school educators to find specific information quickly.
3. To provide a resource for experienced and novice museum and public school educators.
4. To provide practical information based on theory and research.

The guide was organized into six stages. Each stage examined an important element in the planning process of museum and public school partnerships creating motivational standards-based curriculum materials in high school social studies.

The stages included:

1. Stage 1: Creating a Partnership.

This section provided information on varying aspects of creating and sustaining a museum and public school partnership.

2. Stage 2: Preparing a Plan.

This section detailed why creating a plan was important for museum and public school partnerships and how to best facilitate the development of the plan through establishing a planning committee and creating a timeline for completion of the plan.

3. Stage 3: Planning Curriculum Components.

This section included how to establish a frame of reference, curriculum considerations, product examples, and keys to assessing the partnership's products as they related to the plan components.

4. Stage 4: Developing the Curriculum.

This section also addressed how to establish a frame of reference, curriculum considerations, product examples, and keys to assessing the partnership products, but focused on how these areas related to the steps in the curriculum process.

5. Stage 5: Evaluating the Process.

This section provided examples for museum and public school partnerships to utilize when evaluating the effectiveness of the partnership and the quality of the partnership's curriculum materials.

6. Stage 6: Implementing the Products.

This section explained two important aspects of implementing the plan: (a) how to reach the target audience, and (b) how to promote the partnership's products.

Step 4: Preliminary Field Test

The guide was evaluated through a preliminary field test. The preliminary field test was conducted to obtain an initial assessment of the museum and public school educators guide (Borg & Gall, 1996). The minimum number of desired expert evaluations had been set at five. Five experts evaluated the museum and public school educators guide for the preliminary field test. The experts were given the choice to receive an electronic or a paper version of the preliminary field test instructions (see Appendix D), prototype of the museum and public school educators guide, preliminary field test evaluation form (see Appendix E), and consent form (see Appendix F).

The five museum and education preliminary field test experts met at least two out of the three following criteria:

1. Had current or previous employment pertaining to museum education, high school social studies, student motivation, or the creation of standards-based curriculum materials.
2. Had published peer reviewed articles or conducted national workshops on museum and public school partnerships, standards-based curriculum, student motivation, or high school social studies.
3. Held local, state, or national memberships in professional organizations regarding museum education, high school social studies, standards-based curriculum, and/or related organizations (e.g., American Association of Museums, Association for Supervision and Curriculum Development, Institute of Museum and Library Services;

International Society for Technology Education, National Council for the Social Studies).

The information in Table 3 identifies the five preliminary field test experts, position(s), and organization(s). All experts in the preliminary field test signed a consent form (see Appendix F). Although experts were identified by name to establish professional qualifications, their personal feedback and questionnaire answers were not identified individually for confidentiality.

Table 3. Preliminary Field Test Experts

Name	Position	Organization
Joe Constantino	Co-founder and partner of museum consultant group	Experience Design Innovation Group
Dr. Bev Schottler	Professor of Education and Special Education	Associated Colleges of Central Kansas
Greg Stephens	Museum Board of Directors member and Marketing Director and profess of Business Management	Yesteryear Museum and K-State at Salina
Kathy Stump	Retired museum scholar and curator	Maryland National Capital Park and Planning Commission and Mid-America Arts Alliance
Nolan Sump	High school history teacher, museum Board of Directors member, and living history workshop presenter	Tipton Academy and Yesteryear Museum

The questionnaire that the preliminary field test experts completed had three sections (see Appendix E). The first section addressed the content and format of the guide and overall

usability and practicality of the guide. The second section asked what revisions should be made to the content and format of the guide, what additional information should be added, and what obstacles might be foreseen in implementing the guide. The third section provided space for the preliminary field test experts to convey additional comments for specific areas of the guide. The questionnaire had four open-ended questions, three regarding content and format revisions, and one regarding any possible obstacles the experts might have predicted in implementing the guide. Specific experts' comments for each question have been listed verbatim in Table 4. Any action taken, based on experts' feedback, has been included in the *Researcher's Action* column of Table 4. Three categorized identifiers indicate action taken by the researcher. *Agreed*, indicates the researcher agreed with a suggested change by the expert and made the corresponding changes to the guide; *Disagreed*, indicates the researcher disagreed with a suggested change by the expert and indicates the reasoning for not making a change to the guide; and *Acknowledged*, indicates the researcher acknowledged a comment or suggestion, any changes made to the guide based on the comment or suggestion were specifically described in Table 4.

Table 4. Preliminary Field Test Section Specific Question Responses

What revisions should be made in the content of the guide?	
Experts' Comments	Researcher's Action
<ul style="list-style-type: none"> • Several instances in which your sentence was “you” understood, not sure this is effective in reading the steps. 	Agreed. The instances of “you” understood were changed by the researcher as needed.
<ul style="list-style-type: none"> • My dissertation was on plagiarism, so I am ultra-sensitive to citing. I would add more documentation. 	Agreed. Citations were added and checked by the researcher to ensure citations were listed according to APA guidelines.
<ul style="list-style-type: none"> • Products-page 42, I need more 	Disagreed. The previous page explained the

<p>explanation of what these products did and the purpose. I got lost during this-maybe a guide as how to use this section.</p> <ul style="list-style-type: none"> • Products-page 76, give explanations for each product. • Check APA style for internal citations. • Generally, review grammar and usage throughout the guide, especially plurals and possessives. • Perhaps spend less time and space on how and why to plan-you can assume that professional educators will appreciate this. • These busy professionals will be looking for ways to streamline the process, so perhaps some of this front-end material could be condensed. • Be more concise with text. • Page 12-line seven should read “about the partnership’s efforts...”. • Page 58-make corrections to There 	<p>graph and text narration, and a “How to Use this Guide” section was already included in the guide.</p> <p>Agreed. Lesson plans were explained in great detail and examples were included in the guide.</p> <p>Agreed. The researcher checked the guide for internal citations that did not comply with APA requirements.</p> <p>Agreed. The researcher checked grammar and usage of plurals and possessives throughout the guide.</p> <p>Disagreed. Museum personnel appreciated the thoroughness of this section.</p> <p>Agreed. The guide was revised condensing the material.</p> <p>Agreed. The guide was revised condensing the material.</p> <p>Agreed. The line was changed accordingly.</p> <p>Agreed. The spelling error was changed.</p>
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<p>Was Sun Shinning Someplace to Shining.</p> <ul style="list-style-type: none"> • Suggest place recommendation to contact curriculum coordinators earlier in the process. Learning how a particular school district works before educational materials are in development will save invaluable time and resource personnel who can help them develop the program. • If the guide is intended for museum personnel, I would try to cut down on the classroom teacher terminology. This can be intimidating for someone outside that setting. For example, the sample checklists, forms, rubrics are very helpful, but filled with terminology especially the rubrics. • The guide should be less academic and reflect more of a sales and marketing voice. • Establish an acronym for Motivational Standards-Based Curriculum (MSBC). • Use team and partnership often and consistently instead of public educator and museum personnel. 	<p>Agreed. This recommendation was included earlier in the process of the guide.</p> <p>Acknowledged. The guide is intended for public school and museum educators, and a glossary of terms is provided at the back of the guide for assistance in understanding the guide’s terminology.</p> <p>Disagreed. The guide was intended to be informational and academic in nature and not to be used as a sales and marketing tool.</p> <p>Disagreed. A number of acronyms such as NLBM, KSU, NCSS, ISTE, etc. were already used in the guide and repetition of the phrase was kept for emphasis.</p> <p>Agreed. The guide was revised using team or partnership in the text when the meaning of the text was not altered.</p>
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<ul style="list-style-type: none"> • Try to speak in terms of asset-building instead of from a deficiency point of view when referring to the partnership members' skill, knowledge and experience. 	<p>Agreed. The guide was reworded when possible. However, the guide is intended to be for novice as well as experienced museum and public school educators whom all have varying degrees of asset-building skills.</p>
<ul style="list-style-type: none"> • Be explicit using NLBM information and documents. 	<p>Agreed. The introduction to the guide included a paragraph explaining the NLBM partnership and all documents created by NLBM-KSU partnership documents were cited in the guide.</p>
<ul style="list-style-type: none"> • Avoid statements like “Educators enjoy having a variety of different lengths of lesson plans to choose from when planning a social studies unit.” Instead, be declarative: “Provide educators with a variety of choices for different lengths of lesson plans.” 	<p>Agreed. The researcher revised the guide to include more declarative sentences.</p>
<ul style="list-style-type: none"> • Include anecdotal information such as stories to further illustrate points. 	<p>Acknowledged. No action taken by the researcher at this time. Expert feedback indicated the guide contained useful information and quality content.</p>
<ul style="list-style-type: none"> • Provide short descriptions for internet resources. 	<p>Disagreed. The text of the guide stated the purpose of cited electronic and hard copy resources.</p>
<ul style="list-style-type: none"> • Blogging specifics will change over time as blog sites change which 	<p>Acknowledged. The blogging aspect was meant to be an example of how technology</p>

<p>renders some of the blogging information less useful.</p>	<p>could be infused into the social studies curriculum. Technology changes over time and lesson plans will need to be revised as new technologies emerge.</p>
<p>What revisions should be made in the format of the guide?</p>	
<ul style="list-style-type: none"> • Consider other fonts than Times New Roman. • Little recommendations here. • I like the format, particularly graphics that call attention to questions, additional resources, etc. • The format is well organized and complete. I see no need for revisions. • Simplify icons. Use clean icons with less decorative elements. • Create an organizational numbering system to track each section and process step for the user, include the organization system in the header or footer of each page. • The format should contain plenty of white space and not look like a typical MSWord document, create a section where questions or clarifications are located and highlighted. This creates visual consistency and “anchor” for 	<p>Agreed. The font was changed to Batang.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Agreed. The icons were streamlined.</p> <p>Disagreed. Each stage of the guide included an outline at the beginning of each section and the table of contents was thorough.</p> <p>Agreed. The icons were streamlined, text was changed, lists were included where possible, and more colored text frames and highlighted subheadings were included to anchor the page of the guide.</p>

<p>the pages.</p> <ul style="list-style-type: none"> • Use more graphic elements (i.e. images, graphs, quotes) to create interest and highlight important points. • Headings and sub-headers should “pop” from the page. • The format is quite comprehensive. • Maybe a shortened version would help create intensity then have the comprehensive version as a backup. 	<p>Agreed. Additional colored text frames and highlighted subheadings were included in the guide.</p> <p>Agreed. The headings and sub-headings were changed.</p> <p>Acknowledged.</p> <p>Acknowledged. The guide was condensed. A shortened version is included as an implication in Chapter 5.</p>
<p>What information should be added to the guide?</p>	
<ul style="list-style-type: none"> • I would have liked to have had an overview of the process in the introduction. • I think there is plenty of content. • If anything, I would work to condense some of the content. • As you have included several types of technology for teachers to use, the rubrics they use, I see no need to add any more information there. • I like the first two stages and feel like a museum and school should be able to form a partnership if they follow 	<p>Acknowledged. An overview of the process was included in the “How to Use the Guide” section at the beginning of the guide.</p> <p>Acknowledged.</p> <p>Agreed. The guide was condensed.</p> <p>Acknowledged.</p> <p>Acknowledged.</p>

<p>those steps.</p> <ul style="list-style-type: none"> • I don't see any need to add any more information. • Stage 1: Planning the Plan is the most crucial stage of the process. If the team doesn't embrace or effectively complete these tasks, the process will be unsuccessful. This needs to be communicated more strongly. Also, it is imperative that a leader and/or facilitator is identified to convene the group and keep the process moving. Every process needs a team leader to ensure the entire group is on track. • The guide is very comprehensive. I can't identify any more information that needs to be added at this time. • Can't think of any, looks good. I like the tables, symbols & rubrics included. 	<p>Acknowledged.</p> <p>Agreed. The researcher restated these points.</p> <p>Acknowledged.</p> <p>Acknowledged.</p>
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What possible obstacles do you foresee in the implementation of ideas presented in the guide?

<ul style="list-style-type: none"> • Should the products be in an appendix instead of in the rest of your guide? • Time. While the partnership concept presented is certainly appealing, the process is extremely time-consuming. 	<p>Disagreed. The products were located near the related text to help emphasize the main points of the guide.</p> <p>Acknowledged. Research showed that the lack of time and resources were top reasons why museum and public school partnerships fail. The guide acknowledged this fact and</p>
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<p>I question how many museums would have the time and resources to commit to such an endeavor. Also, exhibits change often and new education materials are needed, making it impractical to commit to long-term projects. It's also difficult to find classroom teachers who can commit to this much effort outside of the classroom.</p> <ul style="list-style-type: none"> • Also, having the funding to create and sustain the partnership is another big obstacle. • In my experience, schools generally relied upon the museum to provide the educational materials to accompany exhibits and related programs. • The Guide would be very useful for museum educators who want to prepare in-depth curriculum materials. • The process may need to be streamlined. • From a personal perspective, the board of directors may hinder the implementation of a museum/school partnership. However, when left up to the educational director (and others) of a museum, it should work well. • One obstacle: Teacher's knowledge 	<p>addressed how to increase the sustainability and long-term commitment of partnership members.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Agreed. The guide was condensed.</p> <p>Acknowledged.</p> <p>Acknowledged. The purpose of the</p>
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<p>and use of blogs, Windows Moviemaker, etc. may be rudimentary as they are used to more concrete approaches to learning. But they need to step up to the plate and keep learning fresh approaches to teaching.</p> <ul style="list-style-type: none"> • The biggest obstacle is convincing a school or a museum to create a partnership. It helps to have both parties desiring the partnership but often times one party must take the lead and shepherd the process. • The only thing I can think of is whether the results/outcomes will be worth the effort. • This work is a great volume as a reference work. 	<p>educator’s toolbox was to assist educators in acquiring new technology skills. The educator’s toolbox should continue to grow and change along with new technologies.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p>
<p>Other comments.</p>	
<ul style="list-style-type: none"> • Page 35-This really added to the understanding of the curriculum framework. • Your lesson plan section was the strength of the guide. • Thanks for including a section on diverse learners. • This was a well written document. It incorporates innovative technology and gives a thorough explanation of each item (blog p. 83, 85 & 86) as 	<p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged. The purpose of the educator’s toolbox was to assist educators in acquiring new technology skills. The educator’s toolbox should continue to grow and change along with new technologies.</p>

<p>well as multimedia tools to use (90-93). In ten years, however, all these tools may be obsolete but at this time they are a necessity. I'm in the process of increasing the number of "tools" in my educator's toolbox so this is helpful to me.</p> <ul style="list-style-type: none"> • I like the coverage of the legal aspects of the NLB. The projects and time needed to achieve the objectives look attainable. • Unit Planning for US History-These 9 units made it clear to me that a unit on NLB is much deeper than just learning about Satchel Paige or Buck O'Neil. The rest of the guide covers the entire scope of Jim Crow Laws and barriers to be broken very well. • Books and film-nice resources to use for a teacher! • This unit is good, very good, for Kansas City; I'd like to see the Southern States use this guide with their students, especially the NLB curriculum. • I can see how schools and museums can work together on creating curriculum on what is available in their locations. Example: Our museum: pioneer life, agriculture, and industry. 	<p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p>
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<ul style="list-style-type: none"> Please see the attached MSWord file which shows how I would edit page 55 and my above recommendations in practice. 	<p>Acknowledged. Changes were made throughout the guide according to the expert's feedback.</p>
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The preliminary field test experts provided a number of comments on each section of the questionnaire. The preliminary field test experts had a very positive response about the information included in the guide and the practicality of the guide. The open-ended questions identified possible obstacles to implementing the guide and areas in the formatting section that needed further revision.

The guide's questionnaire also included five questions that preliminary field test experts rated on a five-point Likert scale. The response code included:

1. Strongly Disagree.
2. Disagree.
3. Neutral.
4. Agree.
5. Strongly Agree.

The information in Table 5 shows the mean response for each criteria pertaining to the first section of the guide's questionnaire.

Table 5. Mean Rating of the Guide's Preliminary Field Test Questionnaire

Criteria	Mean Score
1. The content of the guide is based upon current practices and relevant research and literature.	4.2
2. The format of the guide is attractive and functional.	4.0
3. The guide is a practical resource for museum and	4.6

public school educators.	
4. The guide provides useful information for museum and public school educators.	4.6
5. Overall the guide is easy to use and understand.	3.8

Overall, the preliminary field test experts provided positive feedback for the first five questions on the questionnaire. The mean ratings ranged from 3.8 to 4.6. A mean rating above 3.00 indicated a favorable rating for each area of the guide.

Step 5: Revision of the Prototype

The first revision of the guide was based on the feedback from the preliminary field test experts. The data collected from the experts were interpreted and analyzed. The preliminary field test experts were positive about the information provided in the guide and the practicality of the guide. The experts also indicated that the content of the guide was relevant and research-based. The feedback from the preliminary field test experts assisted in identifying and revising areas of the guide that needed improvement. The preliminary field test also offered insight into the strengths and weaknesses of the guide. Revisions were made to the prototype and the study continued with the main field test.

Step 6: Main Field Test

The guide was further evaluated through the main field test after revisions to the prototype were made. The main field test determined whether the guide met the objectives for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. The minimum number of main field participants was set a seven. Seven participants evaluated the guide in the main field test and added a significant amount of feedback about the format and content of the guide. The participants were offered an electronic copy or a paper version of the main field test instructions

(see Appendix G), revised version of the guide, main field test evaluation form (see Appendix H), and consent form (see Appendix I).

The seven museum and education main field test experts met at least two out of the three following criteria:

1. Practicing museum staff or high school educator; or museum, curriculum, or technology director in the United States.
2. Potential for using the product in their museum, public school district, public school, or classroom.
3. Willingness to partner with a museum or public school to create motivational standards-based curriculum materials for high school students.

The information in Table 6 identifies the seven main field test participants, position(s), and organization(s).

Table 6. Main Field Test Participants

Name	Position	Organization
Martha Biggs	History teacher	Olathe East High School
Ed Chandler	History teacher	Manhattan High School
Susan Hawksworth	Director	Smoky Hill Museum
Nona Miller	Education Coordinator	Smoky Hill Museum
Lori Molt	Educator	USD 475 Geary County
Judi O’Neill	Education Coordinator	Truman Presidential Museum & Library
Joffeé Tremain	History teacher	Lansing High School

All participants in the main field test signed a consent form (see Appendix I). Although experts were identified by name to establish professional qualifications, their personal feedback and questionnaire answers were not identified individually for confidentiality.

As in the case of the preliminary field test evaluation, the main field test questionnaire had three sections (see Appendix H). The first section addressed the content and format of the guide and overall usability and practicality of the guide. The second section asked what revisions should be made to the content and format of the guide, what additional information should be added, and what obstacles might be foreseen when implementing the guide. The third section provided space for the main field test participants to convey additional comments for specific areas of the guide.

The main field test questionnaire had four open-ended questions, three regarding content and format revisions, and one regarding any possible obstacles the experts might have predicted in implementing the guide. Specific participants' comments for each question have been listed verbatim in Table 7. Any action taken, based on participants' comments, has been included in the *Researcher's Action* column of Table 7. Three categorized identifiers indicate action taken by the researcher: *Agreed*, indicates the researcher agreed with a suggested change by the participant and made the corresponding changes to the guide; *Disagreed*, indicates the researcher disagreed with a suggested change by the participant and indicates the reasoning for not making a change to the guide; and *Acknowledged*, indicates the researcher acknowledged a comment or suggestion, any changes made to the guide based on the comment or suggestion were specifically described in Table 7.

Table 7. Main Field Test Section Specific Question Responses

What revisions should be made in the content of the guide?	
Participants' Comments	Researcher's Action
<ul style="list-style-type: none"> • The only changes I see that need to be taken care of are wording issues. • Content is functional and important parts are given up front to explain the use of the guide. • Explanation should be given for the term RFDL. • Examples are plentiful and good explanations/resources. • The tech information is very helpful and important (of course challenges are going to be to get high schools to give the guide a chance so they can see the benefits). • The information to access information on-line is very helpful to many outlying schools. • The content is complete. • I had one concern about one of the sample lesson plans: the one on laws--I am not sure how some of the laws relate to NLB-a requirement in the rubric. • Content was in-depth and covered the necessary information. 	<p>Agreed. Changes were made to the guide based on further information provided by the participant's feedback.</p> <p>Acknowledged.</p> <p>Agreed. The term was already explained in the section "What are RFDLs" and defined in the glossary.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Disagreed. The Jim Crow Laws, Plessy v. Ferguson, etc. occurred within the historical timeframe of NLB.</p> <p>Acknowledged.</p>

<ul style="list-style-type: none"> • From a museum standpoint, the content of this guide is incredibly useful. Many museums, especially the smaller museum, do not have trained educational staff and making their services and programs relevant for schools is a challenge. I would encourage you to pursue publication of this guide once it is reworked-possibly through AAM. • Overall, the content is very useful, but there are, at times, a redundancy in the content. For instance, the stages are explained in detail in “How to Use This Guide” and listed again at the end of Stage 1. • I think there is a difference in terminology that is confusing to a museum professional- specifically the terms plan and planning. The titles of the stages, regardless of the content, are very confusing and actually the first two seem out of order. • I question the six stages concept...there actually appear to be only 5 stages 1) Creating the Partnership; 2) Establishing partnership components/frames of reference; 3) Producing a Curriculum; 4) Assessment/Evaluation; and 5) Implementation. • The most useful information, at least from a museum perspective, is the development of the curriculum material. This information seems to be buried in Stage 4. • I believe the guide is written for both 	<p>Acknowledged. The researcher will be pursuing publication after the guide has been finalized.</p> <p>Agreed. The guide was reorganized and the repetition of stages removed.</p> <p>Agreed. The headings of Stage 1 and 2 were changed. However, the stages were not out of order.</p> <p>Disagreed. After the content of the guide was reorganized there were still six distinct stages.</p> <p>Disagreed. The guide’s content was presented in the most logical sequence following a step-by-step approach.</p> <p>Agreed. There were different points that</p>
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<p>educators and museum professionals, but at times it is unclear as to who the audience is. There are times the text seems to be addressing just museum professionals and other times educators.</p> <ul style="list-style-type: none"> • Make sure additional information is actually additional information and not just a repeat of what is already in the text. • Content could be more concise. • Make the guide more user friendly-less wordy-less repetition. Some items are common sense or seem overstated. • A shorter document that is more to the point would be more valuable. • The frequent use of the phrases “partnership members” and “motivational standards-based curriculum materials” can be clunky and hard to read. • The additional resources are very helpful. • Good info throughout-and it’s obvious you did a great deal of work on this! • Address the issue of time for the planning, preparing, implementation to be carried out. Where do you think the time will come from? Most districts will not give release time for this and most teachers can not afford to be out of class for something like this. And \$\$\$? 	<p>needed to be emphasized since both audiences were not always similar in nature or structure.</p> <p>Agreed. Repetitive content was removed from the guide.</p> <p>Agreed. The content was condensed.</p> <p>Agreed. The content was condensed.</p> <p>Agreed. The content was condensed.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged. The guide indicated time could come from graduate level coursework, district inservices, breaks in educators’ schedules and on weekends or evenings. Funding was acknowledged as an obstacle, but each museum’s and public school’s resources vary too much to address thoroughly within the guide. A different</p>
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	resource could be written on the issue of funding.
What revisions should be made in the format of the guide?	
<ul style="list-style-type: none"> • I don't see any issues that concern me with the format. • I feel that the flow is good; the outline is easy to access and use. • Add tabs for easy referencing. • Bold the words step or process so it will stand out in the reading. • When describing specific steps, bullet/number the steps to be more concise and easier to read. Example: How should the partnership be developed? • I like timelines. A timeline for the Jim Crow info. would have been great. • Consider removing underlining from gray-shaded subheading-as the reader already has two ways to recognize-bolding and shading. • I thought the format was fine. Easy to follow and understand. • I really liked the glossary. • The overall organization needs to be reworked. Organization of content is not user friendly; sometimes steps seem to be backward. 	<p>Acknowledged.</p> <p>Acknowledged.</p> <p>Agreed. This suggestion will be kept in mind for final publication.</p> <p>Agreed. The words step and process were bolded within the guide where appropriate.</p> <p>Agreed. See the previous comment and action.</p> <p>Acknowledged.</p> <p>Agreed. Underlining was removed from the shaded subheadings of the guide.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Agreed. The guide and steps within the content of the guide were reorganized to make the guide more user-friendly.</p>

<ul style="list-style-type: none"> • Charts, lists, graphs, etc. should be placed with the text referencing them not near the end of the guide. • Stage 3's headings, etc. are not consistent with other stages. • I like the idea of the additional information boxes, but would decrease the size of the text, box, and icon. Now they are competing with the main text. • Spacing in places (could have been due to email version). • Simplify-I kept reading the same ideas over and over. Ideas stated in one section were repeated. • All of this could be condensed into less than 35-50 pages easily. 	<p>Agreed. All products were relocated with the text referencing the product.</p> <p>Acknowledged. Headings within the stages were focused on clarification of the topic not on parallel construction.</p> <p>Disagreed. The icons and textboxes were meant to stand out to help the reader orient themselves quickly to important points and references within the text.</p> <p>Acknowledged. The spacing was checked by the researcher.</p> <p>Agreed. The repetitions of ideas were eliminated within the guide.</p> <p>Disagreed. The guide was meant to be a comprehensive step-by-step guide.</p>
<p>What information should be added to the guide?</p>	
<ul style="list-style-type: none"> • I would add more levels of college level, district, school personnel that need to obtain this information. You did a good job stating how and why it is important. • Problem based vs. project based information. You did mention it to some degree, but the terms we are using in school is problem based learning (allow students to 	<p>Disagreed. The list of possible partnership members was not intended to be exhaustive, rather a recommendation of the main audiences that would use the guide the most.</p> <p>Acknowledged. No action taken. Problem-based learning terminology has not been used on a nationwide basis.</p>

<p>solve an existing problem instead of creating projects).</p> <ul style="list-style-type: none"> • Because the guide is to be a partnership with a museum, I would like to see more of what the museum might offer on its part: perhaps more of a link to the museum’s website or tours. • Teaming information-maybe a blank agenda. • Tips for how non-educators can approach schools and teachers. I have heard comments from the museum field about how difficult it is to learn “Teacher” speak and how to get into the world of education. • Perhaps suggestions on who to include on the committee. I realize you wrote to have so many from the museum, so many from education, etc. However, why not suggest they include someone who is a lawyer or who has copyright experience, someone who has taught special education classes, someone who is of high school age, a social studies teacher, a parent, etc.-you get the 	<p>Disagreed. Electronic museums and services were outside the scope of the guide. Another product about electronic museums, virtual tours, etc. should be created.</p> <p>Disagreed. A number of resources already existed about the teaming process which included information about teaming norms and expectations.</p> <p>Acknowledged. “Teacher” speak/terminology was included in the glossary. These concepts were reinforced through textbox information and by providing resources in the “Further Resources” section. Non-educators should rely on educators’ expertise within the partnership to assist in “getting into the world of education”.</p> <p>Acknowledged. The information was already included in the text. Also an explanation and form indicated how to identify other partnership members was included in the guide.</p>
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<p>idea.</p> <ul style="list-style-type: none"> • How do you to get funding to form partnerships and produce curriculum materials? 	<p>Acknowledged. Another resource will be needed to explain how to obtain funding in detail because museum and public school resources vary greatly.</p>
<p>What possible obstacles do you foresee in the implementation of ideas presented in the guide?</p>	
<ul style="list-style-type: none"> • I mentioned above, that high school educators could be the block to getting information out. This probably will not be a problem with younger educators also looking to refine and add to their own “toolbox”. • You are correct that staff development and time to research and learn are going to be needed in order to make this information useful. Administration at the district and building levels have a tendency to make this information useful. The information is important to get out to college educators in training beginning /during their junior year. They will be accepting and have a greater understanding of what is available. Technology specialists in the schools need a copy of the guide so they can also be support. District curriculum directors need to attend training to support this initiative. • History in Jim Crow Laws was a lot to read but very helpful. I enjoyed it, but I’m not sure if the info. will be used. I would love to see the info. used widely. • The ideas about how to form committees of 	<p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p>

<p>contributors are excellent as are the ideas about forming and assessing lesson plans and activities.</p> <ul style="list-style-type: none"> • I would have a proofreader make a thorough check for grammar and sentence structure concerns. • Most obstacles were mentioned and solutions or ideas were presented to solve them. Also lack of teaming or buy-in to the project. • Making the initial contact to start a partnership. <ul style="list-style-type: none"> • Museums will probably want to track #'s. If they are going to invest this much time and perhaps money they will want to know what the outcome is. In field trips, at least they can note that so many students came on such a day...blah blah. How will they know who has used the lesson plans? • Money and time (two things museums and schools have little of.) You'll be dealing with personnel who are already stretched pretty thin (probably)-so the plan needs to be as user friendly and as on point as possible. • Interest on the part of teacher's that already have way too much to do. 	<p>Agreed. Proofreaders were secured to examine the final product.</p> <p>Acknowledged.</p> <p>Acknowledged. Specific steps were included in the guide dealing with how to make initial contact to initiate a partnership.</p> <p>Acknowledged. Museums that sell, mail, or provide curriculum materials to educators can track usage of curriculum materials through distribution numbers.</p> <p>Acknowledged. The content of the guide was condensed and reorganized.</p> <p>Acknowledged. The guide already included possible solutions to obstacles and benefits to educators in the partnership.</p>
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<ul style="list-style-type: none"> • If all “museum educators” are actually trained teachers. 	<p>Acknowledged. The guide was written so if museum educators were not trained teachers they could still utilize the information in the guide.</p>
<p>Other comments.</p>	
<ul style="list-style-type: none"> • Page 2: Proven model? • Page 3: Lots of repetition (museum and public school partnerships are creating motivational standards-based curriculum materials in high school social studies). • Page 3: Take out (are). • Page 5: Take out (how to) create. motivational standards. • Page 5: More repetition. • Page 6: I had difficulty distinguishing Stage 3 from Stage 4. • Page 14: You might think about adding the following sentence or something like it: (Emailing ideas to each organization prior to meeting will provide a base of information 	<p>Acknowledged. This model was created by the researcher based on the literature review for the dissertation and research used to create the guide.</p> <p>Disagreed. The terminology was used only three times on the page.</p> <p>Disagreed. This is a direct quote and could not be changed.</p> <p>Agreed. The wording was changed.</p> <p>Agreed. Repetitive information was removed from the guide.</p> <p>Acknowledged. The content was condensed and reorganized, and repetition was removed from the guide.</p> <p>Disagreed. Similar information was already located in the guide.</p>

<p>from which to work).</p> <ul style="list-style-type: none"> • Page 14: Add (All) behind Third, <u>all</u> partnership members need, at the bottom of the page. • Page 14: Add (receive) Fourth, ensure partnership members <u>receive</u> benefit... • Page 14: Fifth, come to a consensus about acceptable available resources, strengths and weaknesses, and build on the strengths and successes. Start slowly and realistically, and recognize limitations. • Page 16: Add an e into the sentence (and many ...relative isolation from one another.... • Page 18-19: There were two wording issues-see example. • Page 20: Partnership's needs in text box. • Page 22: Use three dots instead of two dashes in the quote. • Page 23: Last paragraph "why creating a plan is important" sounds like a run-on sentence. • Page 23: Repetition (repetition throughout). 	<p>Agreed. The wording was changed.</p> <p>Disagreed. The change suggested was stylistic and did not clarify or add to the meaning of the sentence.</p> <p>Agreed. The wording was changed.</p> <p>Agreed. The spelling error was changed.</p> <p>Agreed. The wording was changed based on the examples provided by the participant.</p> <p>Agreed. The textbox was changed to reflect the suggestion.</p> <p>Disagreed. This is a direct quote and could not be changed.</p> <p>Disagreed. A heading can not be a run-on sentence.</p> <p>Agreed. Repetition in the guide was removed.</p>
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<ul style="list-style-type: none"> • Page 24: I rewrote this paragraph-see attached example. • Page 24: Changed first sentence-see example. • Page 26: Perhaps consider the learning modalities (Why are we learning this? What exactly will we cover/learn? How will we use it? What if we apply it elsewhere?) • Page 27: Not only do plans help us understand the end goal-they keep us on target and focused. • Page 28: With current partnership members, make a list of potential members <u>who</u> meet... • Page 30: Every partnership will have problems and encounter <u>its</u> own.../Spacing. • Page 31: Introduction-repetitive-duh. • Page 32: Repetition. • Page 36: In the box next to the lightbulb-you do not need are. If you keep are, you need the letter S on contact. • Page 38: Second paragraph-sounds like a run-on sentence. "Through technology..." 	<p>Disagreed. The changes suggested were stylistic and did not clarify or add to the meaning of the paragraph.</p> <p>Agreed. The sentence was changed.</p> <p>Disagreed. These questions were answered throughout the first few stages of the guide.</p> <p>Acknowledged.</p> <p>Agreed. The wording was changed to reflect the suggestion.</p> <p>Agreed. The spacing was corrected.</p> <p>Agreed. The introduction was rewritten to eliminate repetition of information in the guide.</p> <p>Agreed. The repetition was removed from the guide.</p> <p>Agreed. The wording was corrected.</p> <p>Disagreed. This was not a run-on sentence. The term student boredom was used to make a point and reinforce the terminology used in</p>
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<p>select another way to state, “student boredom” maybe use lacks motivation or lacks an interest in the subject...</p> <ul style="list-style-type: none"> • Page 40: “What is a curriculum framework?-you don’t need “a”. • Page 43: Mass Hist. And SS link does not work (might be cut off. I checked some of them, but not all). • Page 47: Text box: “Studies suggest that educator...student’s positive attitudes toward social...”. • Page 49: I’m not sure if the copyright laws are needed. I felt it took away from the section. But I understand why they are included. • Page 52: Could this page be horizontal? • Page 59: Stage 4: Title should be in bold print. • Page 63: A tour of a museum does not always excite us... • Page 70: Reword info. box. 	<p>the research.</p> <p>Agreed. The wording was changed to reflect this suggestion.</p> <p>Agreed. The link was cut off, but did work.</p> <p>Agreed. The wording was changed.</p> <p>Disagreed. Copyright laws must be followed by law and many educators find assistance with the intricacies of the laws helpful.</p> <p>Disagreed. The page was part of the copyright laws document; making one page of the document horizontal would not make sense.</p> <p>Disagreed. Changing the title bold would not be consistent with guide’s format.</p> <p>Agreed. The sentence was removed from the guide.</p> <p>Disagreed. The change suggested was a matter of preference.</p>
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<ul style="list-style-type: none"> • Page 73: Missing website in box (Rubric). • Page 78: Write out what RFDL means. • Page 78: Should standards be a bit closer to purpose and objectives? • Page 80: Text box. “describe the expectations of students that achieve the lesson plan? • Page 84: Bold 3. Graphic Organizer. Bold 4. Hurdle Help & 6. Technology. • Page 87: “The toolbox is like a suit <u>tailored customized</u> for... (don’t need both words). • Page 93: Get clearance to blog at school. • Great information on pgs. 73, 45, 67, 81, and 111. • My favorite activity is the blogging activity. • I really enjoyed reviewing your work. • Your ideas are well-conceived and based on best practices. • Comments made in red on attached copy of 	<p>Agreed. A URL was added to the textbox.</p> <p>Agreed. The meaning of the acronym, RFDL, was written out in the guide.</p> <p>Acknowledged. The proximity of the standards section was not changed. However, the section was reworded to clarify that the standards were for <u>each</u> lesson plan created by the partnership.</p> <p>Agreed. The textbox was reworded.</p> <p>Agreed. The text was bolded as suggested.</p> <p>Agreed. The word customized was removed from the sentence.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged.</p> <p>Acknowledged. Changes were made to the guide based on the participant’s feedback.</p>
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<p>the guide.</p> <ul style="list-style-type: none"> • Stage 1 “familiarization time”-while I agreed I don’t care much for this term. • You speak in generalities-where did you ever get the idea that we (museum educators) don’t focus on motivating students to learn? That is insulting! And offensive! And what % of museum curriculum materials are for elementary? For secondary? And how many museum educators have never taught school or have teaching credentials? <ul style="list-style-type: none"> • Maybe because the education staff here are experienced teachers and because we already do most, if not all, of these things, I found little here new. <ul style="list-style-type: none"> • Most of what is suggested that museums do is difficult, if not impossible for us to do-motivate, engage, make lessons relevant to students’ lives. We do not work directly with students very often. Many of our 	<p>Acknowledged.</p> <p>Acknowledged. The review of the literature and research showed there has been a lack of motivational curriculum materials created for high school social studies. Further research about the percentages of elementary and secondary materials created through museum and public school partnerships and the number of museum educators that have been certified teachers, have been needed. All these areas need further research and dissemination.</p> <p>Disagreed. The web-based lesson plans created by this participant did not include curriculum standards, lesson plan objectives or components, and were designed for middle school and secondary students (grades 6-12). In addition, the lesson plan components did not incorporate many of the motivational techniques as suggested by research.</p> <p>Disagreed. The NLBM-KSU partnership created curriculum materials that do motivate and engage students and show relevance to students’ lives. Many museums do not work directly with high school students very often</p>
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<p>lessons/curriculum guides are sent out or accessed online.</p> <ul style="list-style-type: none"> • Is there a reason why NLBM is used as the example so much of the time? Maybe I missed something. However, a broader scope of examples would seem to be helpful. • MAP testing is on its way out. 	<p>and have museum curriculum materials available online.</p> <p>Acknowledged. The use of NLBM in the title of some examples was removed where possible. However, the introduction to the guide explained the purpose of the NLBM-KSU partnership and that the products created through the partnership were used as examples throughout the guide.</p> <p>Agreed. Missouri has begun the process of requiring end-of-course exams for its public schools. Missouri social studies standards will not be affected by this change. The guide was intended to be used by states nationwide and each state, including Missouri, will still have curriculum standards that must be met.</p>
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The main field test participants provided a number of comments on each section of the questionnaire. The main field test participants reported items for improvement that were addressed and described in Table 7.

The guide’s main field test questionnaire also had five questions that main field test participants rated on a five-point Likert scale. The response code included:

1. Strongly Disagree.
2. Disagree.
3. Neutral.
4. Agree.

5. Strongly Agree.

The information in Table 8 shows the mean response for each criteria pertaining to the first section of the guide's questionnaire.

Table 8. Mean Rating of the Guide's Main Field Test Questionnaire

Criteria	Mean Score
1. The content of the guide is based upon current practices and relevant research and literature.	4.1
2. The format of the guide is attractive and functional.	3.7
3. The guide is a practical resource for museum and public school educators.	4.0
4. The guide provides useful information for museum and public school educators.	4.4
5. Overall the guide is easy to use and understand.	3.6

Mean ratings above 3.00 indicated a favorable rating for each section. The mean scores from 3.6 to 4.4 indicated that the main field test participants found the guide useful, supported the guide's content, found the guide to be based upon current practices and relevant research and literature, and practical for museum and public school educators. However, one participant's feedback was highly emotional and from a more negative disposition than the other participants' feedback which decreased the overall mean scores of the main field test.

Step 7: Revision of the Final Product

The revisions to the final product were completed after data from the main field test were collected and analyzed. The revisions emphasized the guide's formatting and usability. The main field test participants found the guide to be based upon current practices, relevant research and literature, and practical for museum and public school educators to use. The comments regarding

the quality of the content and the comprehensiveness of the resource were positive. Several minor cosmetic and grammatical errors were identified by the participants and corrected by the researcher. The participants also identified issues of repetition in the guide's content particularly in the areas of formatting and ease of use. However, feedback from the main field test participants indicated the guide would be a valuable tool for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies.

Summary

The research and development (R&D) cycle described in this chapter supplied an organized process of production and feedback that thoroughly formed the Museum and Public School Partnerships: A Step-By-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies. The systematic approach of the R&D process provided quality input from numerous museum and educational leaders that culminated in appropriate revisions to the guide. Information received from the literature review, proof of concept, and preliminary and main field tests resulted in an idea becoming a practical and usable educational product for museum and public school educators.

CHAPTER 4-The Validated Product

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Introduction

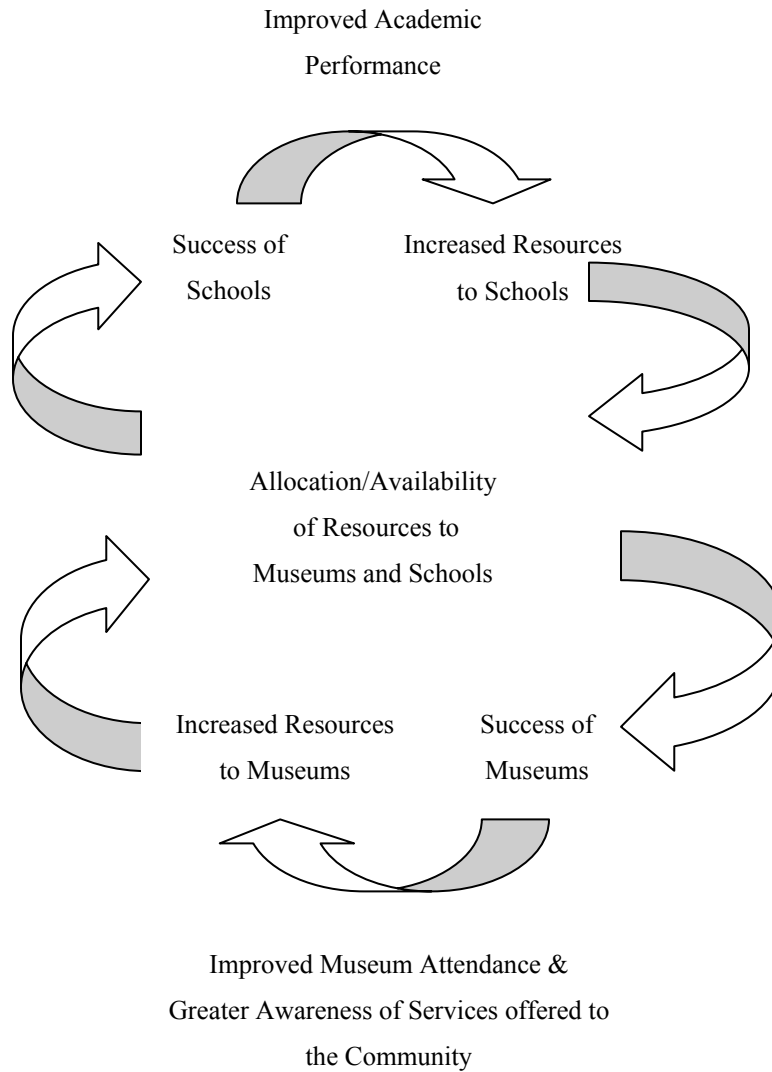
Museum and public school partnership curriculum materials have the ability to make almost any subject more relevant to students' lives, increase students' interests, and make learning more effective.

Introduction

The idea of museum and public school partnerships is not new. However, the nature of the museum and public school partnership has shifted since the call for increased accountability and the strengthening of the curriculum in public schools. The shift was brought about primarily from the No Child Left Behind Act of 2001. The No Child Left Behind Act redefined the federal role in K-12 education and aimed to improve the academic achievement of all students in the United States.

Partnerships between museums and public schools are striving to achieve excellence with equity and for a higher percentage of students meeting the curriculum standards. Museums and public schools are interdependent when they partner to create standards-based curriculum materials. Without the help of each other, museums and public schools could be competing for the same resources. Instead, through a partnership, museums and public schools experience mutual success and increased resources.

Figure 4.1. Museum and Public School Partnership Cycle of Success



Barragree, C. (Fall, 2006a).

The success of the partnership's curriculum materials has the potential to increase the success of schools through improved academic performance, and the success of the museum through improved attendance and greater public awareness of services at the museum. The success of the partnership results in more resources being allocated or made available to museums and schools which in turn repeat the cycle of success.

A museum and public school partnership has the ability to make almost any subject more relevant to students' lives, increase students' interests, and make learning more effective. Museums of all types and sizes offer educational programs that support public school curriculum standards at all grade levels. However, most of those materials have been for elementary level students. In fact, fourth grade curriculum materials are the most abundantly created by museum and public school partnerships.

Advantages for a museum and public school partnership are twofold: (1) To enrich the education of students, and (2) to ensure that learning objectives and curriculum standards have been met. Some of the curriculum materials created thus far by museum and public school partnerships are standards-based, but usually don't focus on motivating students to learn. Even fewer curriculum materials focus on high school students and the subject of social studies.

There are limited resources for high school educators and even fewer museum and public school partnerships are creating motivational standards-based curriculum materials in high school social studies. Therefore, museums and public schools need to partner to develop motivational standards-based curriculum materials in high school social studies.

The intention of this guide is to provide museum and public school educators the information, resources, and strategies necessary to successfully form a partnership and to create standards-based curriculum materials in high school social studies.

The next section gives an overview of the guide and will help readers get the most out of the guide.

How to Use This Guide

“Museums and schools are natural partners...together they can present students with an enriching partnership of ideas, discovery, challenge and fun, a partnership well worth developing and sustaining”

(Sheppard, 1993, p. 2).

How to Use This Guide

The guide is written for museum and public school educators. This includes museum curators, education directors, teachers, curriculum and technology coordinators, administrators, volunteers and others who work in a partnership to create motivational standards-based curriculum in high school social studies. The purpose of the guide is to provide museum and public school educators with step-by-step instructions on how to partner and create motivational standards-based curriculum material in high school social studies. However, the materials and examples in the guide can be adapted for a number of other types of partnerships, grade levels, and subject areas.

The guide is organized into six stages. Each stage examines an important element in the planning process of museum and public school partnerships creating motivational standards-based curriculum materials in high school social studies.

The six stages are:

Stage 1 Creating a Partnership

This section provides information on varying aspects of creating and sustaining a museum and public school partnership.

Stage 2 Preparing a Plan

This section details why creating a plan is important for museum and public school partnerships and how to best

facilitate the development of the plan through establishing a planning committee and creating a timeline for completion of the plan.

Stage 3 Planning Curriculum Components

This section discusses how to establish a frame of reference, curriculum considerations, product examples, and keys to assessing the partnership's products as the products relate to the plan components.

Stage 4 Developing the Curriculum

This section also addresses how to establish a frame of reference, curriculum considerations, product examples, and keys to assessing the partnership products but focuses on how these areas relate to the steps in the curriculum process.

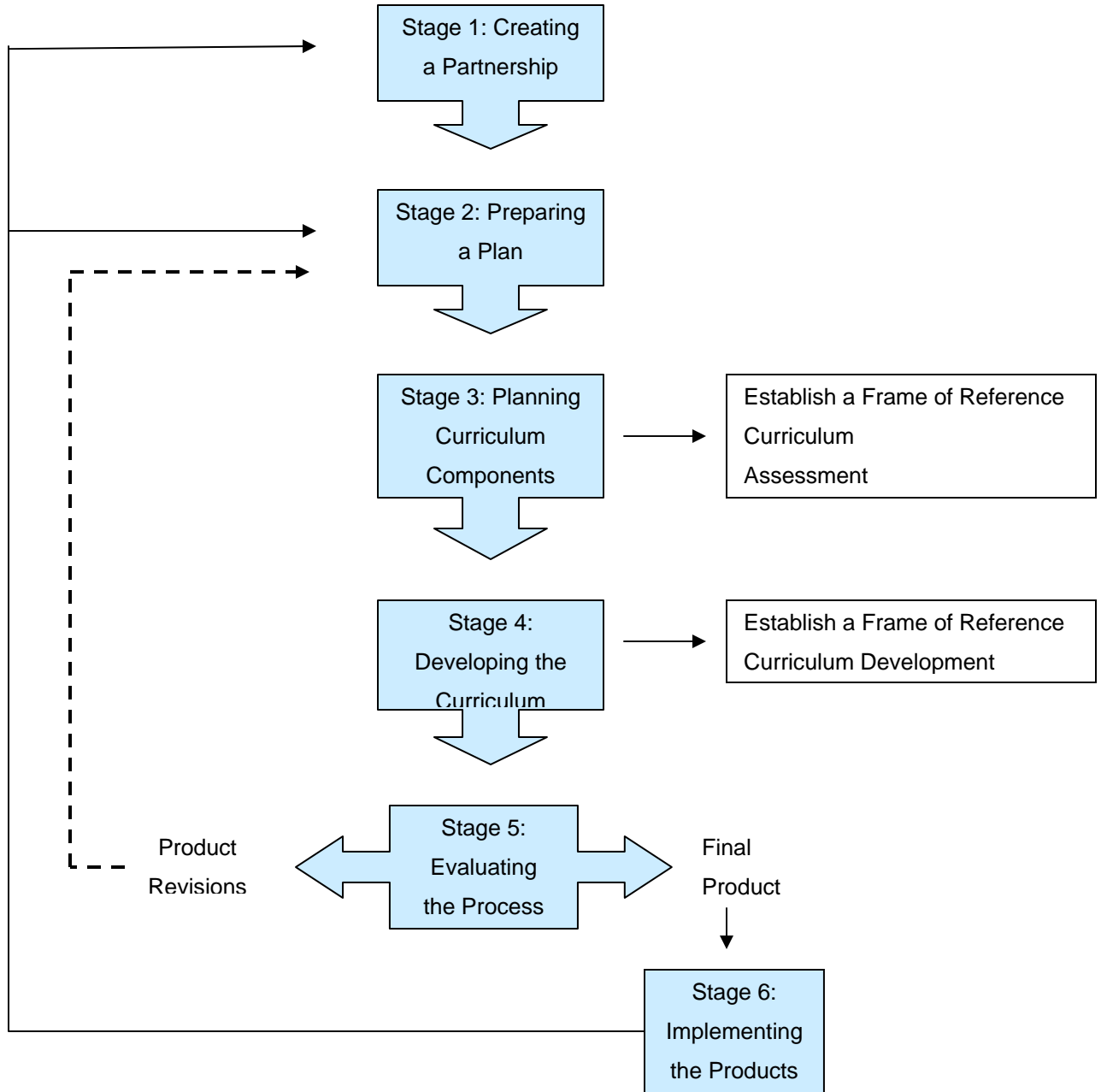
Stage 5 Evaluating the Process

This section provides examples for museum and public school partnerships to utilize when evaluating the effectiveness of the partnership and the quality of the partnership's curriculum materials.

Stage 6 Implementing the Products

This section explains two important aspects of implementing the plan: (a) how to reach the target audience, and (b) how to promote the partnership's products.

Figure 4-2. The Six Stage Process for Museum and Public School Partnerships Creating Motivational Standards-Based Curriculum Materials in High School Social Studies



Source: Barragree, C. (Fall, 2006b).

There are certain products that may need revision after Stage 5. In that case, the partnership should return back to Stage 2 and follow the stages until a desired product is finalized. Stages 3 and 4 will require the most time from the partnership as these two stages are the most detailed stages of the plan and are the stages in which the curriculum materials are actually created.

Appendices

Appendix A is the Missouri Department of Elementary and Secondary Education: *Social Studies Grade Level Expectations*. Appendix B is the list of *The Show-Me Standards* from Missouri. Appendix C contains the *International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students*, and Appendix D includes the *ISTE NETS for Teachers*. Appendix A through D are most applicable during the reading of Stages 3 and 4. The glossary of terms follows in Appendix E with definitions and terminology of the bolded words found in the guide. This information can be used throughout the guide. Appendix F contains a categorical listing of further resources for the partnership which are useful throughout the entire planning and implementation process.

Guide Process

Each stage of the guide should be read in order. The stages provide the foundation for understanding how to form a partnership to create standards-based curriculum materials in high school social studies. Stages 3 and 4 are specifically for partnership planning committee members because these stages describe “how-to” aspects of creating motivational standards-based curriculum materials in high school social studies. Stage 5 provides help for partnership

members to organize and evaluate quality of the curriculum materials created through the partnership. Partnership members can move on to *Stage 6: Implementing the Products*, once positive feedback has been received about the quality of the curriculum materials.

There are small symbols throughout the guide. These symbols signify additional information that can be used by partnership members. The symbols include:



The light bulb indicates a great idea or tip.



The magnifying glass signifies additional information or clarification of an idea.



The question mark indicates an important question museum and public school educators should think more about.



The book refers to a print resource, such as a book, journal article, or magazine article. Complete references for print resources are located in the reference section of the guide.



The computer mouse represents an electronic resource such as a webpage, e-book, online journal article, or online magazine article.

Complete references for electronic resources are located in the reference section of the guide. (All resources were active at the time of publication. Some may not work at a later date).

...an **RFDL** is...

Words in **bold print** in the text are defined in the glossary in Appendix E. (Only the first instance of each word will be in bold print).

Throughout the guide, products created from the Negro Leagues Baseball Museum (NLBM) and Kansas State University (KSU) partnership are included as partnership product examples. The NLBM-KSU partnership developed standards-based curriculum materials for high school social studies educators. The high school level curriculum materials produced through the NLBM-KSU partnership incorporated state and national standards, utilized NLBM content in social studies, and infused technology into the curriculum materials for a motivational approach.

Stage 1: Creating a Partnership

“There is no single way to ensure successful partnership development”
(Tushnet, 1993, p. 7).

Stage 1

Stage 1: Creating a Partnership

Stage 1 Outline

Introduction

Why is a partnership important?

Who should be involved in the partnership?

What are the steps in creating an effective partnership?

Why do partnerships fail?

Introduction

This stage of the planning process is the most crucial for the **museum** and **public school partnership**. Although there is not one formula or checklist to follow to create an effective partnership, completion of tasks in this stage are imperative to the success of the partnership. This section is not meant to be prescriptive, but rather a starting point for museum and public schools that wish to begin planning a mutually successful and effective partnership.

Why is a partnership important?

Museums and public schools benefit when a partnership is created. When museums link their resources and knowledge with public schools and other community organizations, the participants' experiences become richer, deeper, and more engaging. Since 1991, museums reported that the number of students, **educators**, and public schools they serve has continued to grow (IMLS, 2002, p. 1).

A museum and public school partnership is important because the partnership:

- Can educate more people;
- Works toward educating more diverse populations and increasing the academic excellence of **high school** students in the United States;
- Can find ways to make connections to the lives of high school students;
- Can strengthen high school students' basic skills, and increase students' knowledge, comprehension, and understanding;
- Plays a critical role in the development of motivational **standards- based curriculum** materials for high school **social studies**;
- Incorporates **curriculum standards** and basics to help meet the goal of educating others to achieve more;
- Creates motivational **curriculum materials** that meet the increased expectations of national education and **state standards**, and changing **technology**; and
- Has a mutual concern about an existing problem(s) within their organizations;
- Has the assistance of both museum and public school educators working together toward a common goal;

Review the following resources to learn about the increased expectations of state, national, and **social studies** education **standards**.



Daley, R. (2003, May). **No geographer left behind: A policy guide to geography education and the No Child Left Behind Act.**

Ravitch, Diane. (2005, November 7). **Every state left behind.**

Who should be involved in the partnership?

A museum and public school partnership does not have to start with a large number of members. The partnership could start with:

1-2 Museum educators, curators, or docents

and

1-2 Public school educators, **curriculum coordinators**, or **administrators**

Use the Effective Partnerships Chart to guide partnership member selections, obtain contact information, and clarify members' role(s) in the partnership. A facilitator should be identified to keep the process moving forward and to ensure the partnership stays on track toward achieving its goals.

Table 4.1. Effective Partnerships Chart

Type of Partner	Partners Name and Contact Information	Role in Creation and Implementation	Role in Supporting the Creation and Implementation
Museum Personnel			
High School Educators or Administrators			
Public School Districts			
Postsecondary Institutions			

Government Agencies, Community Groups, etc.			

Adapted from: California Department of Education. (2001).



Partnership members should have administrative commitment before beginning the partnership process.

Once the word spreads about the partnership's efforts to achieve common goals, participation will increase. Form an educator advisory board to help spread the word about the partnership's mission, how the partnership and the **curriculum materials** fit into the school's existing **curriculum**, and how the curriculum materials meet national and **state standards** while motivating **high school** students. It does not matter when a member wants to join the partnership, welcome them! Involve as many educators and administrators from the public school as possible.



Who, in addition to subject area educators, should be included in the partnership? Librarians, technology coordinators, special education teachers, etc.

What are the steps in creating an effective partnership?

There is no established philosophical framework for museum and public school partnerships to utilize for guidance when trying to sustain a partnership, and many museum and public school partnerships exist in relative isolation from one another. So how is an effective partnership formed?

Basic guidelines for developing a museum and public school partnership include:

First and foremost, put time and energy into building trust.

Second, **museum personnel** need to listen to public school educators' needs and wants. Talking and listening in small groups and informal conversations is best in the beginning.

Third, all partnership members need to be part of the decision-making process. Ensure each member has an active role in the partnership.

Fourth, ensure partnership members benefit from the relationship. For example:

- Curriculum materials for classroom use
- Increased attendance at museum functions
- Graduate credit
- Educator release-time

- Substitute teacher stipends

Fifth, identify available resources, strengths and weaknesses, and build on the strengths and successes. Start slowly and realistically, and recognize limitations.

Finally, create an action plan.

Table 4.2. Action Plan

Action Step	Person Responsible	Completion Date
Obtain early commitment from appropriate school and museum administrators.		
Establish early, direct involvement between museum and school staff.		
Understand the school's need in relation to curriculum and state and local education reform standards.		
Create a shared vision for the partnership, and set clear expectations for what both partners hope to achieve.		
Recognize and accommodate different organizational structures of museums and schools.		
Set realistic, concrete goals for the partnership through careful planning.		
Allocate enough human and financial resources.		
Define roles and responsibilities.		
Promote dialogue and open communication.		
Provide real benefits that teachers can use.		
Encourage flexibility, creativity, and experimentation.		
Seek parent and community involvement.		

Adapted from: Hirzy (Ed.). (1996).

Partnership members need to understand the museum's mission and the school's philosophy before proceeding to the **Needs Assessment**.

Conduct the Needs Assessment. A Needs Assessment will help determine if the museum and public school have a mutual concern about an existing problem(s) within their organizations. Without a mutual concern, the partnership would only benefit one organization. For a partnership to be effective both organizations need to benefit.

Use the following questions adapted from *Museum School Partnerships: Plan and Programs Sourcebook #4* by Alberta Sebolt (1981) to guide the development of the partnership's Needs Assessment.

1. Identification of Needs and Options.

- What are the needs of the partnership?
- Define the mutual concern or problems the partnership wants to address.
- What are the stages the partnership should follow?

Analyze the elements of the partnership.

- What are the partnership's options?
- What are the partnership's goals?



Who is the target audience?

What timeframe do we want/need the products completed by?

What products do we need to create to meet the partnership's needs?

What are the partnership's objectives?

- Develop a course of action.
- Analyze the resources available.
- Estimate the amount of time needed for planning.

2. Development of the Partnership.

- What is the reason for forming the partnership?
- List the important reasons for the partnership. Design and write a 50–100 word rationale for the partnership.
- Address museum and school objectives.
- What are the major ideas the partnership wishes to develop?
- Identify major ideas the partnership hopes to develop.
- As a result of this partnership we will...
- What do partnership members expect to learn/create?
- How will partnership members assist each other?
- List the activities and strategies the partnership will use to meet to accomplish the partnership goals, formal meetings, teacher in-service time, email communications, etc.

3. Implementation of the Partnership.

- What are the roles of the museum and school staff?
- What are the materials needed to accomplish the tasks?
- List the available resources and make plans for those which are not readily available.

4. Revision of the Plan.

- How will the partnership know if the program is effective?
- Develop a system of evaluation.
- Use the information to revise the plan.

5. Planning for the Future.

- How will the partnership continue the program?

The partnership needs to plan to nurture the relationship or the relationship may not continue. The partnership needs to plan to let people know about the program in order to build support to sustain involvement.



If the goals are not what the partnership originally expected, change the goals to reflect the current needs of the museum and the public school.

Why do partnerships fail?

In planning for the future of the partnership avoid the major causes of partnership failure:

1. Lack of funding;
2. Fit of the museum and the public school is wrong; and
3. Lack of familiarization time (American Association of Museums, 1995).

The number one reason most museum and public school partnerships dissolve is lack of funding. However, staff changes, competition for resources, and the fluctuating relationship between the museum and the school contribute to the dissolution of museum and public school partnerships. In addition, the view in some museums that education is just a revenue maker and is part of the museum marketing department, not the education department, can speed up the decline of the partnership.

To avoid a lack of funding identify sources of funding from the beginning. Sources of funding could include federal funds, donated time, or direct cash payments from partners. Because time and expertise are free sources of

funding it is critical to establish trust and familiarization amongst partnership members.

Time can be the hardest resource to glean from partnership members. In order to gain time commitments from partnership members, museums need to recognize public schools’ busy schedules and public schools need to understand museums’ role in education.

Creating stronger bonds among partnership members at the beginning of the partnership creates a better chance for long-term commitments from members as the partnership matures. To do this, more familiarization time is needed. Familiarization time engages members in team building exercises and provides time for partners to become familiarized with each other’s programs, facilities, staff, and needs.

Use the Sustainability Chart adapted from the California Department of Education (2001) to define the partnerships role over the next three to five years.

Table 4.3 Sustainability Chart

Type of Support Provided (Examples)	Individual(s) Responsible Person(s) or Job Title(s)	Plan for Providing This Support
Ongoing curricular support		
Benefits to partnership members		
Professional development		

Support provided during school hours		
Support provided outside of school hours		
Support provided during museum hours		
Support provided outside museum hours		

Learn more about developing successful partnerships through these resources:

American Association of Museums. (1984). **Museums for a new century. A report of the commission on museums for a new century.**

Bevan, B. (2003). **Urban network: Museums embracing communities. *Windows onto worlds.***

Center for Museum Education. (1981). **Museum school partnerships: Plans & programs sourcebook #4.**

Hirzy, E. (Ed.). (1996). **True needs, true partners: Museums transforming schools.**

Institute of Museum and Library Services (IMLS). (2004). **Charting the landscape, mapping new paths: Museums, libraries, and K-12 learning.**





American Association of Museums (AAM).

www.aam.org

Institute of Museum and Library Services.

www.imls.org

Stage 2: Preparing a Plan

“The plan is simple...planning,
follow-up and cooperation”
(Linder, 1987, p. 122).

Stage 2

Stage 2: Preparing a Plan

Stage 2 Outline

Introduction

Who should be involved in the planning process?

How should contacts be made to establish members of the planning committee?

How do I retain or replace planning committee members?

How often should members meet?

What is the best time for members to meet?

What medium works best for members to meet?

What is the timeline for the completion of the plan?

How should the plan be developed?

Introduction

Stage 2 outlines the logistics of the museum and public school partnership and identifies and articulates the plan for forming the partnership to create **standards-based curriculum** materials in high school social studies. Do not try to skip stage 1 or 2 in the partnership process as each stage has a specific focus and adds essential elements to the partnership process.

Who should be involved in the planning process?

Assess who is already involved in the partnership and what his/her area(s) of expertise include.



What area(s) of expertise is still needed?

What key personnel are not yet represented?

Begin filling in the Management Chart below to define the leadership structure and time commitment anticipated for the partnership when creating and implementing motivational standards-based curriculum materials in high school social studies.

Table 4.4. Management Chart

Individual(s) Responsible Person(s) of Job Title(s)	Responsibilities (Samples)	Time Estimate (Hours per month or project)
	Provide overall leadership and coordination.	
	Coordinate potential partnership member contacts and sustainability.	
	Manage and coordinate understanding of museum content and the museum's mission.	
	Manage and coordinate selection and definition of lesson plan components.	
	Manage and coordinate lesson plan development.	
	Manage and coordinate understanding of and creation of RFDLs.	
	Manage project budget and benefits to partnership members.	

	Coordinate ongoing partner involvement.	
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Adapted from: California Department of Education. (2001).

With current partnership members, make a list of potential members who meet the missing criteria. Try to list more than one person in each area and then decide and how potential partnership members should be contacted. Many public schools are looking for staff development ideas outside their organization. Consider advertising the partnership in local **school district** newsletters, staff bulletin boards and **websites**, professional organizations, educational workshops and conferences, newspapers, television, and radio stations.



Educators know more about their students and curriculum than anyone else. Museums needed to include public school educators from various areas and utilize the educators' expertise and experience.

How should contacts be made to establish members of the planning committee?

People trust people they know and respect. Be sure partnership members are acquainted with potential members, and if possible, know the potential member well before any kind of contact is made. If partnership members are excited about the partnership that enthusiasm will come through in the initial contact made with potential members.



No partnership member should be cold calling (contacting a stranger) potential members.

versed enough about the role a potential member may take within the

feel well-

partnership. In this case, the partnership member should go ahead and make initial contact with the new potential member anyway.



Speak from the heart and tell the truth when making initial contacts. If you don't know much about the museum content or school's standards, say so. Do convey excitement about the partnership's plans and how the plans will benefit the potential member.

If a potential member is interested, then someone else from the partnership should contact them to provide further details about the partnership and their possible role(s). The contact should be ended by inviting the potential member to the next partnership meeting.



If the potential member is known well by the partnership member, an offer to provide transportation to and from the meeting is typically welcomed.

How do I retain or replace planning committee members?

The first step in retaining partnership members is to make sure the structure and goals of the partnership are a good fit for both organizations and that information is shared freely. Every partnership will have problems and encounter its own unique struggles, but the way the problems and struggles are overcome by the partnership is more important to retaining partnership members. In addition to rewarding challenges and positive outcomes,

partnership members want benefits. Providing benefits can help motivate partnership members and encourage others to become partnership members.

Partnership members may want monetary benefits for being involved in the partnership. However, most museums and public schools operate on a limited budget and recent budget cuts have made budgets even tighter. There are benefits that can be offered to members that are worthwhile, but have little or no monetary value. For example:

- Release time for educators to attend partnership meetings/events.
- Graduate credit from a local college or in-service credit for participation.
- Educators receive free copies of curriculum materials, museum tour or program for their classes, and/or invitations to special museum functions.
- Public recognition in newspapers, school board meetings, radio, television, etc.

Each partnership should consult the members to decide what benefits are achievable and best meet the partnership's needs.

To replace partnership members, get referrals from current members and then return to the previous step of how to contact partnership members. Contact local organizations such as public schools, colleges and universities, and professional organizations to provide information about the opportunities the partnership has to offer. Some organizations may let the partnership post advertisements, set up a booth, or speak to interested groups.



Who or what organization(s) that are not involved could benefit from the partnership?

How often should members meet?

Ensure that meeting dates and times are scheduled regularly. Weekly, bi-weekly, or at least monthly meetings work best, but the frequency of meetings may fluctuate depending on the current partnership priority. Take advantage of public school **inservice** and planning days, and scheduled breaks such as spring break and summer vacation to meet with educators. Sending email reminders about meeting dates can also increase member attendance at meetings or events.

What is the best time for members to meet?

Consult with partnership members to see what time best works for members to meet. Museums should consider that educators' work days often extend beyond the first and last school bell of the day. Most educators have additional duties such as supervision, committee meetings, and coaching throughout the year. Try scheduling the first meeting around 5:00 or 6:00 p.m. and providing a light dinner. Schedule meetings when educators are "fresh" on weekends; have a Saturday breakfast or luncheon.



Provide food or snacks of some sort and a beverage (even water) at every meeting to entice members to attend.

At the first meeting determine what the best time is for partnership members to meet in the future and set a meeting schedule.

What medium works best for members to meet?

Another question to address at the first meeting is: Do partnership members want to meet face-to-face every time or through some other medium?

In today's **technology**-hyper world members may decide meeting face-to-face is not an efficient or effective use of their time or budget. Partnership members may want to "meet" via conference calls, through email, or even by **web** conferencing. Guidelines need to be developed before implementing virtual meetings.



Not everyone may be comfortable with email or virtual meetings, so decisions about the type of medium should be dependent on members' technology skill level.

What is the timeline for the completion of the plan?

The timeline for completion of the partnership's plan will vary depending on the size of the project, the number of members in the partnership, the frequency of meetings, and budgetary considerations. However, preparing the plan should take no longer than four or five meeting dates.

How should the plan be developed?

Each partnership's plan will be different due to the varying mutual concerns and goals of partnership. Follow these three steps.

Step 1. Obtain agreement from partnership members about the product(s) to be produced.

Step 2. Review and coordinate any existing plans (i.e. Action Plan, Needs Assessment, Budget

The Implementation Timeline provides space for partnership **benchmarks** and specific components to be included in the form. By completing the Implementation Timeline the partnership should have a clear understanding of how and when the plan begins and ends, and what will be accomplished by the partnership and by whom.

Table 4.5. Sample Implementation Timeline

Start Date (M/Y)	Completion Date (M/Y)		Activity	Target Audience	Person Responsible	Component
	Projected	Actual				

Adapted from: California Department of Education. (2001).

Use the following Evaluation **Rubric** to assess the partnership's primary and secondary relationships. The rubric asks six questions, the first three relate to the partnership's primary relationships and the last three relate to the partnership's secondary relationships.

Table 4.6. Evaluation Rubric

Primary Relationships			Secondary Relationships		
1	2	3	4	5	6
Partnership Members to the Partnership	Institution(s) to the Partnership	External Stakeholders to the Partnership	Institutions to External Stakeholders	Institution(s) to Partnership Members	Partnership to External Stakeholders
A. Who was served or engaged?					
B. Did the partnership fulfill the mission, values, or needs (as applicable)?					
C. Who was involved in the project development and implementation and how?					
D. How did the partnership change relationships and perceptions?					
E. What lessons were learned and what was/will be their impact?					
F. How were partnership results communicated?					

Suggested evaluation questions for the project’s three primary relationships are:

Primary Relationships		
1	2	3
Partnership Members to the Partnership	Institution(s) to the Partnership	External Stakeholders to the Partnership
A. Who was served or engaged?		
Who composed the audience served? (document quantity, age, gender, race, educational background, geography, etc.)	Who was involved within your institution, including staff and others?	What external stakeholders were involved and at what level? External stakeholders include collaborators, cooperators, partners, funders, government, etc.

Were primary goals identified and assessed?		
<i>B. Did the partnership fulfill the mission, values, or needs (as applicable)?</i>		
Were the partnership's goals met? Did the partnership meet partnership members' needs? Were the needs of the museum(s) and school(s) met?	Did the partnership advance or impact the vision, mission, values, and/or needs, of your institution? If so, how?	Did the partnership advance the vision, mission, values, and/or needs of the external stakeholders? If so, how?
<i>C. Who was involved in the project development and implementation and how?</i>		
Were partnership members involved in the development of the partnership? If so, how did you select and involve them? Did you shape the partnership based on partnership members' input? If so how? Was it ongoing?	Outside the partnership staff, were other colleagues at your institution involved in the development of the partnership? If so, how did you select and involve them (administrators, peers, board members, etc.)? Did you shape the partnership based on the input of other colleagues at your institution? If so, how? Was their input ongoing?	Were external stakeholders involved in the development of the partnership? If so, how did you select and involve them? Did you shape the partnership based on the input of external stakeholders? If so how? Was their input ongoing?

Methods for Measurement		
Measure content and attitude change among partnership members (use surveys, focus groups, document baseline content and attitude).	Measure institutional change through awareness and support surveys (through focus groups).	Measure stakeholders' expectation (through questionnaires and interviews).
Measure the responsiveness of program participants' performance/input (through evaluation tests and surveys-include functions of age, gender, and ethnicity as appropriate).	Measure institutional support of the partnership (through anecdotal reports and questionnaires; document baseline of performance expectations).	Measure stakeholders' impact on the program (anecdotal reports; document stakeholders' baseline for attitudes and expectations).

Secondary Relationships		
4	5	6
Institutions to External Stakeholders	Institution(s) to Partnership Members	Partnership to External Stakeholders
D. How did the partnership change relationships and perceptions?		
Did stakeholders' perceptions of the institution change as a result of the partnership? If so, how?	Did the partnership members perceptions of the institutions change as a result of the partnership? If so, how?	Did the partnership members perceptions of the stakeholders change as a result of the partnership? If so, how?
Did the institution's perception of the	Did the institution's perception of the	Did the stakeholders' perception of the

<p>stakeholders change as a result of the partnership? If so, how?</p> <p>Did the program cause increase communication between external stakeholders and the institution? If so, how?</p>	<p>partnership members change as a result of the partnership? If so, how?</p> <p>Did the partnership cause increased communication between partnership members and the institution? If so, how?</p>	<p>partnership members change as a result of the partnership? If so, how?</p> <p>Did the partnership cause increased communication between external stakeholders and the partnership members? If so, how?</p>
<p>E. What lessons were learned and what was/will be their impact?</p>		
<p>What did you learn about the relationship between the museum and stakeholders during the partnership implementation?</p> <p>How will lessons learned from the partnership impact future relationships between the museum, schools, and stakeholders?</p>	<p>What did you learn about the relationship between your institution and partnership members during the partnership implementation?</p> <p>How will lessons learned from the partnership impact future relationships between your institution and partnership members?</p>	<p>What did you learn about the relationship between stakeholders and partnership members during the partnership implementation?</p> <p>How will lessons learned from the partnership impact future relationships between stakeholders and partnership members?</p>
<p>F. How were partnership results communicated?</p>		
<p>Did members of your institution outside of partnership staff communicate appropriate invitations to stakeholders to participate in the partnership? If so, who</p>	<p>Did members of your institution outside of partnership staff communicate appropriate invitations to participate in the partnership? If so, who invited whom and how?</p>	<p>Did external stakeholders use the partnership to reach prospective partnership participants (e.g., educators, administrators, museum personnel, community members). If so, who</p>

<p>invited whom and how?</p> <p>Did external stakeholders communicate their enthusiasm or concerns for the partnership to members of your institution outside of partnership staff? If so, who communicated what to whom and how?</p>	<p>Did partnership members have opportunities to communicate their enthusiasm or concerns for the partnership to members outside the partnership staff? If so, who communicated what to whom and how?</p>	<p>reached whom and how?</p> <p>Did program participants share their enthusiasm or concerns about the partnership with external stakeholders or others (e.g. newspapers, other local media, etc.). If so, who communicated what to whom and how?</p>
Methods for Measurement		
<p>Measure change in relationship between institution and stakeholders (identify number of board members, contributions, document baseline of the relationship).</p>	<p>Measure institutional awareness of partnership members (number of new members, programs/venues).</p> <p>Measure change in partnership members utilization of institution (document baseline participation levels).</p>	<p>Measure change in stakeholder relationship with partnership members (more projects, increased involvement).</p> <p>Measure change in attitude/behavior of partnership members toward stakeholder (determined by nature of stakeholder).</p>

Adapted from: Spitz, J. & Thom, M. (Eds.). (2003).

Stage 3: Planning Curriculum Components

“Learners need active roles; they can not be passive consumers of information if we intend for the learning to be useful and meaningful. Even when children are given the information they are to learn, they must discover its meaning”

(Center for Museum Education, 1981, p. 14).

Stage 3

Stage 3: Planning Curriculum Components

Stage 3 Outline

Introduction

Establish a Frame of Reference

- Subject area and grade levels

- Historical timeframe

- Copyright laws

Curriculum

- Determine curriculum standards

- Curriculum framework

- Type and kind of curriculum materials

- Curriculum topics

Assessment

- Plan component checklist

Introduction

Curriculum materials created through the partnership need to address specific teaching needs of public school educators to be successful.



Institute of Museum and Library Services.
(2002). True needs, true partners: Museums
serving schools 2002 survey highlights.

Subject area and grade levels

The first step in establishing a **frame of reference** is to decide the subject area and grade level(s) of the curriculum materials.



1. What grade level(s) need motivational standards-based curriculum materials?
2. Why are these curriculum materials needed?
3. What type of curriculum materials are needed most?
4. What subject area(s) in that grade level lack standards-based motivational curriculum materials for students?
5. Why is there a lack of motivational standards-based curriculum materials in this area?

High school students are usually the most difficult audience for museums and public schools to reach. Therefore, most curriculum materials created by museum and public school partnerships are for elementary age students, particularly for the fourth grade. In addition, motivational curriculum materials for high school students are needed in subject areas not evaluated by state tests, such as social studies. In 2002, educators indicated the integration of social studies into **museum educational** programs as an area of continued need

and 62% of museums said their ability to meet standards of **learning** was a strong to moderate influence in schools deciding to utilize the museum's resources (IMLS, p. 10-11).

Historical timeframe

The next step is to determine the historical timeframe of the curriculum materials. The historical timeframe identifies and organizes significant historical eras in the school district's high school social studies curriculum. This allows partnership members to establish a common historical timeframe for U.S. history taught in the public schools and through the museum's content.

The partnership then creates a historical timeframe based on the local public high school's social studies curriculum.



Obtaining any textbooks and other supplemental materials, educators in the district use to teach social studies, are ideal to use when planning the historical timeframe.

On the next page is an example of a historical timeframe created by the **Negro Leagues Baseball Museum** and Kansas State University partnership based on one school district's curriculum materials for high school social studies.

Unit Planning for U.S. History

Unit 1: 1861- 1880's - Civil War and Reconstruction - War; Black Codes; Jim Crow laws; 13th, 14th, and 15th Amendments

Unit 2: 1860 - 1890's - New Frontiers - Westward Movement; Industrialism; Populism; and the Monroe Doctrine

Unit 3: 1890 -1914 - Progressive Reforms - Labor; Women's Rights; Urban Growth; Plessey vs. Ferguson; Booker T. Washington; and W.E.B. DuBois

Unit 4: 1898 - 1917 - Expansionism and World War I - Panama Canal; Europe's War thru American Involvement in World War I; Mobilization; Segregated Forces; War and Civil Liberties; President Wilson and the changing world

Unit 5: 1920's - Postwar - Labor; African-American Movement North to the Urban Centers; Consumer Wellbeing; Transportation; Jazz Age; the Negro Renaissance; the Scopes Trial; Religion; and Prohibition

Unit 6: 1930 - 1940's - The Great Depression & New Deal - Stock Crash; Causes of Depression; President Hoover's Response; Bonus Army; Dust Bowl; Tenant Farmers; the New Deal; and the Impact of New Deal

Unit 7: 1941 - 1946 - World War II - European War through U.S. Fighting; Atomic Bomb and Aftermath; and the Civil Rights Movement

Unit 8: 1945 - 1950's - Cold War - Truman Doctrine; Integration of Military; Korean War; Atomic Age; Space; Cuban Missile Crisis; Postwar Economy; Jackie Robinson; and the McCarthy Era Red Hunt

Unit 9: 1954 - 1960's - Civil Rights Struggle - Segregation; NAACP; Brown vs. Board of Education; Little Rock, Arkansas; Rosa Parks; Martin Luther King, Jr.; SNCC; Freedom Riders; Sit-ins and Demonstrations; and Malcolm X

Chandler, E. & Molt, L. (2005).

The historical timeframe is organized into units of study, similar to the organization of the district's high school social studies curriculum **guide**.



Organize the historical timeframe in a way that meets the partnership's needs.

After creating a historical timeframe, using the district's high school social studies curriculum and museum content, the partnership identifies and organizes the historical timeframe into critically important areas.

Using the **Negro Leagues Baseball** historical timeframe cited earlier and museum content, six historically significant eras in high school social studies curriculum are identified:

1. 1860-1880--Slavery, War, and the Growth of Baseball.
2. 1880-1900--American Reconstruction and Early Black Professional Baseball.
3. 1900-1920--America's Century and Independent Black Baseball.
4. 1920-1945--The Birth of the Negro Leagues, its Rise and Fall.
5. 1945-1960--Integration and the "Barrier Breakers".
6. 1960-Present--The Negro Leagues Legacy and Civil Rights.

By incorporating the museum’s content, into historical eras in social studies, it is easier for educators to implement the motivational standards-based curriculum materials into the classroom’s existing social studies curriculum. For example, a lesson plan titled, “Negro League Baseball’s Impact on Segregation and Integration” is set in the fifth historical era of 1945–1960 called *Integration and the “Barrier Breakers”*. This lesson can be used as a platform for teaching larger social studies concepts during 1945–1960 such as the Civil Rights era, Jim Crow laws, the Civil Rights Act, and important historical figures.

Copyright laws

When creating the curriculum materials, ensure copyright laws are not being infringed upon. Designate a copyright expert, preferably someone with ample experience in research, law, and/or educational copyright law. The copyright expert researches educational copyright law and then creates a copyright law guide for partnership members. Partnership members refer to the copyright law guide when they have questions about copyright use when creating and citing curriculum materials for the partnership. Having a copyright expert allows partnership members to contact one person and receive a definitive answer to copyright questions. This avoids differing answers and eliminates confusion about copyright law.

The copyright law guide for the partnership should cover general information about copyright law and include topics that relate specifically to creating, citing, and using curriculum materials. An example of a copyright laws guide was created by the **NLBM–KSU partnership**.

Copyright Laws Guide

Use of Copyrighted Images in Lesson Planning Materials

- 1. Copyright Basics.**
- 2. Using Copyrighted Images.**
- 3. Fair Use.**
- 4. Getting Permission from the Copyright Holder.**
- 5. Important Reminders from the Conference on Fair Use (Nov., 1998).**

1. Copyright Basics.

Four basic categories of rights are created by copyright protection. The author of a copyrighted work has the exclusive rights to:

1. Reproduce, or make copies of the work.
2. Prepare derivative works based on his or her work (such as writing a sequel or making a movie of a book).
3. Distribute copies of the work to the public.
4. Publicly display the work.

2. Using Copyrighted Images.

Because a copyright owner is not required to include notice of copyright on his or her work in order to protect it, you cannot know by looking at an item that it is not copyrighted just because it does not have the © on it.

Using copyrighted images is problematic if you do not have the owner's permission because:

1. By including the image on a web page, a copy is being made (Basic Rights #1).
2. The image is distributed to the public via the web (Basic Rights #2).
3. By putting it within a context other than that which the copyright owner intended, a derivative work has probably been created with the photo (Basic Rights #3).

What to do?

Either seek permission from the copyright owner or do not use the image at all.

3. Fair Use.

*Is copying an image to use on a nonprofit, educational, **webpage** allowed under the fair use doctrine?*

The short answer is: There are no guarantees of what will be covered by fair use, despite many misconceptions that any nonprofit use is okay.

Aren't all educational uses considered to be fair use?

No. Fair use is determined by the application of four criteria to any and every case in which a defendant claims his or her use is fair. Nonprofit institutions, libraries, and educational institutions get no break per se. Many uses by the groups will be fair, but only because their uses tend to be more likely than many to meet the requirements of fair use. It is important to understand that there are no guarantees under the fair use doctrine. Decisions of fair use are made on an individual, case-by-case basis.

Four criteria include:

1. Purpose and Character of the Use.
 - a. Whether the use is commercial or for a nonprofit educational purpose and
 - b. Whether the use is transformative (use that changes the original work in some way, as opposed to flat-out copying it. Altering with new expression, meaning or message is more likely to be fair).
2. Nature of the Copyrighted Work.
 - a. Whether the work is factual or creative. The work being copied must be original and show a “modicum of creativity” to be protected by copyright.

3. Amount and Substantiality of the Portion Used in Comparison to the Work as a Whole.
 - a. The smaller the portion of the work used, the more likely the use will be considered fair. However, even taking proportionately tiny portions of a work may constitute infringement if the portion taken is important enough to the work as a whole.
4. Effect on the Potential Marketplace.
 - a. How great was the effect of use on the potential market for or value of the work? If the copyright owner's ability to sell his or her work is impaired significantly, so it the incentive basis for copyright protection.

Take the Fair Use Test!

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

4. Getting Permission from the Copyright Holder.

Contact the copyright holder by phone or e-mail and then follow up with a letter to officially document your agreement. Here are **links** to sample permission letters that can be adapted to suit your need:

University of Texas System Office of Intellectual Property

<http://www.utsystem.edu/ogc/intellectualproperty/permmm.htm>

Library Law

<http://www.librarylaw.com/perm.htm>

Consortium for **Educational Technology** in University Systems

<http://www.cetus.org/fair7.html>

Tip: When you ask for permission directly from the copyright owner, tell them what you plan to do with the work. If a statement of permission is made with the work, look at it to see exactly what it is giving permission for. If it is only to copy, contact the copyright owner and ask specifically for permission to put it on your webpage, lesson plan, etc.

5. Important Reminders from the Conference on Fair Use (Nov., 1998).

<http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

6.1 Cautions in Downloading Material from the **Internet**.

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational **multimedia** projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

6.2 Attribution and Acknowledgement.

Educators and students are reminded to credit the sources and display the copyright notice and copyright ownership information if this is shown in the original source, for all works incorporated as part of educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of the work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice (©, year of first publication and name of the copyright holder).

6.3 Notice of Use Restrictions.

Educators and students are advised that they must include on the opening screen of their multimedia project and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the educational multi-media fair use guidelines and are restricted from further use.

6.4 Future Uses Beyond Fair Use.

Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take

steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

6.5 Integrity of Copyrighted Works: Alterations.

Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

Sources:

The Conference on Fair Use: Fair Use Guidelines for Multimedia. November, 1998.

<http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>

Hoffman, Gretchen McCord. *Copyright in Cyberspace: Questions and Answers for Librarians*. New York, NY: Neal-Schuman, 2001.

Russell, Carrie. *Complete Copyright: An Everyday Guide for Librarians*. Chicago: American Library Association, 2004.

Baillargeon, T. (Oct. 2005).

Add additional questions from partnership members to the copyright laws guide as they occur.

Curriculum

Determine curriculum standards

Curriculum standards are a permanent part of the curriculum in public education and must be included in museum and public school partnerships' motivational standards-based curriculum materials to be successful. The first

steps in determining what standards to include in the curriculum materials have already been completed by the partnership. The subject area is social studies and the grade level is high school. Therefore, standards for high school social studies at the national and state levels need to be included in the curriculum materials.



Contact and recruit curriculum coordinators now, if they are not already involved in the partnership.

National Council for the Social Studies Standards

The **National Council for the Social Studies (NCSS)** has identified ten themes for K-12 schools to use as organizing strands in the social studies curriculum at each grade level.

The ten NCSS themes in *Expectations of Excellence: Curriculum Standards for Social Studies* (1994) are:

“Social studies programs should include experiences that provide for the study of:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environment
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices” (p. ix-xii).



NCSS: www.ncss.org

For an NCSS limited online version or to order a copy of **Expectations of Excellence** go to:

<http://www.socialstudies.org/standards/>

State Standards

The partnership should also include state social studies standards when creating the curriculum materials. Though the **No Child Left Behind** Act of 2001 did not require state assessment systems to test social studies, social studies remains an integral part of the public school curricula and most states have some type of social studies standards for their state. For example, the Missouri State Board of Education approved *The Show-Me Standards* for social studies on January 18, 1996. *The Show-Me Standards* (1991) included seven standards that “students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Principles expressed in the documents shaping constitutional democracy in the United States;
2. Continuity and change in the history of Missouri, the United States and the world;
3. Principles and processes of governance systems;

4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand);
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment;
6. Relationships of the individual groups to institutions and cultural traditions; and
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)” (p. 1).



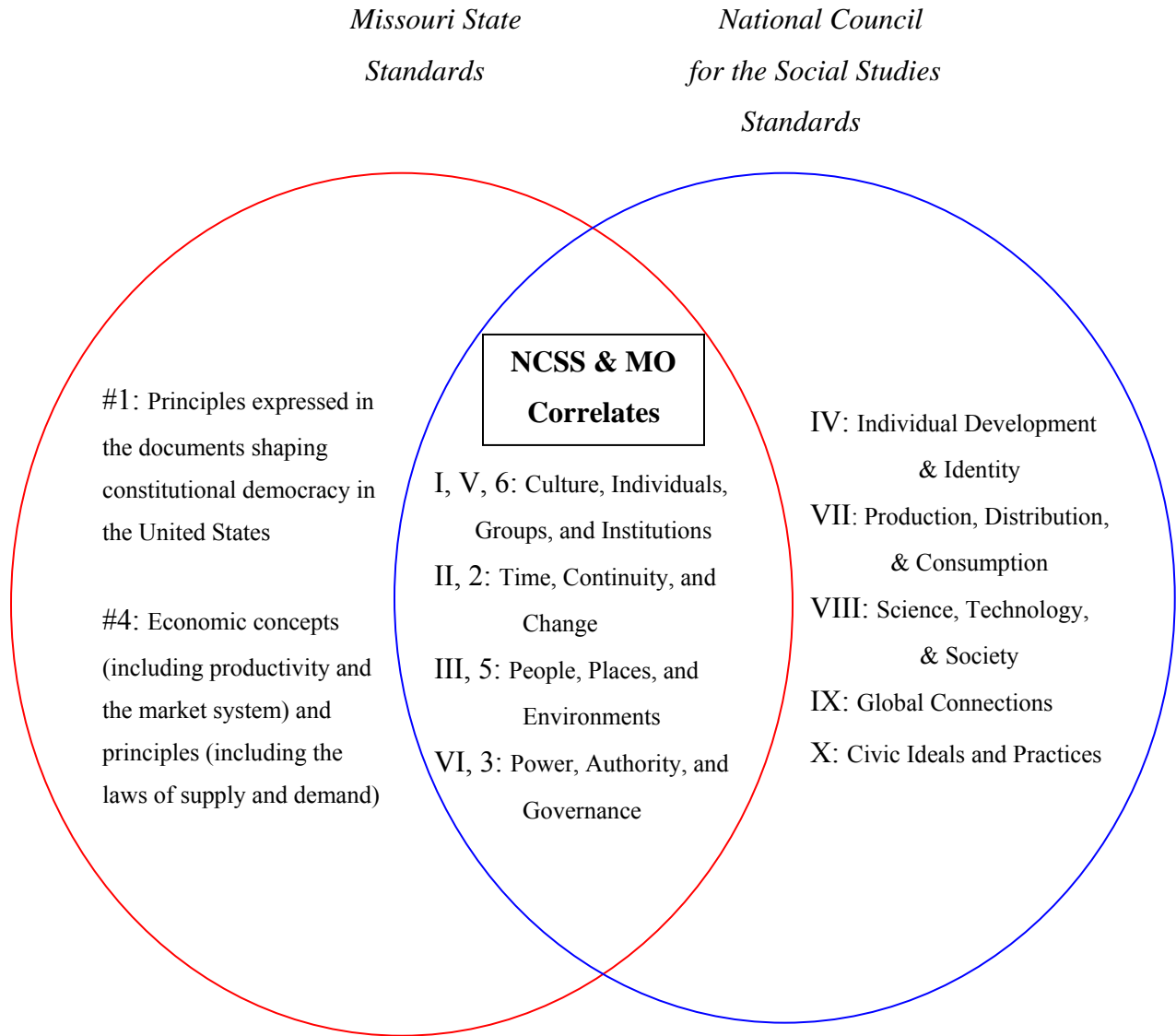
The Missouri Show-Me Standards. Social Studies. Missouri State Department of Elementary and Secondary Education:
<http://dese.mo.gov/standards/ss.html>

In October of 2004, the Missouri Department of Elementary and Secondary Education published *Social Studies Grade-Level Expectations*. Two high school examples listed in the *Social Studies Grade-Level Expectations* document were, “principles of constitutional democracy in the United States, and understanding the relevance and connection of constitutional practice” (p. 32-3).

The next step in planning motivational standards-based curriculum materials is to cross-reference the national and state standards. It is important to cross-reference the standards so a correlation between the national and state

social studies standards can be established and clarified before incorporating other standards into the curriculum materials.

Figure 4-3. National and State Social Studies Standards Correlate Graph



Barragree, C. (June, 2005).

Once the national and state standards are identified in the content area, museum and public school educators should consider if any other standards need to be included in the curriculum materials.

International Society for Technology Education Standards

Since **technology-infused** curricula has a motivational effect on high school students, technology standards need to be included in the planning stages of creating the partnership's curriculum materials. The **International Society for Technology Education (ISTE)** has six broad categories of **National Educational Technology Standards (NETS)** for K-12 students. Educators use these standards as guidelines for planning technology-infused activities that motivate high school students to achieve academic success and life skills.



For a detailed listing of the ISTE *NETS for Students* see Appendix C.

ISTE Technology Foundation Standards for All Students

1. Basic operations and concepts.
2. Social, ethical, and human issues.
3. Technology productivity tools.
4. Technology communications tools.

International Society for Technology in Education. (n.d.).
Technology foundation standards for all students.

ISTE also has technology standards for educators, called *NETS for Teachers*. NETS for teachers are designed to assist educators in understanding what teachers should know and be able to do with technology. Teacher technology proficiency is the key to implementing technology-infused curriculum materials in high school social studies.



ISTE: www.iste.org

ISTE: Technology Foundations for All Students. Student Standards Grades 9–12:
http://cnets.iste.org/students/s_profile-912.html

ISTE NETS for Teachers. Educational technology standards and performance indicators for all teachers:
http://cnets.iste.org/teachers/t_stands.html

The appendix includes a listing of the Missouri Department of Elementary and Secondary Education: *Social Studies Grade Level Expectations*, *The Show-Me Standards*, and the ISTE *NETS for Students* and Teachers.

Curriculum framework

The purpose of curriculum framework

The primary purpose of **curriculum framework** is to establish **learning outcomes** expected of all students. Curriculum framework provides educators a frame for teaching and building curriculum in their subject area and grade level,

in this case high school social studies. “The Framework helps teachers to develop specific programs and judge the effectiveness of their teaching by the outcomes students achieve” (Government of Western Australia, 2006).

Curriculum framework is not:

- Required by law for district use.
- Detailed lesson plans or curricula.
- Items on which all students must be tested.
- Directives for uniform programs or textbook adoption.
- Mandates for inclusion of particular teaching methods or programs.
- A format that all district curriculum guides must follow.
- A curriculum or syllabus for social studies educators.

Curriculum Council. Government of Western Australia. (n.d.).

Organization of the framework

The example curriculum framework below is organized into four columns. The first column shows the correlation between the NCSS, MO, and ISTE standards. The NCSS standards are indicated by a roman numeral(s) followed by the ISTE standards and then the Missouri state *Show-Me Standards*. The second column lists the grade level focus of the curriculum framework. The third column lists the Missouri grade level expectations for high school social studies. The fourth column lists possible curriculum ideas for a specific topic, in this case Negro Leagues Baseball.

Table 4.7. Curriculum Framework

National & State Standards Correlation	Grade Level	Missouri Grade Level Expectations	Negro League Baseball Possible Topic(s)
NCSS: I, V, VI, X ISTE: 1, 2 MO: 1, 3, 6	9-12	B2-1, Government: Examine the relevance and connection of constitutional principles in the following: <ul style="list-style-type: none"> • U.S. Constitution • key Supreme Court decisions (e.g., Marbury vs. Madison, McCulloch vs. Maryland, Miranda vs. Arizona, Plessy vs. Fergusson, Brown vs. Topeka Board of Education) 	<ul style="list-style-type: none"> • Brown vs. Topeka Board of Education • Integration • Black American Rights under Constitution
NCSS: I, II, V, VI ISTE: 1, 2 MO: 2, 3, 6	9-12	B2-2a, U.S. History: Analyze the evolution of American democracy , its ideas, institutions and political processes from colonial days to the present including: <ul style="list-style-type: none"> • Civil War and Reconstruction • struggle for Civil Rights • expanding role of government 	<ul style="list-style-type: none"> • Civil Rights • Reconstruction Era • Governmental laws and policies
NCSS: I, II, V, VI ISTE: 1, 2 MO: 2, 3, 6	9-12	B2-2a, Government: Analyze the evolution of American democracy , its ideas, institutions and political processes from colonial days to the present, including: <ul style="list-style-type: none"> • American Revolution • Constitution and amendments • Civil War and Reconstruction • struggle for civil rights • expanding role of government 	<ul style="list-style-type: none"> • North vs. South • Constitutional Rights • Civil Rights • Reconstruction Era • Governmental laws and policies

<p>NCSS: I, II, V, VIII ISTE: 1, 2, 3 MO: 2, 6, 7</p>	<p>9-12</p>	<p>E5-2a, U.S. History: Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)</p>	<ul style="list-style-type: none"> • Overcoming societal, religious, economic, and political barriers • Negro Renaissance • Brown vs. Topeka Board of Education
<p>NCSS: I, II, III, V, VIII ISTE: 1, 3, 4 MO: 2, 5, 6, 7</p>	<p>9-12</p>	<p>F6-2a, U.S. History: Analyze Missouri history as it relates to major developments of United States history, including:</p> <ul style="list-style-type: none"> • exploration and settlement • mid 1800s (conflict and war) • urbanization, industrialization, post-industrial societies 	<ul style="list-style-type: none"> • Great Depression • Civil Rights • Black American rights, voting, owning land and businesses
<p>NCSS: VI, X ISTE: 1, 2, 3, 4 MO: 1, 3</p>	<p>9-12</p>	<p>A1-3, U.S. History: Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> • limited government • majority rule and minority rights • constitution and civil rights • checks and balances • merits of the above principles 	<ul style="list-style-type: none"> • Civil Rights • Abolition • Stereotypes
<p>NCSS: VI ISTE: 1, 2, 3 MO: 3</p>	<p>9-12</p>	<p>A1-3, Government: Describe the purposes and structure of laws and government (with emphasis on the federal and state governments)</p> <p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> • limited government • majority rule and minority rights 	<ul style="list-style-type: none"> • Jim Crow laws • Civil Rights Act • Brown vs. Topeka Board of Education • Plessy vs. Ferguson

		<ul style="list-style-type: none"> • constitution and civil rights • checks and balances • merits of the above principles 	
<p>NCSS: VI, VII</p> <p>ISTE: 1, 2, 3</p> <p>MO: 3, 4</p>	9-12	<p>B2-4, U.S. History: Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> • scarcity • opportunity cost • factors of production (human resources, natural resources and capital resources) • supply and demand (shortages and surpluses) • gross domestic product, (GDP) • savings and investment • business cycle • profit • government regulation and deregulation • budgeting • income • unemployment and full employment • inflation and deflation 	<ul style="list-style-type: none"> • Great Depression • White businesses not serving Black Americans • Black American business ownership • Black American unemployment • Salaries • Cost of goods • NL player salaries
<p>NCSS: III, IX,</p> <p>ISTE: 1, 3, 4, 5</p> <p>MO: 5, 6</p>	9-12	<p>C3-5, U.S. History: Locate major cities of Missouri, the United States, and world; states of the United</p> <p>States and many of the world’s nations’ the world’s continents and oceans; and major topographic features of the United States and world</p> <p>Communicate locations of places by creating maps and by describing their absolute locations and relative locations</p>	<ul style="list-style-type: none"> • Barnstorming NL team location • Major events in U.S. and N.L. history • NL vs. ML • NLB Clown Teams • Abilities vs. Stereotypes • Jim Crow laws

<p>NCSS: II, III</p> <p>ISTE: 1, 3, 5</p> <p>MO: 2, 5</p>	<p>9-12</p>	<p>G7-5, U.S. History: List and explain criteria that give regions their identities in different periods of United States history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how regions relate to one another (e.g., river-drainage regions)</p> <p>Explain how and why regions change</p>	<ul style="list-style-type: none"> • North vs. South • NL team game locations • Barnstorming • Abolition
<p>NCSS: I, V, IX</p> <p>ISTE: 1, 2, 3, 5</p> <p>MO: 6</p>	<p>9-12</p>	<p>A1-6: Compare and contrast the major ideas and beliefs of different cultures</p>	<ul style="list-style-type: none"> › NL teams › Game locations › Barnstorming › Slavery/Abolition › North vs. South
<p>NCSS: I, II, V</p> <p>ISTE: 1, 2, 3, 6</p> <p>MO: 2, 6</p>	<p>9-12</p>	<p>B2-6: Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society including the causes and effects</p>	<ul style="list-style-type: none"> • Prejudice/Racism • Bus boycott • Jim Crow laws • Black Americans in baseball
<p>NCSS: I, VI</p>	<p>9-12</p>	<p>C3-6: Describe the major social institutions (family, education, religion, economy of</p>	<ul style="list-style-type: none"> • Family • Community

<p>ISTE: 1, 2</p> <p>MO: 3, 6</p>		<p>government) and how they fulfill human need</p>	<ul style="list-style-type: none"> • Education • Religion
<p>NCSS: IV, V</p> <p>ISTE: 1, 2, 3, 6</p> <p>MO: 6</p>	<p>9-12</p>	<p>D4-6: Identify the consequences that can occur when:</p> <ul style="list-style-type: none"> • institutions fail to meet the needs of individuals and groups • individuals fail to carry out their personal responsibilities 	<ul style="list-style-type: none"> • Demonstrations • March on Washington • Demise of the NL • Jim Crow laws • Dr. Martin Luther King Jr. • ALB and ML team membership
<p>NCSS: I, IX, X</p> <p>ISTE: 1, 2, 3, 5, 6</p> <p>MO: 6</p>	<p>9-12</p>	<p>E5-6: Determine the causes, consequences and possible resolutions of cultural conflicts</p>	<ul style="list-style-type: none"> • Stereotypes • Demonstrations • Passage of laws
<p>NCSS: VIII</p> <p>ISTE: 1, 3, 5, 6</p> <p>MO: 7</p>	<p>9-12</p>	<p>A1-7: Develop a research plan and identify appropriate resources for investigating social studies topics</p>	<ul style="list-style-type: none"> • Education about others • Historical documents • Technology tools • Outline

<p>NCSS: VIII</p> <p>ISTE: 1, 3, 6</p> <p>MO: 7</p>	<p>9-12</p>	<p>B2-7: Distinguish between and analyze primary sources and secondary sources</p>	<ul style="list-style-type: none"> › Historical documents › Journals, letters › Photographs › Interviews
<p>NCSS: VIII, X</p> <p>ISTE: 1, 3, 6</p> <p>MO: 6, 7</p>	<p>9-12</p>	<p>C3-7: Distinguish between fact and opinion and analyze sources to recognize bias and points of view</p>	<ul style="list-style-type: none"> • Stereotypes • Jim Crow laws • Segregation • Integration
<p>NCSS: VIII</p> <p>ISTE: 1, 3, 4, 6</p> <p>MO: 7</p>	<p>9-12</p>	<p>D4-7: Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts</p>	<ul style="list-style-type: none"> • Major events in NL and U.S. history • NLB Museum
<p>NCSS: VIII</p> <p>ISTE: 1, 3, 4, 6</p> <p>MO: 7</p>	<p>9-12</p>	<p>E5-7: Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies</p>	<ul style="list-style-type: none"> • NL vs. ML salaries • NLB players, owners, and teams

Barragree, C. (July, 2005).



Teachers should reference their own state curriculum and grade level expectations to obtain a comprehensive view of how state and curriculum frameworks work cohesively to promote student learning. Most state standards can be accessed online through the state's department of education website.

Tips for Creating a Curriculum Framework

1. Start by researching other curriculum frameworks online and in pertinent publications. Check to see if the state has created a social studies curriculum framework. Many states have already created a state curriculum framework for social studies and post them online.
2. Decide on a simple format to organize the framework.
3. Complete one section of the framework at a time and do not be afraid to revise and/or rework the existing framework format to meet the partnership's evolving needs.
4. Complete the last column of possible topics in the curriculum framework as a team. The list will be a more complete and accurate listing of common topics the school and museum content cover.
5. Create the curriculum framework and add a rationale explaining the purpose and organization of the framework. The rationale helps

demonstrate the standards-based focus of the curriculum materials to outside constituents and new partnership members.

6. Ask all members to provide suggestions and changes to the curriculum framework and then finalize a copy of the framework for distribution.



Michigan Curriculum Framework. Michigan

Department of Education:

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Massachusetts History & Social Sciences Curriculum

Framework. Massachusetts Department of

Education:

<http://www.doe.mass.edu/frameworks/hss/final.doc>

Type and kind of curriculum materials

The challenge is for museum and public school partnerships to create standards-based curriculum materials that high school students want to learn, believe are beneficial and meaningful to them, and are designed to challenge them at their level. Before determining the kind of motivational standards-based curriculum materials to create in high school social studies, decide what type of curriculum materials need to be created.



- What motivates high school students to learn?
- What do high school students want in a social studies curriculum?

What Motivates High School Students to Learn?

High school students dislike social studies because:

1. Of attrition in attitudes as they progress in school.
2. Of negative perceptions as social studies relates to future occupations.
3. Social studies lacks relevancy.
4. Other subjects are preferred.
5. Social studies is boring.



Ellis, A., Fouts, J., & Glenn, A. (1991). **Teaching and learning secondary social studies.**

Scherer, M. (2002, Summer). **Do students care about learning?**



Understanding the Keys to Motivation to Learn.

McCombs, B. Mid-Continent Research for
Education and Learning:

[http://www.mcrel.org/PDFConversion/Noteworthy/
/Learners_Learning_Schooling/barbaram.asp](http://www.mcrel.org/PDFConversion/Noteworthy/Learners_Learning_Schooling/barbaram.asp)

The number one influence on high school **student motivation** is the social studies educator. Studies suggest that educator interest and classroom environment may be more influential regarding students' positive attitudes toward social studies than the method of instruction. Everything educators do in the classroom has a positive or negative motivational impact on high school students.

The National Research Council (2004) indicated that studies suggest practices promoting student motivation are less likely to be employed by educators at the secondary level than the elementary level (p. 58). High school student attitudes wane throughout high school as educators employ less motivational strategies in their classroom. Every educator's motivation declines when they are told what to teach, when to teach, and how to evaluate student performance. Many educators do not realize the same is true for students. Corbin (1997) noted that museums and public school educators that fail to recognize and implement changes to the social studies curriculum for high school students probably lead to a decline in students' positive perceptions in social studies. So what do high school students want in a social studies curriculum?



National Research Council. (2004). **Engaging schools: Fostering high school students' motivation to learn.**

What High School Students Want in a Social Studies Curriculum

High school students want specific items incorporated into the social studies curriculum. Numerous authors have indicated high school social studies students want:

1. Curriculum relevant to their own lives.
2. Varied **instructional strategies**, educators rely too heavily upon lecturing, videos, and worksheets.
3. To actively engage in learning how to problem solve and apply new knowledge to real problems.
4. Collaboration among peers.
5. An environment where students are not afraid to take risks or make mistakes.
6. An environment that students see as full of vivid and valuable choices.
7. An engaging, not watered-down curriculum.

Partnerships need to ensure the curriculum materials created are challenging, relevant to students' lives, have variety, and engage the student.

The partnership should rely on what public school educators identify as potential curriculum material needs. Possible curriculum material needs might include: sponge activities, lesson plans, test preparation activities, and other supplemental materials. The most commonly needed and created curriculum materials in a museum and public school partnership have been lesson plans because high school educators are lacking the motivational standards-based curriculum materials that meet students' needs.



The guide from this point forward refers to lesson plans when using the term curriculum materials.

Curriculum topics

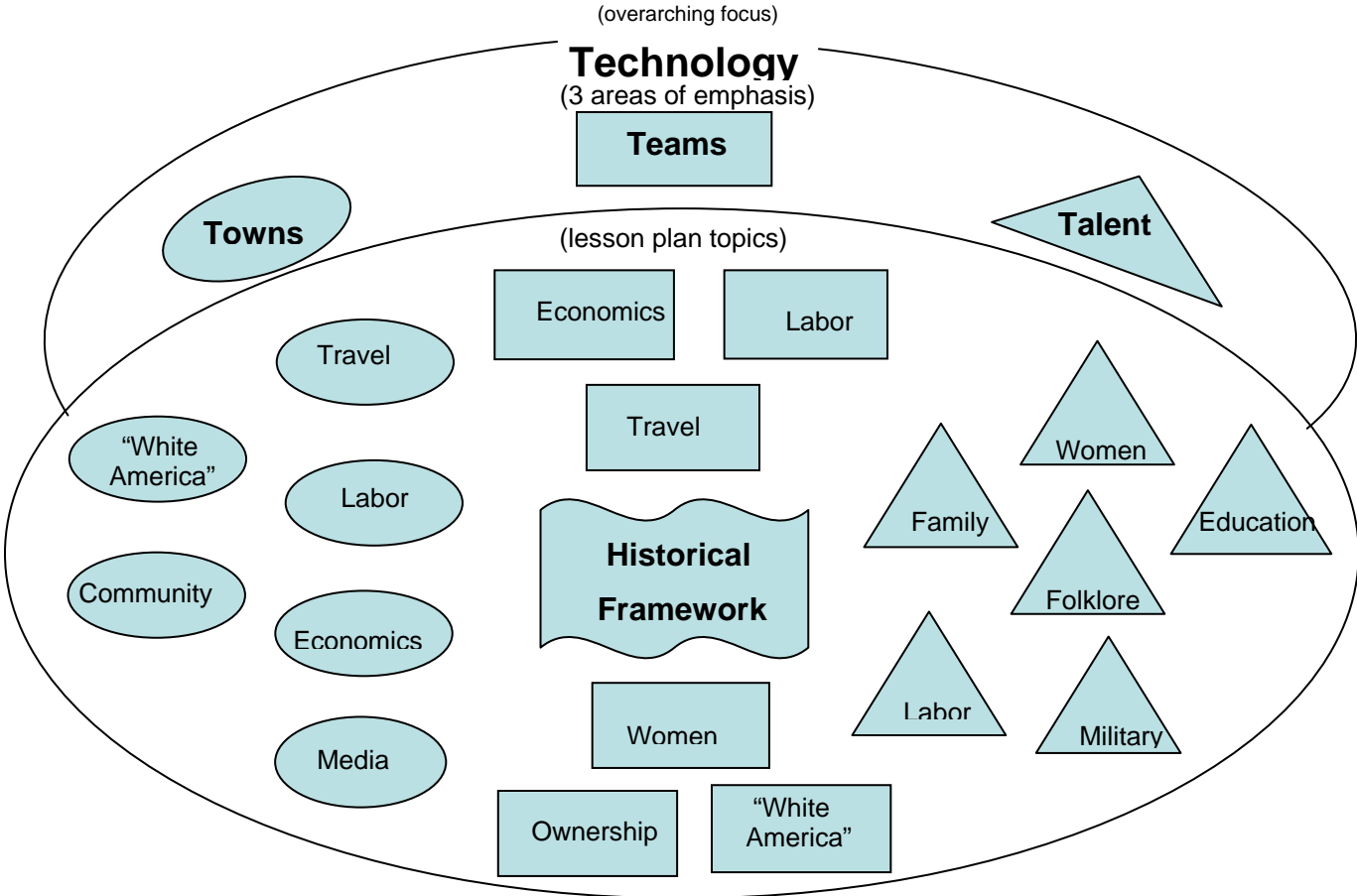
The partnership needs to identify what topics the motivational standards-based lesson plans cover. The lesson plan topics can be created in list form, organized by differing academic disciplines, or subdivided into smaller categories. By identifying and organizing lesson plan topics before creating lesson plans, partnership members can agree on what topics are most important. Another benefit is partnership members can assign lesson plan topics to particular members based on the members' expertise, background knowledge, and/or interest level.



Allowing members of the partnership to choose the lesson plan topics they want to use to create the lesson plans increases the lesson planner's motivation and ensures not all lesson plans will be created on the same topic.

Step 1: Create a **graphic organizer** illustrating the organization of lesson plan topics based on museum content, and identified lesson plan topics.

Figure 4.4 Negro Leagues Baseball Lesson Plan Topic Graphic Organizer



Step 2: Identify lesson plan topics and decide the overarching focus of the lesson plans. Technology is an essential component of the lesson planning process and is therefore included as the overarching focus of the NLBM-KSU partnership's lesson plans.

Step 3: Pair lesson plans in U.S. history and African American history through the previously created historical timeframe. This helps partnership members clarify areas of interest in lesson planning. Assigning a significant era to each lesson plan from the beginning has the added benefit of being able to easily organize lesson plans chronologically. For example: Member #1 might be assigned/choose the timeframe of 1920-1945, Member #2 might be assigned/choose the timeframe of 1945-1960 to create a lesson plan.

Step 4: Decide on areas of emphasis to focus lesson planning efforts. In the lesson plan topic graphic organizer there are three areas of lesson plan emphasis for Negro Leagues Baseball: *Towns*, *Teams*, and *Talent*.

Step 5: Each of the three areas of emphasis contains lesson plan topics that are most likely to be found in that area. For instance, under *Talent* there are six lesson plan topics associated with this area of emphasis:

1. Women.
2. Family.
3. Education.
4. Folklore.
5. Labor.
6. Military.

At this point, partnership members can determine the timeframe, area(s) of emphasis, and a number of lesson plan topics to begin creating motivational standards-based lesson plans. For example, Member #1 could write a technology-infused (overarching focus) lesson plan about teams (area of emphasis) traveling (lesson plan topic) from 1920-1945 (timeframe).

Note the lesson plan topics are not exclusive to one area of emphasis. For instance, the lesson plan topic Travel is also associated with the *Towns* area of emphasis. Therefore, the topic of Travel is listed in both *Teams* and *Towns* as a possible topic for lesson plan creation.



Museum personnel should take the primary role in submitting areas of emphasis, a variety of lesson plan topics, and organizing the topics into areas of emphasis.

Public school personnel can contribute by suggesting lesson plan topics that are lacking in the current high school social studies curriculum.

Assessment

Assessment should be a consistent and continual piece of the partnership process. Before moving on to Stage 4, partnership members need to assess the progress of their plan to ensure that all plan components have been completed. Use the checklist below to assess if the partnership has successfully established a frame of reference.

Table 4.8. Frame of Reference Checklist

Frame of Reference Checklist			
Frame of Reference Component	Yes	No	Actions to be Taken
Subject area and grade level(s) for curriculum materials have been decided.			
A clear historical timeline has been established.			
The historical timeline has been broken down into specific eras.			
A copyright laws guide has been created and distributed to partnership members.			
National and state curriculum standards have been identified for the subject area and grade level(s).			
All the desired standards are incorporated into the curriculum materials plan components.			
A curriculum framework and rationale have been created.			
The standards and the curriculum framework are presented in a concise and user-friendly manner.			
The type and kind of curriculum materials to be created has been decided.			
Lesson plan topics have been selected and organized graphically.			
Does the timeframe for completing the curriculum materials need to be revised?			

Barragree, C. (2006a).

Use the checklist below to assess the partnership's progress on the completion of planning curriculum components.

Table 4.9. Planning Curriculum Components Checklist

Planning Curriculum Components Checklist			
Component	Yes	No	Actions to be Taken
Subject area and grade level(s) for curriculum materials have been decided.			
A clear historical timeline has been established.			
The historical timeline has been broken down into specific eras.			
A copyright laws guide has been created and distributed to partnership members.			
National and state curriculum standards have been identified for the subject area and grade level(s).			
All the desired standards are incorporated into the curriculum materials plan components.			
A curriculum framework and rationale have been created.			
The standards and the curriculum framework are presented in a concise and user-friendly manner.			
The type and kind of curriculum materials to be created has been decided.			
Lesson plan topics have been selected and organized graphically.			
Does the timeframe for completing the curriculum materials need to be revised?			

Barragree, C. (2006b).

Stage 4: Developing the Curriculum

“Carefully prepared, well-designed plans are a key ingredient in all successful teaching”
(Martorella, 1997, p. 85).

Stage 4

Stage 4: Developing the Curriculum

Stage 4 Outline

Introduction

Establish a Frame of Reference

- Research lesson plan components

- Research museum and public school curriculum materials

Subscribe to relevant organizations and publications

Curriculum Development

- Lesson plan prototype

- Lesson plan components and definitions

- Step-by-step lesson planning

- A lesson plan explanation

- A completed lesson plan

- A philosophy and FAQ sheet?

- An educator's toolbox

- Why is an educator's toolbox important?

RFDLs (Resources for Diverse Learners)

- Why are RFDLs important?

- What are RFDLs?

- How do I create RFDLs?

Introduction

Educators must establish a frame of reference utilizing museum content to be able to contribute effectively to the creation of curriculum materials for a successful partnership.

Research lesson plan components

First, conduct research to determine what components to include in the lesson plans. For example, the PBS website (www.pbs.org) provides lesson plans with a consistent format and set lesson plan components which are extremely important in lesson plan development. Inconsistencies will create frustration for educators that use the lesson plans. Members of the partnership should collaboratively decide which components to include and consistently use in the lesson plans.



Quality lesson plans have these elements in common:

- Clearly stated standards and objectives
- Opportunities to address varied **learning styles**
- Practice of skills/concepts
- Materials and resources needed
- Some form of assessment

Some partnership members may need more information about curriculum frameworks, assessments, and rubrics. Partnership members with expertise in a particular area(s) should serve as resources for other team members.

Some beneficial websites include:



The Getty Museum: <http://www.getty.edu/>

NEA Jazz in the Schools. National Endowment for the Arts:

<http://www.neajazzintheschools.org/home.php>

BrainPOP: <http://www.brainpop.com/>

Research museum and public school curriculum materials

Next, educators need to research the museum, museum content, and schedule a tour of the museum. A tour of the museum enables educators to learn a lot of background information about the museum's content in a short amount of time.

Research other museums including **virtual museums** and online related topics, and read books and watch films related to the museum's content. There are numerous virtual museums available online for viewing. Some virtual museums, such as the Getty Museum, include examples of curriculum materials. Try the following websites for more information on virtual museums.



Virtual Library Museums Pages: International Council of Museums: <http://icom.museum/vlmp/>

Eternal Egypt: Center for Documentation of Cultural and Natural Heritage, Egypt:
<http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet>

Once again, relying on partnership members' areas of expertise is beneficial in researching curriculum materials. It is helpful if partnership members create a list of recommended resources for each other. Knowing what content is deemed important allows partnership members to create a **common content language** when creating motivational standards-based curriculum in high school social studies.

The NLBM-KSU partnership obtained a list of recommended resources from the NLBM curator, Ray Doswell. Educators saved a lot of time by not having to sift through thousands of documents to find the best resources and helped educators quickly establish a frame of reference about relevant historical time periods and Negro Leagues baseball.

Mr. Doswell's list is provided as an example (titles listed in bold lettering are considered essential resources and titles in italics are available for purchase at the NLBM bookstore).

Negro Leagues Baseball: Important Books and Film

I. ADVANCED STUDY:

***Negro League Baseball: The Rise and Ruin of a Black Institution* by Neil Lanctot**

General Narrative History

***The Negro Leagues* by James Riley**

Black Diamonds by McKissack & McKissack

Only the Ball was White by Robert Peterson

Photographs/Reference

***The Negro Baseball Leagues: A Photographic History* by Phil Dixon**

Negro League Baseball by Earnest Withers

Jackie Robinson: An Intimate Portrait by Rachel Robinson

General Research/References/Statistics

***The Biographical Encyclopedia of the Negro Baseball Leagues* by James Riley**

The Negro Leagues Book edited by Dick Clark and Larry Lester

Complete Book of Baseball's Negro Leagues by John Holway

Crossing the Line: Black Major Leaguers, 1947-1959, edited by Larry Moffi and Jonathan Krondstadt

II. PRIMARY SOURCES:

Sol White's History of Colored Baseball (1903), edited by Jerry Malloy

The Jackie Robinson Reader by Jules Tygiel

Regional Studies

***Every Other Sunday (Birmingham Black Barons)* by Chris Fullerton**

Sandlot Season (Pittsburgh) by Rob Ruck

***The Kansas City Monarchs: Champions of Black Baseball* by Janet Bruce**

The Kansas City Monarchs, 1920-1938 featuring Wilber "Bullet" Rogan. . . . by Phil Dixon

Beyond the Shadow of the Senators (Washington, D.C.) by Brad Snyder

Brushing Back Jim Crow (integration of the South Atlantic League) by Bruce Adelson
Turkey Stearnes and the Detroit Stars by Norman Bak

Biography/Autobiography

***I Was Right on Time* by John “Buck” O’Neil**

***Jackie Robinson* by Arnold Ramparsand**

The Best Pitcher in Baseball: The Life of Rube Foster, Negro League Giant by Robert C. Cottrell

Maybe I’ll Pitch Forever by Leroy “Satchel” Paige

Josh Gibson by Mark Ribowsky

I Never Had it Made by Jackie Robinson

It’s Good to be Alive by Roy Campanella

Baseball Great Experiment by Jules Tygiel

Fiction

Bingo Long’s Traveling All-Stars and Motor Kings by William Brashler

Finding Buck McHenry by Alfred Slote

Shadowball by Peter Rutkoff

Hanging Curve by Troy Soos

III. FILM:

Documentary Film

Baseball: A Film by Ken Burns—5th Inning, Shadowball (1995)

***There Was Always Sun Shining Someplace* (1993)**

Only the Ball Was White (1992)

Feature Film/Television Film

Bingo Long’s Traveling All-Stars and Motor Kings (1979)

***Don’t Look Back: The Life of Satchel Paige* (1981)**

Soul of the Game (1998)

Finding Buck McHenry (2000)

Doswell, R. (Aug., 2005).

Another idea to assist in establishing a frame of reference for educators is for the partnership to create a distributable fact packet based on museum content. A fact packet might include one page about each of the following:

1. The history of the museum subject(s), such as the Negro Leagues.
2. A list of key people, dates, and the role(s) they played during this time.
3. Barriers/challenges that were overcome.
4. Contributions to society, honors/awards, inventions, etc.

The fact packet can include any number of items that may assist partnership members in establishing a frame of reference. The fact packet should be informative, creative, and tailored to specific museum content.

Subscribe to relevant organizations and publications

Broaden members' frame of reference even more by subscribing to professional organizations and electronic journals that relate to the museum's content and current educational practices. Subscriptions to many online journals and professional associations are free or available with a paid membership.



Before paying for an organization membership, check to see if any partnership members already belong to the organization and if materials can be legally copied and distributed to other partnership members.

Partnership members may want to subscribe to the following resources.

Museum resources:

AAM-American Association of Museums, “AAM’s mission is to enhance the value of museums to their communities through leadership, advocacy, and service” (<http://www.aam-us.org/index.cfm>).

IMLS- “The Institute of Museum and Library Services is the primary source of federal support for the nation’s 122,000 libraries and 17,500 museums. Its mission is to grow and sustain a ‘Nation of Learners’ because life-long learning is essential to a democratic society and individual success. Through its grant making, convenings, research and publications, the Institute empowers museums and libraries nationwide to provide leadership and services to enhance learning in families and communities, sustain cultural heritage, build twenty-first-century skills, and increase civic participation” (<http://www.imls.gov/index.shtm>).

Technology resources:

eSchool News “...is a monthly print newspaper providing the news and information necessary to help K-20 decision-makers successfully use technology and the Internet to transform North America's schools and colleges and achieve educational goals” (<http://www.eschoolnews.com/>).

Infobits “is an electronic service of the University of North Carolina at Chapel Hill ITS Teaching and Learning division. Each month the ITS-TL's Academic Outreach Consultant monitors and selects from a number of information and instructional technology sources that come to her attention and provides brief notes for electronic dissemination to educators” (<http://www.unc.edu/cit/infobits/>).

Search engines and alerts can also be utilized by members, for example, **Google alerts** can be set to be received on a regular basis for the latest news on topics of focus such as high school social studies, high school student motivation, museum+ lesson planning, etc.



Not all resources are reliable or reputable. Check the source of online resources carefully.

Curriculum Development

Lesson plan prototype

Once the lesson plan components are identified and agreed upon by the partnership members, the lesson plan components need to be included in a blank lesson plan format. A blank lesson plan format can assist partnership members that need help in the lesson planning process.

Blank Lesson Plan Format

Title

Key Features of Powerful Teaching and Learning:

(National Council for the Social Studies. “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.” <http://www.socialstudies.org/positions/powerful/>)

Meaningful:

Integrated:

Value-based:

Challenging:

Active:

Purpose and Objectives: (include appropriate number of objectives)

- 1.
- 2.
- 3.

Primary Resources:

Procedures & Activities:

Assessment:

Alternate Assessment:

Grade Level:

Subject:

Standards:

NCSS Standards:

ISTE Standards:

Missouri Standards:

Time allotment:

Conclusion:

Extension and Enrichment:

Online Resources:

Secondary Resources:

Barragree, C. (Summer, 2005a).

Lesson plan components and definitions

Once the lesson plan components have been decided, the components are defined collaboratively before beginning the lesson planning process. Defining the lesson plan components should not be difficult or time consuming. Use definitions from educational resources to help define each component. By defining the lesson plan components, it is easier for partnership members to begin lesson planning and clarifies what should be included in each lesson plan. An example of lesson plan component definitions is shown below.

Lesson Plan Component Definitions

Title: Lesson title

Grade Level & Subject: Grade appropriate level(s), and subject

Standards: List of correlating national, state, and ISTE standards

***Key Features of Powerful Teaching and Learning:** NCSS' five components of ideal social studies instruction-meaningful, integrative, value-based, challenging, and active learning. Not all five keys must be present in each lesson plan.

*Taken from the National Council for the Social Studies. “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.”

<http://www.socialstudies.org/positions/powerful/>

Purpose: Brief explanation of the lesson purpose and student activities

Objectives: Knowledge and skills the student will obtain and be able to demonstrate from the lesson

Time Allotment: The amount of time generally needed to complete the lesson

Primary Resources: Any instructor materials needed to complete the lesson plan effectively

Procedures & Activities: Detailed lesson plan procedures and activities

Conclusion: A review of essential lesson objectives and student learning

Assessment: Educator’s evaluation of student learning

Alternate Assessment: Another mode of assessing student learning

Extension and Enrichment: Ideas for further teaching, researching, or student interest

Online Resources: Electronic student resources

Secondary Resources: Any materials created or needed to support the educator’s procedures and activities portion of the lesson plan

Barragree, C. (Summer, 2005b).

The definitions of the components are short, concise, and written clearly so lesson plan creators understand the function of each component in the lesson plan. Use the checklist below to determine if all the components necessary are

included in the motivational standards-based curriculum materials in high school social studies.

Checklist of Lesson Plan Components

Lesson Plan Components

Title

Grade Level

Subject

Standards

Time Allotment

Key Features of Powerful Teaching and Learning

Purpose & Objectives

Primary Resources

Procedures & Activities

Assessment

Alternate Assessment

Conclusion

Extension & Enrichment

Online Resources

Secondary Resources

RFDLs

Technology is Integrated

Supplemental Materials

Student Rubrics

Educator Rubrics
Student Handouts
Educator Key Sheets
Powerpoint Presentations or Other Media
Additional RFDLs

Barragree, C. (Nov. 2006a).

Step-by-Step lesson planning

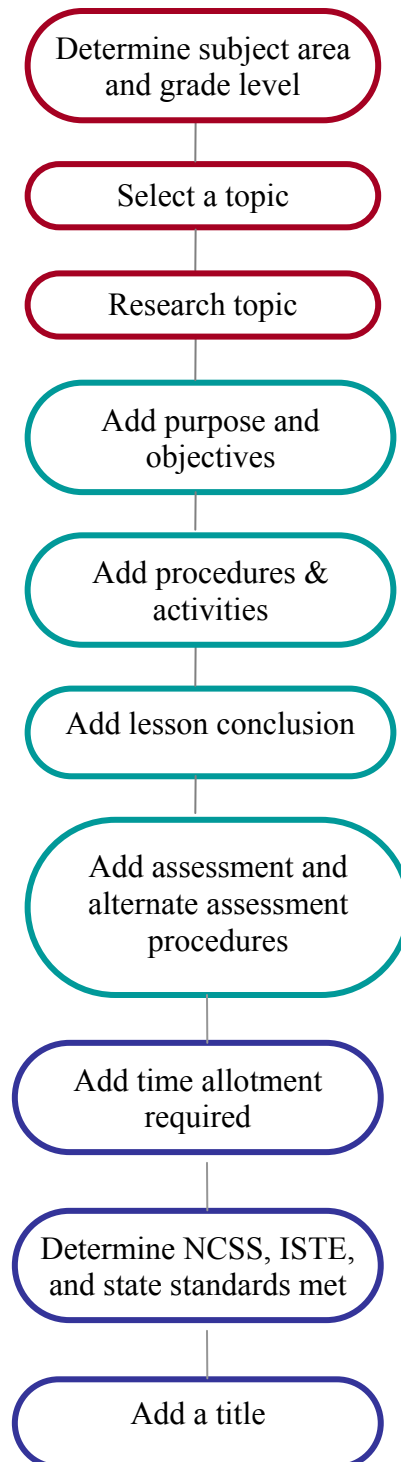
Learning to lesson plan is a skill. Lesson planning takes practice and patience, especially at first. By creating lesson plans, the partnership begins to “own” the content. Therefore, to assist beginning lesson planners, create a step-by-step graph of how to create a lesson plan. Using the step-by-step graph, members that have limited or no prior lesson planning experience are able to create high quality curriculum materials without much difficulty. Thorough preplanning and continued communication among members makes it easier for all lesson plan developers to create motivational standards-based lesson plans regardless of their previous experience.



Veterans to lesson planning will also benefit from the graphs easy to follow format.

A step-by-step lesson planning graph is shown as an example on the following page.

Figure 4-5. Step-by-Step Lesson Planning



Baillargeon, T. & Barragree, C. (2005).

The first three steps in lesson planning, 1) determining the subject area and grade level, 2) selecting a topic, and 3) researching the topic have already been completed in earlier stages. Next, add a purpose and objectives to the lesson plan.

Add purpose and objectives: The purpose of the lesson plan should be stated in one or two succinct sentences and clearly state the overarching goal of the lesson. The purpose is sometimes called a rationale.

Objectives are the goals of the lesson plan. Objectives' characteristics include:

- Are written clearly.
- Are specific.
- Include 3-4 per lesson plan, but the number can fluctuate.
- States a specific skill/concept that students should understand and be able to do.
- Are measurable.
- Support the curriculum standards of the lesson.

Add procedures & activities: Procedures should describe what the educators do and what instructional techniques are to be used during the lesson. Procedures need to be highly detailed and clear so educators easily understand how to teach the skills/concepts of the lesson plan.



Can a public school educator outside the partnership clearly understand the written

Include activities that reinforce and relate directly to the objectives of the lesson plan.

Activities:

- Are not busy work.
- Are grade-level appropriate.
- Challenge students.
- Include opportunities for student choice.



- What supporting documents do educators and students need to complete the lesson plan? Student handouts, assessment rubrics, a key for educator use, enrichment opportunities for students, etc.
- What primary and secondary resources, hard copy and online, are needed?



Rubistar: Create rubrics for your lesson plan projects: <http://rubistar.4teachers.org/index.php>

Create any supporting documents, add the primary and secondary resources, and add any materials needed to the lesson plan. List only the materials and resources actually being used in the lesson.



Websites often change content and/or are no longer accessible, so it is best not to base an entire lesson plan on one website.

Add lesson conclusion: The conclusion is a wrap-up or summary of the lesson. The conclusion should restate the lesson plan objectives and review student understanding of the skills/concepts of the lesson plan. The conclusion is typically brief, approximately 5-15 minutes of the lesson plan.

Add assessment and alternate assessment procedures: The assessment and alternate assessment determine the criteria for educators to evaluate students' progress toward the lesson plan objectives. Assessments should be measurable and describe the expectations students should have achieved through the lesson plan objectives. Alternate assessments are designed to provide alternative opportunities for students with varying **learning styles** to demonstrate their knowledge of the lesson plan objectives in an, often times, non-traditional way.

Add time allotment required: The time allotment is decided toward the end of the lesson planning process because the time required can vary greatly depending on the number of objectives to be achieved, type and number of activities, and assessment methods.



Provide educators with a variety of choices for different lengths of lesson plans.

Determine NCSS, ISTE, and state standards: Once the lesson plan is completed determine which curriculum standards are included in the content of the lesson. List the standards in a conspicuous place in the lesson plan so educators can easily find and reference the standards.

Add a title: Every lesson plan needs a title. Lesson plans change and take on form as they are written. The title should be determined after the lesson plan is completed. Titles should capture the essence of the lesson plan, be creative and intriguing, and catch the attention of educators and students. A good title will spark interest in further exploration of a lesson plan. For example, a lesson titled *What is Oral History and Folklore?* could be titled *Blogging Baseball*. The second title catches students' attention by using a technology (blogging) they are familiar with and typically do not get to use in the school setting and by using the term *baseball* as a hook to interest baseball fans.

The partnership may want to explore other methods of creating lesson plans. Examine the following sources for alternate ways to create lesson plans.



Lesson Planning, Lesson Plan Formats and Lesson Plan Ideas. Kizlik, B.

Lesson Planning Procedures. Faculty

Development at Honolulu Community College:
[http://honolulu.hawaii.edu/intranet/committees/
FacDevCom/guidebk/teachtip/lesspln1.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/lesspln1.htm)

A lesson plan explanation

Next, an explanation of how to use the motivational standards-based high school social studies lesson plans is created. The explanation of how to use the lesson plans helps lesson plan creators and other constituents understand the partnership's philosophy behind the lesson plans. An example of a lesson plan explanation follows:

Lesson Planning for the NLBM

Introduction:

Untold stories of NLB wives, children, relatives, and friends, as well as, the economic, social and political impact the NLB had on U.S. history and the world will be the focus of the lesson plans. The charge is to create lesson plans that are **interactive** and multimedia-based, designed for middle school to high school level students, and concentrate on social studies standards while incorporating the content of the untold and oft overlooked NLB.

An Overview:

The lesson plan components are a comprehensive list of required parts for each NLBM lesson plan. Then the lesson plan is scored by educators outside the partnership using the lesson plan rubric. The lesson plan definitions further explain the lesson plan components and assist in clarifying the components for curriculum developers. Once each NLBM lesson plan includes all the defined lesson plan components, then the lesson plans are scored using the lesson plan rubric. The lesson plan components should each score a four rating and in the Exemplary category on the rubric before the lesson plan is accepted for the NLBM project. There are several crucial components to creating a quality lesson plan for the NLBM, they include:

Standards:

Each lesson plan includes the National Council for the Social Studies (NCSS) standards, International Society for Technology in Education (ISTE) standards, and specific social studies state standards. “Because educational standards are being developed both in social studies and in many of the individual disciplines that contribute to social studies, one might ask: what is the relationship among these various sets of standards? The answer is that the social studies standards address overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and government, economics, geography, and history) provide focused and enhanced content detail”, (NCSS:<http://www.socialstudies.org/standards/execsummary/>). The goal of NLBM lesson plans is to integrate new technologies into national and state social studies curriculum, culminating in technologically and civically-minded students.

Key Features:

The NCSS key features are one aspect of ideal social studies teaching and learning. Not all five key features are included in each lesson plan. The goal of including the key features is to guide teachers understanding of why the lesson's content is important to student learning, and not merely miscellaneous information which lacks the ability to focus student learning.

Procedures:

Procedures are instructional methods and activities which “should be planned to encourage students to connect what they are learning to their prior knowledge and experience, to think critically and creatively about what they are learning, and to use it in authentic application situations. Learning activities should be introduced and developed so as to make them minds-on activities that engage students with important ideas, not just hands-on activities that may or may not have educational value” (NCSS: <http://www.socialstudies.org/positions/powerful/>). The procedures and activities include the use of technology productivity, communication, research, and problem-solving and decision-making tools (ISTE: http://cnets.iste.org/students/s_stands.html). It is imperative to remember while lesson planning: social studies, as a subject, drives curriculum content while technological means enhance the effectiveness of the content.

Assessment:

“The assessment mechanisms focus on the degree to which major social understanding and civic efficacy goals are accomplished, rather than on measuring the acquisition of miscellaneous information or command of generic skills” (NCSS: <http://www.socialstudies.org/positions/powerful/>). This is accomplished by combining new technologies-pod casting, video games, MP3's, and other interactive platforms with traditional technologies such as film, television, and the internet; to advance students' knowledge of American history and civics (The Corporation for Public Broadcasting. American Civics and History: A Request for Proposals).

NLBM-KSU Partnership. (Fall, 2005b).

The introduction and overview sections are particularly helpful to educators when they begin to utilize the motivational standards-based lesson plans for high school social studies in their classroom. The overview details

how the lesson plans are assessed by outside educators before being accepted as a part of the museum's published curriculum materials.

A completed lesson plan

A complete lesson plan includes all the identified lesson plan components. The lesson plan is detailed, clearly written, and relates directly to the curriculum standards. The lesson plan includes all materials, resources, and information a high school social studies educator needs to accomplish the lesson plan objectives while motivating high school students to learn. An example lesson plan created by the NLBM-KSU partnership follows:

Lesson Plan Example

Blogging Baseball

Key Features of Powerful Teaching and Learning:

(National Council for the Social Studies. “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.” <http://www.socialstudies.org/positions/powerful/>)

Meaningful: Students will know the difference and importance of oral tradition and folklore in the Negro Leagues and reflect upon their findings.

Challenging: Students must work cooperatively and individually with technology to understand the lessons key concepts and promote student discussion through a class blog.

Active: Students work in groups to find pertinent information, and post reflections and findings on the class blog.

Purpose/Rationale/Introduction:

Students will understand the differences between the terms oral tradition and folklore as it relates to the history of Negro Leagues baseball players. Through research and class blogging students will express and reflect upon the knowledge they gained regarding the Negro Leagues players and how oral tradition and folklore is important.

Objectives:

1. Students will be able to define the terms oral tradition and folklore.

Grade Level: 9-12

Subject: Social Studies

Standards:

NCSS Standards: I, III, V, VIII, IX

ISTE Standards: 1, 2, 3, 4, 5

Missouri Standards: 5, 6, 7

Time allotment: 3-4, sixty minute time periods

2. Students will understand the difference between oral tradition and folklore and factual information.
3. Students will research and post their oral traditions, folklore, and findings on Negro League players to a class blog.

Materials:

Internet access, Negro League resources listed below and other reputable resources, and the provided student handout

Primary Resources:

Black Diamond by McKissack, P. and McKissack, F.

Only the Ball was White by Robert Peterson

Webster's Dictionary online-www.websters.com

Procedures & Activities:

Day 1-2:

Divide students into groups and ask them to define oral tradition, folklore, and fact. Discuss with students the difference between these three terms and have them take notes on the student handout. Then divide students into groups assigning students 1-3 players per group to research. Students may want to pay particular attention to Chapter Five in the McKissack book and utilize the indexes of both books to find specific information on the players listed on the student handout.

Day 3-4:

Students finish researching the players in their groups. Students will then log on to the classroom blog for a "discussion" between other classes. Distribute the blog expectations to students and discuss the blog expectations as a class. For the first blog students should post, as a group, a thought based on their research. After the initial blog students can post their thoughts as a group or individually during class time, or individually as a homework assignment.

Note: Teachers need to allow time for students to check and respond to the blog if students are blogging during class, this might be a great sponge activity at the beginning of class. Be sure to assign a minimum number of blog responses per student for credit. Teachers may need to post questions or responses in order to “steer” the blog or prompt dialogue when the blog is stalled.

Possible questions to prompt the blog would be:

1. What did students learn that had never blogged before?
2. What did they learn about NL players, oral traditions, folklore, and factual information?
3. Why are oral traditions and folklore important to culture and society?
4. What other examples of oral traditions or folklore do you know?
5. Does your family and/or culture have oral traditions or folklore you would like to share?

Conclusion:

After 7-10 days of blogging (could be longer if students are motivated by the discussion on the blog), hold a class discussion about the blog and what new or surprising information students learned from blogging with other students in other classes.

Assessment:

Monitor the class blog during the next 7-10 days. Use the assessment rubric to determine if students met the student blog expectations or not.

Alternate Assessment (optional):

Students will form groups and write their own version of an oral tradition or folklore tale based upon what they have read about Negro League baseball and Black American history or based upon their own personal experiences. These stories could be posted on the classroom website or posted on the class blog.

Extension and Enrichment (optional):

Students research another culture's oral traditions and folklore further through technology and hard copy forms. Students then post their findings, at least one of the oral traditions or folklore tales they learned about another culture to the class website or blog.

Online Resources:

www.websters.com

<http://www.blogger.com/start>

Secondary Resources:

Blogging Baseball
Student Handout

1. Define oral tradition-
2. Define folklore-
3. Define fact-
4. Describe the differences between oral tradition, folklore, and fact.
5. In the space below research and take notes on the following Negro League players. List at least one example of oral tradition or folklore and one fact for each player.

“Cool Papa” Bell:

Fact-

Oral Tradition/Folklore-

Satchel Paige:

Fact-

Oral Tradition/Folklore-

Dick Redding:

Fact-

Oral Tradition/Folklore-

Oscar Charelston:

Fact-

Oral Tradition/Folklore-

Joe Rogan:

Fact-

Oral Tradition/Folklore-

Josh Gibson:

Fact-

Oral Tradition/Folklore-

Charlie Grant:

Fact-

Oral Tradition/Folklore-

John Henry Lloyd:

Fact-

Oral Tradition/Folklore-

Blogging Questions and Directions

Q: What is a blog?

A: A web log (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet. A blog site is managed by an individual who compiles lists of links to personally interesting material, interspersed with information and editorial. A blog gives students their own voice on the web. A blog is a place to collect and share things that a student find interesting-- whether political commentary, a personal diary, or links to websites you want to remember. The fastest way to understand blogging is to try blogging out.

Q: Why would students want to use a blog?

A: Students like to check where other students "are at" and want to see what other students are learning, but also to gauge their own progress compared to others. Blogs are able to integrate the personal aspect of a traditional learning journal that documents a student's thoughts and ideas about a topic(s) with the publishing capability of the web. The blog is a way of documenting learning and collecting information for self-analysis and reflection.

Q: How can I use a blog with students?

A: In this case students will use the blog to organize their thoughts and findings on oral traditions, folklore, Negro Leagues baseball, NL players, and other cultures' oral traditions and folklore. The blogging experience is about not only putting thoughts on the web, but hearing back from and connecting with other students and like-minded people. Where students are able to observe others' learning through reading each other's learning journal blogs.

Q: How simple is it to create a blog?

A: You can create your own free and private classroom blog on blogger. To get started on Blogger, click on www.blogger.com/start, you can choose to make your blog public or private. Security as a teacher is important - so you can restrict access to a certain group of people, such as students.

Q: How can I set up a class blog?

1. Click on “Set up Blog Now”;
2. Enter some basic information-name, email address, etc. (they don’t share info.);
3. Choose a pre-made template for your blog or make your own if you like;
4. Under “Settings” click on members and add member (student) email addresses. An invite email is sent to each member and they must accept in order to begin blogging. This allows you to see who has accessed the blog;
5. Under “settings” click on archive, select the frequency you want to archive the blog postings;
6. Under “settings” click on comments, under who can comment, set comments to only members of this blog. Now, only members (students) you have allowed can comment on this page;
7. After you make all the changes you want under “settings”, be sure to click on the republish button to update your changes; and
8. To begin blogging, click on “Posting” and blog.

Note: eBlogger allows for lots of control. Go to the "Settings" page and you can modify things like time stamps, who can comment, etc. You can take the blog out of public view, but the best way is to limit the blogging capability only to approved members of the blog. You can add members (students) by adding in their email addresses, and that makes the blog a private blog. You can even create a mirror blog for parents to read and respond as well.

Student Blogging Expectations

DO:

1. Post to the blog _____ number of times for full credit.
2. Blogs should not display personal information directly like last names, addresses, phone numbers, etc.
3. Write your thoughts about what you are learning, what you understand and don't understand, why what you are learning is meaningful or not.
4. Strive to improve your writing and take risks with expressing your ideas and bouncing those ideas off of other students in other classes.
5. Convince others that you are thinking and learning (and improving your writing).
6. Make connections to your learning by exploring what other students have written about on the blog.
7. Contribute your ideas, express your opinion, but back your comments up with well thought out reasons and resources.
8. Ask questions that will make a reader think and want to comment on your posting.

DON'T:

9. Do not plagiarize or use profanity.
10. Do not use the blog to negatively criticize others thoughts, ideas, or findings.

Bloggng Directions:

You will receive an invite letter via your email address, then:

1. Click on the link.
2. Click on create an account.
3. Click on a link to the class blog.
4. Click on the link to the blog.
5. Click on the "View Blog" tab.

To post on the Blog:

1. Click on the Post tab.
2. Select the "Create" link.
3. Type a message in the message box.
4. Click "Republish Entire Blog".
5. View the blog and check to see if your post is there.

References:

http://www.usq.edu.au/electpub/e-jist/docs/Vol7_No1/CurrentPractice/Blogs.htm

http://budtheteacher.typepad.com/bud_the_teacher/student_blogs/index.html

<http://anne.teachesme.com/2005/11/08#a4515>

Blogging Baseball Rubric

Name: _____

HR: _____

Post Frequency	Frequencies of the postings meet or exceed class requirements.	Excellent - 2 Satisfactory - 1 Unsatisfactory - 0
Timeliness	Correct numbers of posts have been submitted and were completed on time.	Excellent - 2 Satisfactory - 1 Unsatisfactory - 0
Knowledge	Student demonstrated knowledge of the subject matter through their postings.	Excellent - 2 Satisfactory - 1 Unsatisfactory - 0
Ideas & Content	Student has expressed original ideas about the content related to the subject.	Excellent - 2 Satisfactory - 1 Unsatisfactory - 0
Writing Quality	Posting are well written, ideas are clearly communicated through the blog, and punctuation and grammar are correct.	Excellent - 2 Satisfactory - 1 Unsatisfactory - 0
TOTAL _____		

Comments: _____

A philosophy and FAQ sheet

The purpose of creating a philosophy and FAQ (frequently asked questions) sheet is to outline the partnership's objectives for users of the lesson plans. The philosophy and FAQ sheet also assists educators in understanding the mission of the lesson plans before implementing them in the classroom. An explanation of how the lesson plans are organized and how they can be used in the classroom is also included to assist educators.

The second part of the document, the FAQ's, consists of a list of most frequently asked questions regarding a particular subject. The purpose of the FAQ is to answer the most commonly asked questions about the partnerships objectives and the implementation of lesson plans before educators begin using the lesson plans in the classroom.

Philosophy and FAQ Sheet

A Teachers Guide to Utilizing Negro Leagues Lesson Plans

Effectively In the Classroom

Mission Statement:

Negro Leagues Baseball lesson plans are a platform for teaching a rich and varied historical content. The lessons are interactive, multimedia-based and designed for middle school to high school level students. The lessons effectively incorporate National Council for the Social Studies (NCSS) standards, specific state social studies standards, and the International Society for Technology in Education (ISTE) standards. The curricular focus of the lessons demonstrates how themes and issues reflected in studying African American baseball are rooted in U.S. history and social studies. These themes include, but are not limited to, economic, social and political studies, family history and genealogy, education, military history, and civil rights. These themes can be explored by examining individuals (talent), organizations (teams), and communities

(towns) involved with African American Baseball. This material synthesizes the most reliable primary and secondary source materials on the subject in a useful format for educators. The lessons are organized according to six critically important U.S. historical eras, they are:

1. 1860-1880--Slavery, War, and the growth of Baseball
2. 1880-1900--American Reconstruction and early Black professional baseball
3. 1900-1920--America's Century and Independent Black baseball
4. 1920-1945--The Birth of the Negro Leagues, its Rise and Fall
5. 1945-1960--Integration and the "Barrier Breakers"
6. 1960-Present--Negro Leagues Legacy and the Civil Rights

By incorporating African American baseball lessons into important historical eras, it is easy for teachers to implement lessons into the classroom's already existing curriculum units. For example, a lesson titled, "Negro League Baseball's Impact on Segregation and Integration" could be utilized as a platform for teaching larger concepts of the Civil Rights era such as Jim Crow laws, the Civil Rights Act, important historical figures during this time, and so on. The ideal aim is for teachers to use African American baseball content throughout the year, not just during Black History Month or other limited occasions.

Frequently Asked Questions:

How does African American baseball and history fit with what I am already teaching?

Since most students have a general idea of history from previous classes, it is important that the lesson content is different than what is found in traditional textbooks and historical lessons. Negro League baseball and Black history can be used as a platform to teach important historical information throughout the year by utilizing the six historical timeframes and the platform approach when teaching social studies/history curriculum. A deeper level of historical knowledge and student engagement can be achieved through teaching all levels of learners through this approach.

How can I use this information?

The lesson plans are created by teachers for teachers, utilizing experts in Negro Leagues history. Flexible, ready-to-use lesson plans include everything teachers may need, such as assessment rubrics, pre-made worksheets, note-taking guides, extension and enrichment ideas, and

resources for diverse learners to save time and frustration. Teachers are encouraged to use all or part of the lesson, or use the information as a springboard for existing lesson plans. The lessons can be utilized with an entire class, in small groups, or individual students if you like.

How do the lessons motivate students?

Students learn material that has meaning to them and information that is new and different. Therefore, the more interesting the lesson, the higher the students' level of engagement will be. The themes of baseball and African American accomplishments in history are highly engaging, and provide powerful platforms from which to approach other historical lessons. Almost all students have a connection to baseball either through their own experiences at home, with state and national team favorites, or participation in the sport. The multi-sensory, technology-infused approach catches and holds the students' interest.

Are the lessons easy to use?

Each lesson plan is designed to be comprehensive, effective and user friendly for teachers. The lessons are designed so teachers can download and use them without having to make any changes to meet the required curriculum guidelines in their school, district, or state.

Why should I use these lesson plans instead of others?

The provided lesson plans include target grade level, time allotment needed, related national and state standards, why the lesson content is important, a rationale, objectives, primary and secondary resources, online resources, detailed procedures and activities, a conclusion, assessment options, extension and enrichment, and rubrics, handouts, and technology instructions as needed.

What about students who need accommodations/modifications?

Each lesson plan contains ideas and resources for diverse learners. These resources include text written at a lower **readability level**, graphic organizers, note-taking guides and alternative assignments. The "**Big Ideas**" of each lesson plan are outlined so that teachers may sift curricular standards to meet the needs of students with different **learning objectives**. For more information click on the Resources for Diverse Learners link included with each lesson plan.

My technology skills are not very good can I still use the lessons in my classroom?

Yes, even though the lesson plans include technology skills, step-by-step directions are provided for the teacher and the students throughout the lesson plans.

Is the purchase of more technology equipment or software required?

No. Lesson plans make use of free technology such as the internet and freeware (software that is free to all users). All that is needed are computers with internet access. In addition, many lessons ask students to work in groups when using technology skills so having a limited number of computers would not greatly affect the quality of the lessons. To assist teachers, a technology toolbox has been provided for technical/instructional support. The technology toolbox contains media players, directions, and downloadable materials to assist you in using technology in the classroom.

Do I have to take my class to tour the Negro Leagues Baseball Museum in order to use the lesson plans effectively?

No, but the museum is a wonderful way to increase student motivation and further their understanding of how the Negro Leagues content connects throughout United States history. If a visit is planned, teachers can request a curriculum guide from the Negro Leagues Baseball Museum containing guiding questions to use with their students when visiting the museum. Students can also walk on the Negro Leagues field at the museum with life-size statues of some of the Negro League players. The NLBM also has a state-of-the-art traveling museum for large groups which can be arranged through the museum. More information can be found at www.nlbm.com or 1-888-221-NLBM.

What other resources are available to help teachers implement these lessons in their classrooms?

Each lesson is designed to meet national and state history/social studies standards, which are provided in each lesson plan. However, since each district's guidelines may vary, we encourage you to obtain your school district's curriculum guide to ensure the lessons you teach meet the district guidelines.

Note:

Unfortunately, not all resources are reputable or fact-based, so a list of quality websites, books, films, and other resources for use with students has been provided. This list is not exhaustive, but can offer a place for teachers and students to research and find information.

Be sure students are using proper search engines when performing internet searches, try:

Google: www.google.com

Yahoo: www.yahoo.com

Ask Jeeves: www.askjeeves.com

Dogpile: www.dogpile.com

NLBM-KSU Partnership. (Spring, 2006b).

An educator's toolbox

The educator's toolbox is a set of resources collected to augment the curriculum materials created by the partnership. The purpose of the educator's toolbox is to assist educators in implementing the curriculum materials created by the partnership. The educator's toolbox is created by compiling all the strategies used in the curriculum materials that may need further explanation, training, or skill sets for educators to effectively implement the curriculum materials. In addition, helpful websites, software, and other resources are added to the educator's toolbox to assist educators in better helping students of differing **readiness levels** and learning styles, and to offer educators an opportunity to independently develop the technology skills needed to implement the motivational standards-based curriculum materials.

The educator's toolbox contains a variety of tools in different categories:

1. Multimedia tools.
2. Text tools.
3. Other technology tools.

The toolbox may consist of multimedia tools such as software and instructions on how to podcast, Window Moviemaker, and trial versions of programs such as FlipPublisher Enterprises. Text tools could include trial versions of ReadPlease and Microsoft Office. Other types of tools could include skill enhancement such as how to add drop down menus to Microsoft Excel and Microsoft Word tips. Project tools can include how to create interactive timelines and rubrics for assessing projects. Here is an example of what an educator's toolbox might look like.

Educator's Toolbox

MULTI-MEDIA TOOLS

Converting movies to play on your iPod:

This is a set of instructions to move digital movies from a computer to an iPod, using QuickTime software. A link is included for a free download of QuickTime.

Creating Podcasts with a PC:

This webpage details the steps required to record and post your own podcast using tools virtually everyone has or can easily acquire on a tiny budget. Go to http://www.windowsdevcenter.com/pub/a/windows/2005/04/05/create_podcasts_with_pc.html

Software to get you started with Pod casting:

Propaganda (Windows Trial Version)

Record, assemble, and publish your own podcasts. Check out this website at <http://www.makepropaganda.com>

Audacity:

Free, cross-platform software for recording and editing sounds. Go to <http://audacity.sourceforge.net/download/>

Windows Movie Maker:

With Movie Maker 2.1, you can create, edit, and share your home movies right on your computer. Build your movie with a few simple steps. Delete bad shots and include only the best scenes. Then share your movie via the web, e-mail, or CD. Try

<http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>

FlipPublisher Enterprise (Trial Version):

This download lets you convert your content into electronic Flipbooks. Produce digital editions of catalogs, magazines, newsletters, photo albums, books, comics, brochures, manuals, and annual reports in a format that is natural, intuitive and familiar to everyone. Flipbooks are realistic 3D electronic books with pages you can flip like a real book. Go to this website,

<http://www.flipalbum.com/download/?PHPSESSID=c9ea70a66ba93a0ef28fdbaa2acb49d8>

Historic National Archives Video Footage:

Search engine company Google.com has joined efforts with the U.S. National Archives and Records Administration to put historic video footage online. Among the first videos to be digitized from the National Archives collection of 114,000 film reels and 37,000 videos are U.S. government newsreels documenting World War II, motion picture films from the 1930s, and space flight. All of the videos are public domain, so educators, historians, and filmmakers can use these clips without fear of copyright infringement.

Go to <http://video.google.com/nara.html> for more information.

Microsoft Power Point (Trial Version):

Use PowerPoint 2003 to create exciting slide shows with graphics, animations, and multimedia—and make them easier to present. Use high-quality custom animations in PowerPoint 2003 to make your presentations come alive. Create animation effects such as moving multiple objects simultaneously or moving objects along a path (path animation), as well as easy sequencing for all of your animation effects. Support for additional types of files gives you enhanced capabilities to play video full screen and use playback to stop, start, or rewind your show, or to find content. Check out the Microsoft website at

<http://www.microsoft.com/office/powerpoint/prodinfo/default.msp>

ikeepbookmarks.com:

iKeepBookmarks.com allows you to upload and keep your bookmarks on the web for free. You can access them at any time, from any computer. This site stores bookmarks in a personal folder so you can use your bookmarks at work and at home, use more than one computer, share pages with others, use multiple browsers. This is a great way to store research websites for papers and projects. In the lesson plans that require students to do research on the web, setting up a folder on ikeepbookmarks.com would allow them to maintain sets of **hotlinks** that pertain to specific projects. Go to <http://ikeepbookmarks.com>

Inspiration (Trial Version):

There are two versions of this software; one is designed for students K-5, and one for 6-12 graders. However, the K-5 version is a good place to start for educators who are learning the software. There are free 30 day trial downloads on the website so one may try both. The power

of this software is the interactive features. A worksheet created in Inspiration allows the educator to make all graphics and text read out loud. This is a powerful tool for **diverse learners** as they access the content in multi-sensory ways. Students can also use the software to create graphic organizers and writing tools. This is a supportive resource for writing papers, preparing presentations and organizing one's thoughts for any project. Go to <http://www.inspiration.com/freetrial/index.cfm> for more information.

TEXT TOOLS

Microsoft Word Tips 1:

Microsoft Word has the capability to determine the reading level of a selection of text. This PDF file outlines how to set that feature for any *Microsoft Word* document. This can be very helpful as educators may need to re-write a piece of text at a lower readability level in order to customize the reading level for their students (Adobe Acrobat Reader required).

Another powerful feature of *Microsoft Word* is the *AutoSummarize* tool. This allows the either the educator or the reader to highlight key ideas and main points in a piece of text. The feature offers several options regarding how the highlighted material is displayed and comes as a standard tool within *Microsoft Word*. For more information about these tools, go to the Help function in *Microsoft Word*.

Microsoft Word Tips 2:

This PDF file outlines other features of *Microsoft Word* which educators and students may find useful as they work with text. They include: AutoCorrect, Clicking, Creating Screenshots, AutoFormat, and Customizing toolbars (Adobe Acrobat Reader required). For more information about these tools, go to the Help function in *Microsoft Word*.

Insert Hidden Support Within a Word Document:

This webpage will guide educators through a process to insert hidden instructions in a *Microsoft Word* document. This technique can provide educator support to students. Go to <http://www.microsoft.com/education/HiddenText.msp> for further assistance.

Adding Drop Down Menus to Microsoft Excel:

When using a *Microsoft Excel* spreadsheet to create a worksheet or a finished product, using multiple choice options in drop down menus can provide some directions and structure to the learner's experience.

Create an Interactive Timeline Using Microsoft Excel:

Using a spreadsheet to create a timeline allows students to fill in cells to designate time periods. Text can be entered sideways to mark the events being represented. Students can enter text inside a drawing, or add drawings. This website gives educators step-by-step instructions on this process. <http://www.microsoft.com/Education/createtimeline.msp?pf=true>

Microsoft Office (Trial Version):

Download a trial version of *Microsoft Office 2003*, free for 60 days. This software contains *Microsoft Word* (word processing), *Microsoft Excel* (spreadsheet), *Microsoft Access* (database)

and *Microsoft Powerpoint* (presentation software). The trial version is available at <http://microsoft.order-10.com/OfficeStandardEdition/welcome.aspx?id=officedl7>

ReadPlease (Trial Version):

This webpage includes a step-by-step set of instruction on how to download a 30-day trial version of *ReadPlease 2003*. This product will create an icon on the computer desktop that can convert text to speech by copying and pasting text into the window. Go to <http://www.readplease.com/>

This website also contains a download link to a 30-day trial version of **ReadingBar 2**, a universal text reader that will read any website text out loud. The universal text reader stays in the browser and is available as a feature when one is using the Internet. Download this trial version at <http://www.readplease.com/english/readingbar.php>

ReadMark (Trial Version):

This webpage provides a description and link to download a 30-day trial version of *ReadMark*. This product creates a movable marker on the screen that can be moved by using a computer mouse or arrow keys on top of a document, webpage, or any other image, and can be used as a place holder for reading on a computer screen. Try: <http://www.geocities.com/threehillsoftware/readmark.html>

Vocabulary Made Fun:

This website contains tools to work with vocabulary words. The website includes tools to make crossword puzzles, hangman, word searches, etc. Go to <http://www.vocabulary.co.il/>

OTHER TECHNOLOGY TOOLS

Rubric Resources:

teAchnology Rubric Generators:

This website provides links to various rubrics and rubric generators. http://www.teach-nology.com/web_tools/rubrics/

Rubric Template:

This tool provides a structure to create a grading template. The rubric template allows the educator to detail criteria on a scale from one to four components.

4Teachers.org:

Integrating Technology-Teacher Resources

4Teachers.org works to help you integrate technology into your classroom by offering FREE online tools and resources. This site helps educators locate and create ready-to-use web lessons, quizzes, rubrics and classroom calendars. There are also tools for student use. Discover valuable professional development resources addressing issues such as equity, technology planning and **at-risk** or special-needs students. For more information check out the website at

<http://www.4teachers.org/>

NLBM-KSU Partnership. (2006).

There are a number of other tools and tool categories that could be added to the educator's toolbox. The toolbox is meant to be added to as lesson plans are created and new tools are discovered.

Why is an educator's toolbox important?

An educator's toolbox is important because educators have varying levels of technology proficiency and may need assistance in learning how to integrate new technologies into the social studies curriculum and to teach the technology skills included in the lesson plans to students.



Ask high school students for assistance when learning a new technology, most are eager to assist educators with technology if given the opportunity.

The toolbox is like a suit tailored for educators for the purpose of implementing the partnership's lesson plans. The toolbox offers an independent way to learn about and master new technology skills without having to attend costly conferences or time consuming staff development sessions.



Educators can also use the tools in the toolbox in everyday curriculum and technology applications.

What are RFDLs?

RFDLs are defined as common **modifications** included in lesson plans that allow educators to diversify their teaching methods for varying student readiness levels. Ann Elliott, Director of Special Education for the Auburn/Washburn school district in Topeka, Kansas explains, “Some of the modifications might be outlined for students with disabilities in their Individual Education Plan (**IEP**), and some modifications may be useful for all students. Educators will find these modifications offer ideas to personalize the learning experience for their own classes” (Elliott, personal communication, September 3, 2006). There are a number of ways that curriculum can be modified for students, some methods include:

- Layered curriculum.
- Differentiated learning.
- Universal design for learning.
- The planning pyramid.

The planning pyramid is one of the easiest methods for educators to understand and use in curriculum planning. The Planning Pyramid represents a framework for planning in content area classrooms. The Planning Pyramid is designed to be a flexible tool to help teachers plan for inclusionary instruction and to enable content coverage in general education classrooms for students with diverse learning needs (Schumm, Vaughn, & Leavell, 1994). The Planning

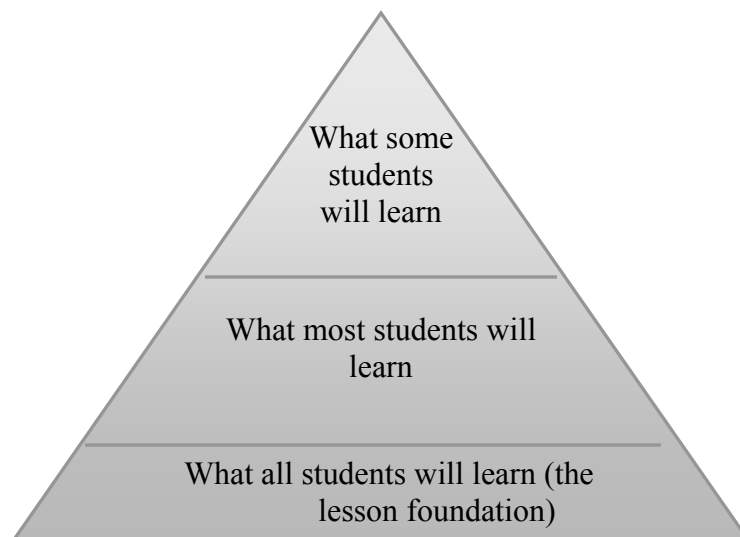
Pyramid allows a teacher to identify what information needs to be taught and to pay attention to individual students' needs to determine how the information will be taught (Vaughn, Bos, & Schumm, 2000). This information and more on methods for modifying the curriculum are available from:



Layered Curriculum as a Means to Access the General Curriculum: A Comparison to Differentiated Instruction, Universal Design for Learning and the Planning Pyramid:
<http://help4teachers.com/AdrianPaper.htm>

The Planning Pyramid illustrates that all students can learn, but not all students will learn everything taught within the lesson.

Figure 4-6. A Planning Pyramid



Kathy Nunley uses layered curriculum units to designate different layers of The Planning Pyramid. Below is a layered curriculum unit from Kathy Nunley's website based on Negro Leagues Baseball.

Negro Leagues Baseball

You must complete the required number of points in each section and defend each submission individually and orally, before moving on to the next section. A maximum of two assignments per person will be accepted per day so manage your time accordingly.

C Level Assignments: A maximum of 40 points can be earned at this level.	Points Possible	Points Earned	Teacher's Signature
Write a one page paper on one of the following players: Fleetwood Walker, Satchel Paige, Josh Gibson, or "Cool Papa Bell".	5		
Listen to the taped selection of <i>Black Diamond</i> by McKissack and McKissack and write a one page summary of the information.	5		
Go to the following website and listen to interviews with NLB players and relatives, orally tell or write a one page paper on what NLB was like during this time.	5		
Draw five NLB player trading cards; include a drawing of the player, position played, and team(s) played for, team logo, and career starting and ending dates.	5		
Write a diary entry from a NLB player's perspective for four days; include a description of at least one game.	5		
Listen to music from Ella Fitzgerald or Duke Ellington. Tell or write the meaning of one of their songs.	5		
Read the article at: http://www.infoplease.com/spot/negroleague1.html and create a timeline from the information.	5		
Watch one of the Negro Leagues videos and tell or	5		

write about the conditions NLB players endured and how they were treated by Whites and society as a whole.			
Recreate a typical NLB stadium using whatever materials you want.	5		
Draw signs (one point per sign) depicting “separate but equal” facilities and/or treatment.	5		
What are Jim Crow laws? Describe, draw, or write a summary.	5		
Define segregation, integration, discrimination, racism, and slavery (one point per word).	5		
Tell, draw, or write one paragraph answering this question. Does slavery still exist today, and if so, why?	5		
Reenact a situation in which you or someone you know was discriminated against, and explain why you think it was discrimination.	5		
Define Negro Renaissance and name three important contributors of the time.	5		
Write a poem or a song that reflects upon NLB.	5		
Draw a cartoon depicting any NLB team(s), player(s), or owner(s).	5		
Create an artist's sketch of a woman involved in the NLB, be sure to color and label the sketch for full credit.	5		
B Level Assignments: Choose one for 20 points	Points Possible	Points Earned	Teacher's Signature
Research NLB innovations, how did they contribute to the success of NLB? What, if any, other innovations could have helped save NLB? How would these have helped? What else could have been done to prolong	20		

NLB? Write a 3-4 page paper.			
Listen to Ted Williams' Hall of Fame induction speech. Write a 3-4 page paper detailing if you agree with his proposal to induct NLB players into the Hall of Fame, and support your position with historical information.	20		
What was the major turning point in NLB? Why? Write a 3-4 page paper and support your position with historical information.	20		
A Level Assignments: Choose one for 30 points	Points Possible	Points Earned	Teacher's Signature
Research Black women in NLB, choose one woman to write a six page historically based story about NLB from her perspective.	30		
Create an interactive timeline showing the history of NLB from its inception to its demise. Then post your timeline to a classroom website. See me for the directions on how to create an interactive timeline.	30		
Research court cases dealing with segregation and/or discrimination and/or integration. Write a summary of at least 3 cases. Choose one case, and write a trial transcript of what you think occurred in court include both the defending and prosecuting points of view.	30		

Barragree, C. (Fall, 2005).

You can view more layered curriculum units at Dr. Kathy Nunley's website for educators at <http://help4teachers.com>



Universal Design for Learning by Nancy Safer:
<http://www.teachervision.fen.com>

Dr. Kathy Nunley's Website for Educators:
<http://help4teachers.com>

Nunley, K. (1998–2006). **Layered Curriculum.**
<http://help4teachers.com>



Tomlinson, C. (2000a). **Differentiated instruction:**
Can it work?

Why are RFDLs important?

Today educators are faced with a highly diversified classroom from students with disabilities to students that are challenged culturally and/or linguistically. Elliott states, “Educators have been challenged to meet the needs of a variety of learners. Increasingly, educators face a classroom of students that may include those with a lower readiness level to learn, those from other cultures and those who may speak other languages. All of this diversity brings richness to the learning environment when teachers can plan lessons that reach students in many ways” (Elliott, personal communication, September 3, 2006).

In order to meet the needs of a diverse population, modifications to the general curriculum are necessary. Teaching to the middle, the majority of students at an average readiness level, is no longer acceptable. Educators often fail to meet the needs of diverse learners in their classrooms because they feel modifications are not necessary or water-down the curriculum. Modifications are necessary, and if created and implemented properly do not water-down the

curriculum. One way to meet the needs of diverse students is to create and include RFDLs in curriculum materials.

How do I create RFDLs?

The best way to learn to create RFDLs is to research different strategies and consult with experienced special education administrators and teachers, and other social studies educators that have created and implemented RFDLs in their classrooms. The partnership may already have members that are familiar with and are experienced with RFDLs. Rely on their expertise to help educate other partnership members and guide the development of RFDLs for the lesson plans.

Some of the techniques used to create RFDL modifications include:

1. **Curriculum Sifting**: Prioritizing the critical learning objective(s) of the lesson and determining what “Big Ideas” should be the focus of the learning activity. This activity is very effective when a student’s IEP requires shortened assignments.
2. **Lesson Tiering**: Developing multiple learning activities for the same lesson plan, with various levels of complexity, autonomy and difficulty. Tiering content is useful for student groups in which readiness levels are varied.
3. **Graphic Organizers**: Creating a note-taking guide, study sheet, or assignment that captures the lesson objective(s) in a visual manner. Graphic organizers are attractive to students who are not motivated, those that have behavioral challenges such as opposition, poor study habits and

who resist authority. Students who have difficulty with executive functioning, organization, attention to task and cognitive stamina also benefit from graphic organizers.

4. **Hurdle Help**: Simple accommodations that provide additional support to students so they can complete the task more independently. Strategies might include word banks, close note-taking sheets, and visual and content specific clues. Useful with students who respond to authority with refusal to work or power struggles. They also support students with learning disabilities by providing a scaffold on which they can retain and recall information.

5. **Multiple Modality Presentation**: Using visual and auditory methods to present the lesson information in order to reach students with different learning styles. Useful for all students and especially students who have sensory disabilities (audio for the visually impaired, visual or kinesthetic for the hearing impaired). Consider the difference between reading the words of Martin Luther King’s speech “I Have a Dream” versus hearing the passion in his voice on an audio recording, versus seeing and hearing the energy in his face and body language as he delivers the speech.

6. **Technology**: Using automated activities and interactive learning to allow students to engage in active participation and hands-on opportunities. Useful for most learners and written into students’ IEP’s for students who experience specific challenges such as motor concerns that make writing difficult or impossible, learning disabilities that impair spelling and word choice, expressive and receptive speech and language barriers, etc.

There are many other RFDL strategies that can meet the needs of a variety of learners. Various resources exist on the web detailing other RFDL strategies, such as the ones listed here.



Adapt Lessons to Reach All Students. Teacher Vision: <http://www.teachervision.fen.com/teaching-methods/special-education/3759.html?detoured=1>

The Art of Teaching: Big Ideas. Teacher Vision: <http://www.teachervision.fen.com/teaching-methods/special-education/3764.html>



For more information about RFDLs and methods of modification consult the *Further Resources* section.

An example of a lesson plan including RFDLs is shown on the next page.

Lesson Plan Including RFDLs

The NLB and the Law

Key Features of Powerful Teaching and Learning:

(National Council for the Social Studies. “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.” <http://www.socialstudies.org/positions/powerful/>)

Meaningful: Emphasizes how the law and historically significant events affected social and political issues of the time and in turn affected the treatment of Blacks throughout history.

Value-based: Student groups will explore and learn about a variety of United States laws and historical events affecting the treatment of Blacks and NLB players.

Challenging: Student groups must internalize and accurately portray the United States political system, judicial system, and historical social and cultural climate during the 1800’s and 1900’s.

Active: Students will work cooperatively in groups to research, write, and reenact United States laws and historically significant events affecting the NLB and American society politically and socially.

Purpose/Rationale/Introduction: This lesson will introduce students to historical law and its impact on NLB and Black Americans. After identifying and researching laws contributing to segregation or integration, student will chose one law to reenact in a historically accurate manner.

Grade Level: 9-12

Subject: Social Studies

Standards:

NCSS Standards: II, III, V, VI, X

ISTE Standards: 1, 2, 5

Missouri Standards: 1, 2, 3, 5, 6

Time allotment: Six-60 minute time periods

Objectives:

1. Students will be able to identify important laws and historically significant events during the existence of NLB.
2. Students will navigate the Internet and gather information about the impact the law and historical events had on Negro Leagues Baseball and Black Americans.
3. Students will be able to identify how laws passed in the United States and historical events contributed to or discouraged segregation and/or integration in society and in the Negro Leagues.
4. Students will reenact a historically accurate interpretation of one law including key historical figures and cases.

Primary Resources: *Black Diamond: The Story of the Negro Baseball Leagues*, by McKissack and McKissack, access to the Negro Leagues Baseball Museum website, note-taking supplies, other relevant Negro Leagues resources (see the secondary resources section).

Procedures & Activities:

Day 1: Discuss what students already know about the treatment of Blacks in the 1800's, the 1900's, and today. Ask students what they know about Jim Crow laws, Plessy vs. Ferguson, Brown vs. Topeka Board of Education, and other historically significant events such as the Alabama riots, the March on Washington, etc. Distribute the student handout. Read page thirty-three from *Black Diamond* aloud to students. Have students take notes and discuss the impact of these laws/events on American society, Blacks, and NLB. Group students into groups of three-five; ask student groups to select a particular law and/or event they would like to research and reenact from the approved list (See secondary resources listed below, or create your own approved list). Student groups begin planning and researching their selected law or event and the impact it had on American society and NLB. Groups of two from each larger group may research on the computer. Students can switch later in the day or the next day and continue to rotate until all students have had a chance to research on the computer.

Day 2: Students continue researching laws.

Day 3: Students should begin planning and writing a draft of a reenactment of the law or event they researched. The reenactment should include key historical figures politically, socially, and in NLB. The reenactment must be as historically accurate as possible and present the political, social, and NLB perspectives either simultaneously or in short separate reenactments of the same law or event.

Day 4 & 5: Student groups should finalize and begin practicing their reenactments.

Conclusion:

Discuss what students learned about the United States judicial system then and now. Question how people, places, and events affected life in the United States and the treatment of Blacks until the 1900's. Are certain groups still treated unfairly in the United States? Who? How? Why?

Assessment:

Day 6: Student groups perform their reenactments for the class. See attached scoring rubric. Teachers could videotape the reenactments and post them online for students and parents to view.

Alternate Assessment:

Students complete a final research paper based on one selected law or event.

Extension and Enrichment:

Research the treatment of a group of people still being treated unfairly in the United States. Document any laws and historical events which lead up to their current treatment, and pose possible ways to raise awareness and prevent unequal treatment of the group.

Online Resources:

- A Look at Life in the Negro Leagues: <http://coe.ksu.edu/nlbm/>
- Negro Leagues Baseball Museum: <http://www.nlbm.com/>
- The History of Jim Crow: <http://www.jimcrowhistory.org/home.htm>
- Jim Crow Laws: http://www.nps.gov/malu/documents/jim_crow_laws.htm

- African American History: <http://www.watson.org/~lisa/blackhistory/index.html>
- In Pursuit of Freedom and Equality: Brown vs. Board of Education of Topeka, <http://brownvboard.org/index.htm>
- African American World: Timeline, <http://www.pbs.org/wnet/aaworld/timeline.html>
- Negro Leagues Legacy: http://mlb.mlb.com/NASApp/mlb/mlb/history/mlb_negro_leagues_story.jsp?story=kaleidoscopic

Secondary Resources:

Possible list of other possible laws and historical events:

The Dred Scott Case	The Housing Rights Act of 1968
School Busing	The Montgomery Bus Boycott
Sit-Ins	Milliken v. Bradley
The Freedom Rides	A Change in the Cloture Rule
The March on Washington	The Bakke Case
Mississippi and Freedom Summer	Perfecting Civil Rights Laws
Alabama-Selma, Birmingham	The Minority Bill of Rights
Governor Faubus, Little Rock, Arkansas	Plessy v. Ferguson
The Murder of Emmett Till	

A Brief History of Civil Rights in the United States of America,
<http://www.africanamericans.com/CivilRightsHistoryIndex.htm>

The NLB and the Law
Student Handout

1. Describe the following laws:
Jim Crow laws-

Plessy vs. Ferguson-

Brown vs. Topeka Board of Education-

2. What was/is the impact of these laws on:
American society-

Blacks-

The NLB and the Law:

Scoring Rubric

Points	0	1	2	3
Key historical figures	No historical figures depicted in the reenactment	One key historical figure depicted in the reenactment	Most key historical figures depicted, but not all	All key historical figures were depicted in the reenactment
Historically accurate	Not historically accurate, information is inaccurate and/or fictional	Little information is historically accurate, some information inaccurate or fictional	Most information is historically accurate, some details inaccurate or fictional	All information, including details are historically accurate, no fictional information
Perspectives	No perspective is given from society, politically, or from NLB	One perspective is presented: society or politically or from the NLB	Two perspectives are presented out of the three: society, politically, NLB	All three perspectives are presented: society and politically, and from NLB
Knowledge of the law or event	Students do not understand the meaning of the law or event nor know the impact	Students understand the meaning of the law or event, but do not know the impact on any of the chosen aspects	Students understand the meaning of the law or event and know the impact on at least one of the chosen aspects: society, politically, or NLB	Students understand the meaning of the law or event and know the impact on all three chosen aspects of society, politically, and NLB
Props	No use of props	Limited use of props to what is on hand, little effort to obtain props, and/or historically incorrect	Limited use of props, limited to what is on hand, some effort to obtain props, and/or historically correct	Use of props beyond what is at hand, effort is clear, and props are historically correct

Audible	Can't hear reenactment or is indistinguishable	Can hear some of the reenactment and/or is indistinguishable	Can hear most of the reenactment, a few parts indistinguishable	Can hear all of the reenactment, no parts are indistinguishable
Script	No final script was provided to the teacher, not all students have a role in the reenactment	An incomplete final script was provided to the teacher, not all students have a role in the reenactment	A complete final script was provided to the teacher, but not all students have a role in the reenactment	A complete final script was provided to the teacher, and all students have a role in the reenactment

Total Points Earned:

Comments:

Creating Jim Crow: In-Depth Essay
by Ronald L. F. Davis, Ph. D.



The term Jim Crow is believed to have originated around 1830 when a white, minstrel show performer, Thomas "Daddy" Rice, blackened his face with charcoal paste or burnt cork and danced a ridiculous jig while singing the lyrics to the song, "Jump Jim Crow." Rice created this character after seeing (while traveling in the South) a crippled, elderly Black man (or some say a young Black boy) dancing and singing a song ending with these chorus words:

The "Jim Crow" figure was a fixture of the minstrel shows that toured the South.

*"Weel about and turn about and do jis so,
Eb'ry time I weel about I jump Jim Crow."*

Some historians believe that a Mr. Crow owned the slave who inspired Rice's act--thus the reason for the Jim Crow term in the lyrics. In any case, Rice incorporated the skit into his minstrel act, and by the 1850's the "Jim Crow" character had become a standard part of the minstrel show scene in America. On the eve of the Civil War, the Jim Crow idea was one of many stereotypical images of Black inferiority in the popular culture of the day--along with Sambos, Coons, and Zip Dandies. The word Jim Crow became a racial slur synonymous with Black, colored, or Negro in the vocabulary of many Whites; and by the end of the century acts of racial discrimination toward Blacks were often referred to as Jim Crow laws and practices.

Although "Jim Crow Cars" on some Northern railroad lines--meaning segregated cars--pre-dated the Civil War, in general the Jim Crow era in American history dates from the late 1890's, when Southern states began systematically to codify (or strengthen) in law and state constitutional provisions the subordinate position of African Americans in society. Most of these legal steps were aimed at separating the races in public spaces (public schools, parks, accommodations, and transportation) and preventing adult Black males from exercising the right to vote. In every state of the former Confederacy, the system of legalized segregation and disfranchisement was fully in place by 1910. This system of white supremacy cut across class boundaries and re-enforced a cult of "whiteness" that predated the Civil War.

Segregation and disfranchisement laws were often supported, moreover, by brutal acts of ceremonial and ritualized mob violence (lynchings) against Southern Blacks. Indeed, from 1889 to 1930, over 3,700 men and women were reported lynched in the United States--most of who were Southern Blacks. Hundreds of other lynchings and acts of mob terror aimed at brutalizing Blacks occurred throughout the era but went unreported in the press. Numerous race riots erupted in the Jim Crow era, usually in towns and cities and almost always in defense of segregation and white supremacy. These riots engulfed the nation from Wilmington, North Carolina, to Houston, Texas; from East St. Louis and Chicago to Tulsa, Oklahoma, in the years from 1865 to 1955. The riots usually erupted in urban areas to which Southern, rural Blacks had

recently migrated. In the single year of 1919, at least twenty-five incidents were recorded, with numerous deaths and hundreds of people injured. So bloody was this summer of that year that it is known as the Red Summer of 1919.

The so-called Jim Crow segregation laws gained significant impetus from U. S. Supreme Court rulings in the last two decades of the nineteenth century. In 1883, the Supreme Court ruled unconstitutional the Civil Rights Act of 1875. The 1875 law stipulated: "That all persons ... shall be entitled to full and equal enjoyment of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters, and other places of public amusement." The Court reviewed five separate complaints involving acts of discrimination on a railroad and in public sites, including a theater in San Francisco and the Grand Opera House in New York. In declaring the federal law unconstitutional, Chief Justice Joseph Bradley held that the Fourteenth Amendment did not protect Black people from discrimination by private businesses and individuals but only from discrimination by states. He observed in his opinion that it was time for Blacks to assume "the rank of a mere citizen" and stop being the "special favorite of the laws." Justice John Marshall Harlan vigorously dissented, arguing that hotels and amusement parks and public conveyances were public services that operated under state permission and thus were subject to public control.

It was not long after the Court's decision striking down the Civil Rights Act of 1875 that Southern states began enacting sweeping segregation legislation. In 1890, Louisiana required by law that Blacks ride in separate railroad cars. In protest of the law, Blacks in the state tested the statute's constitutionality by having a light-skinned African American, Homère Plessy, board a train, whereupon he was quickly arrested for sitting in a car reserved for Whites. A local judge ruled against Plessy and in 1896 the U. S. Supreme Court upheld the lower court's ruling in Plessy v. Ferguson. The Court asserted that Plessy's rights were not denied him because the separate accommodations provided to Blacks were equal to those provided Whites. It also ruled that "separate but equal" accommodations did not stamp the "colored race with a badge of inferiority." Again, Justice Harlan protested in a minority opinion: "Our Constitution is color-blind, and neither knows nor tolerates classes among citizens."

Harlan's liberal views on race did not extend to the Chinese. He wrote this biased statement in his dissent: "There is a race so different from our own that we do not permit those belonging to it to become citizens of the United States. Persons belonging to it are, with few exceptions, absolutely excluded from our country. I allude to the Chinese race. But by the statute in question, a Chinaman can ride in the same passenger coach with White citizens of the United States, while citizens of the Black race in Louisiana, many of whom, perhaps, risked their lives for the preservation of the Union, who are entitled, by law, to participate in the political control of the State and nation, who are not excluded, by law or by reason of their race, from public stations of any kind, and who have all the legal rights that belong to White citizens, are yet declared to be criminals, liable to imprisonment, if they ride in a public coach occupied by citizens of the White race."

The *Plessy* case erected a major obstacle to equal rights for Blacks, culminating a long series of Court decisions that undermined civil rights for African Americans beginning in the 1870's, most notably the Slaughterhouse Cases, United States v. Reese, United States v. Cruikshank, and

the Civil Rights Cases of 1883. The Supreme Court provided additional support for segregation in 1899 in the case of *Cumming v. Richmond County Board of Education*. In this first case using *Plessy* as the precedent, the Court decreed that separate schools in Georgia were allowed to operate even if comparable schools for Blacks were not available; this was the first case to apply the separate-but-equal doctrine to education. In this case, a unanimous Court ruled that because Richmond County, Georgia, had only enough money to provide a high school for Whites it need not shut down the White school in the interests of separate but equal. This case opened the door for the elimination of Black schools in districts able to demonstrate (or assert) financial hardships. It also clearly indicated that the Court was more interested in enforcing the "separate" part of *Plessy* over the "equal."

With the Supreme Court's approval, Southern states quickly passed laws that restricted the equal access of Blacks to all kinds of public areas, accommodations, and conveyances. Local officials began posting "Whites Only" and "Colored" signs at water fountains, restrooms, waiting rooms, and the entrances and exits at courthouses, libraries, theaters, and public buildings. Towns and cities established curfews for Blacks, and some state laws even restricted Blacks from working in the same rooms in factories and other places of employment.

Creating White Supremacy from 1865 to 1890

The year 1890, when Mississippi wrote a disfranchisement provision into its state constitution, is often considered the beginning of legalized Jim Crow. But legal attempts to establish a system of racial segregation and disfranchisement actually began much earlier. In the first days after the Civil War, most Southern states adopted so-called Black Codes aimed at limiting the economic and physical freedom of the formerly enslaved. These early attempts at legally binding Southern Blacks to an inferior status were short-lived, however, due to the presence of federal troops in the former Confederate states during Congressional Reconstruction (1866-1876) and the passage of the Fourteenth and Fifteenth Amendments, the Civil Rights Acts of 1866 and 1875, and the three Enforcement Acts of 1870 and 1871. (The 1871 Act is usually referred to as the Ku Klux Klan Act.)

It would be mistaken, however, to think that these federal efforts effectively protected the civil rights of African Americans. Waves of violence and vigilante terrorism swept over the South in the 1860's and 1870's (the Ku Klux Klan and Knights of the White Camellia), as organized bands of White vigilantes terrorized Black voters who supported Republican candidates as well as many African Americans who defied (consciously or unconsciously) the "color line" inherited from the slave era. Such actions often accomplished in reality what could not be done in law. Depending upon the state (and the region within states--such as the gerrymandered Second Congressional District in North Carolina where Blacks continued to hold power until after 1900), Blacks found themselves exercising limited suffrage in the 1870's, principally because their votes were manipulated by White landlords and merchant suppliers, eliminated by vigilantism, stolen by fraud at the ballot boxes, and compromised at every turn.

When the Compromise of 1877 allowed the Republican candidate Rutherford B. Hayes to assume the presidency of the nation after the disputed election of 1876, political power was essentially returned to Southern, White Democrats in nearly every state of the former

Confederacy. From that point on, the federal government essentially abandoned the attempt to enforce the Fourteenth and Fifteenth Amendments in the South--although the potential for doing so was always uppermost in the minds of Southern Whites. Numerous Southern Blacks nevertheless voted in the 1870's and 1880's, but most Black office holders held power at lower levels (usually in criminal enforcement) in towns and counties, and often did so in cooperation with White Democrats (especially in Mississippi and South Carolina) who supported elected positions for acceptable Black candidates.

In this "fusion" arrangement of the two political parties, White leaders of the Democratic Party in the state would agree with Black political leaders, who were usually Republicans, on the number of county offices to be held by Blacks. In theory, Black voters would choose these Black candidates, but in fact only Black candidates acceptable to the White leaders were allowed to run. Any deviation from the plan was met with violence. Most Black leaders went along with such arrangements because it was the best that could be achieved for the moment.

In Mississippi, the method of controlling Black votes and regulating their economic and public lives by full-scale and openly brutal violence was known as the First Mississippi Plan of 1875. Whites openly resorted to violence and fraud to control the Black vote, shooting down Black voters "just like birds." This ruthless and bloody revolution devastated the Black vote in Mississippi, and fully 66 percent of the Blacks registered to vote in the state failed to cast ballots in the presidential election of 1880. Of those who did vote, almost 50 percent voted Democratic rather than face the wrath of Whites in the state. The White vigilantes made no attempt to disguise themselves as in the days of the Ku Klux Klan, and so complete was their victory that the Republican governor fled the state rather than face impeachment charges by the newly elected legislature.

When Mississippi began formally and legally to segregate and disfranchise Blacks by changing its state constitution and passing supportive legislation in the 1890's, knowing observers referred to these legal moves as the Second Mississippi Plan. The principal difference between the two plans is that the latter did not resort to violence in order to eliminate the Black vote. The Second Mississippi Plan did it by law. Other states followed suit to one degree or another, with only a few Black gerrymandered districts in North Carolina, Alabama, and Mississippi witnessing significant and continuing Black political autonomy up to 1900.

In addition to the violence and non-legal measures associated with the First Mississippi Plan, Southern Whites also took legal steps to subordinate Blacks to Whites prior to the wave of segregation and disfranchisement statutes that emerged in the late 1890's. For example, between 1870 and 1884, eleven Southern states legally banned miscegenation, or interracial marriages. In the words of historian William Cohen, these bans were the "ultimate segregation laws" in that they clearly spelled out the idea that Whites were superior to Blacks and that any mixing of the two threatened White status and the purity of the White race. School segregation laws also appeared on the books in nearly every Southern state prior to 1888, beginning with Tennessee and Arkansas in 1866. Virginia erected in 1869 a constitutional ban against Blacks and Whites attending the same schools, followed by Tennessee in 1870, Alabama and North Carolina in 1875, Texas in 1876, Georgia in 1877, and Florida in 1885. Arkansas and Mississippi passed school segregation statutes in 1873 and 1878.

While most of the laws banning racial mixing in transportation and in public accommodations were enacted after 1890, many Southern states laid the groundwork early on. They often based their statutes on transportation legislation enacted by Northern states before the Civil War. These laws created Jim Crow cars wherein Black passengers were separated from White passengers. Indeed, the word Jim Crow as a term denoting segregation first appeared in reference to these Northern railroad cars. Responding to the federal law prohibiting racial discrimination on railroads (Civil Rights Act of 1875), Tennessee passed laws in 1881 protecting hotels, railroads, restaurants, and places of amusement from legal suits charging discrimination. The state also attempted to circumvent the federal anti-segregation laws in transportation by enacting statutes in 1882 and 1883 requiring railroads to provide Blacks with "separate but equal facilities." Florida, Mississippi, and Texas jumped on the bandwagon, as did most other states by 1894.

Almost all the Southern states passed statutes restricting suffrage in the years from 1871 to 1889. Various registration laws, such as poll taxes, were established in Georgia in 1871 and 1877, in Virginia in 1877 and 1884, in Mississippi in 1876, in South Carolina in 1882, and in Florida in 1888. The effects were devastating. Over half the Blacks who voted in Georgia and South Carolina in 1880 vanished from the polls in 1888. The drop in Florida was 27 percent. In places like Alabama, for example, where Blacks equaled almost half the population, no African Americans were sent to the legislature after 1876.

On the local level, most Southern towns and municipalities passed strict vagrancy laws to control the influx of Black migrants and homeless people who poured into these urban communities in the years after the Civil War. In Mississippi, for example, Whites passed the notorious "Pig Law" of 1876, designed to control vagrant Blacks loose in the community. This law made stealing a pig an act of grand larceny subject to punishment of up to five years in prison. Within two years, the number of convicts in the state penitentiary increased from under three hundred people to over one thousand. It was this law in Mississippi that turned the convict lease system into a profitable business, whereby convicts were leased to contractors who sub-leased them to planters, railroads, levee contractors, and timber jobbers. Almost all of the convicts in this situation were Blacks, including women, and the conditions in the camps were horrible in the extreme. It was not uncommon to have a death rate of Blacks in the camps at between 8 to 18 percent. In a rare piece of journalism, the Jackson Weekly Clarion, printed in 1887 the inspection report of the state prison in Mississippi:

"We found [in the hospital section] twenty-six inmates, all of whom have been lately brought there off the farms and railroads, many of them with consumption and other incurable diseases, and all bearing on their persons marks of the most inhuman and brutal treatment. Most of them have their backs cut in great wales, scars and blisters, some with the skin peeling off in pieces as the result of severe beatings.

Their feet and hands in some instances show signs of frostbite, and all of them with the stamp of manhood almost blotted out of their faces.... They are lying there dying, some of them on bare

boards, so poor and emaciated that their bones almost come through their skin, many complaining for the want of food.... We actually saw live vermin crawling over their faces, and the little bedding and clothing they have is in tatters and stiff with filth.

As a fair sample of this system, on January 6, 1887, 204 convicts were leased to McDonald up to June 6, 1887, and during this six months 20 died, and 19 were discharged and escaped and 23 were returned to the walls disabled and sick, many of whom have since died."

Although federal policy and actions (Enforcement Acts of 1870 and 1871) effectively eliminated the most organized forms of White terrorism in the 1870's, they did little to assist the formerly enslaved in gaining economic security. As a result, even before the end of Reconstruction (in 1876), the vast majority of Southern Blacks had become penniless agricultural workers indebted to and controlled by White landlords and merchant suppliers. This system of land tenancy became known as sharecropping because Black and White landless, tenant farmers were paid a share of the crop, which they had cultivated--usually one third. In most cases, the farmer's share did not equal in value the debts owed to the local store for supplies or to the landlord for rent. Crop lien laws and various creditor protection laws made it nearly impossible for African-American farmers to avoid dependency and impoverishment. Merchant suppliers charged high interest rates--often as much as 40 percent, and local police helped make sure that indebted tenants did not avoid their debts by leaving the area. In this situation, Black sharecroppers were often pressured to vote for the White or Black candidates supported by their White landlords or merchant suppliers.

It should also be noted that White terrorism aimed at Blacks did not end with the curtailment of organized vigilantism of the sort associated with the Ku Klux Klan. Once the South had been returned to White rule (Redemption), the so-called redeemers (Bourbons) effectively imposed White domination over Blacks by economic means to a large extent. When those means fell short, the White community commonly resorted to terror in the late 1870's and 1880's. Indeed, attacks and violence against Blacks by Whites was part of the fabric of Southern life. The ante-bellum system of slavery was rooted in terror and violence, and the Ku Klux Klan continued the practice in the name of White supremacy after the Civil War. Historian William Cohen notes that lynching increased by 63 percent in the second half of the 1880's, a greater relative jump than for any other period after those years. The number of lynchings estimated for 1880-1884 was 233 compared to 381 for the next five-year period, peaking at 611 for the years 1890 to 1894.

What about the color line, the physical separation of the races in public and private life? In most Southern states, a clear color line separated Whites and Blacks in custom if not in law prior to 1890. Historians Joel Williamson and Neil R. McMillen demonstrate that the absence of a legalized color line did not mean that one did not exist in practice or in the minds of most White Southerners. Their research in South Carolina and Mississippi supports the view that a physical color line in public places had already crystallized by 1870, and it was a barrier to racial mixing enforced by violence whenever necessary. As in slavery, the social lives of Southern Whites remained absolutely off limits to all Blacks, except when Blacks acquiesced as servants or in

some other way to the superior-inferior relationship that existed in the slavery era. The same was true for the intermixing of Whites with Blacks in civil activities; Whites generally refused to

participate in any events or activities that included Blacks, such as volunteer fire companies, parades, or civic gatherings. Usually, Whites shunned any and all public places where the color line was not firmly in place.

The "New" Jim Crow Racial Scene After 1890

The upsurge of new laws and the strengthening of old ones in the 1890's was essentially an extension of the old drive for White supremacy in new ways and with more effective results. Historian C. Van Woodward sees this radical move in the 1890's to be the South's "capitulation to racism" and the rejection of viable alternatives that had existed during the post-Reconstruction period. In his view of things, it was the rise of lower-class Whites to political power in the 1880's and 1890's that brought on complete disfranchisement and segregation both in law and in practice. Other scholars contend that the driving force behind legal segregation and disfranchisement were upper-class Whites in the "black belt" areas who wanted to weaken or prevent through disfranchisement the hold of lower-classes Whites on the Democratic Party or their allegiance to newer political power bases, such as the Farmers' Alliance or the Populist Party. In this view, the desire to restrict the political power of lower-class voters of both races was as much a motive in the drive for disfranchisement as was the desire to eliminate Black voters.

Clearly, the impetus behind the legalization of segregation and disfranchisement was complex, involving one or a combination of the following reasons: (1) efforts by lower-class Whites to wrest political power from merchants and large landowners (who controlled the vote of their indebted Black tenants); (2) the fear by Whites in general that a new generation of "uppity" Blacks, those born after slavery, threatened the culture and racial purity of the superior White society; (3) the desire of White elites to use Blacks as scapegoats to side-track the efforts by lower-class Whites to seize political power; (4) the efforts of so-called progressive White reformers to disfranchise those voters--White and Black--subject to manipulation because of their illiteracy or impoverishment; (5) the fear by insurgent White populists and old-line Democrats that the Black vote might prevail if Southern Whites split their votes in struggles within and outside the Democratic Party; (6) the emergence of a racially hysterical press that fueled White fear of and hatred towards Blacks by printing propaganda stories about Black crimes; (7) the appearance of the pseudo-science of eugenics that lent respectability to the racist views of Black inferiority; (8) the jingoism associated with the nation's war with Spain and its colonization of non-European people in the Philippines; and (9) the continued depiction of Blacks as lazy, stupid, and less than human in the popular minstrel shows that played in small town America as well as the side shows and circuses that enthralled White audiences with images of inherent Black inferiority.

Whatever the motivation, these new laws and constitutional provisions were aimed at the subjugation of African Americans and the dominance of the political and economic, White elite within the Democratic Party. It was the re-assertion of the earlier drive for "White supremacy." As historian Michael Perman argues, although the legalized forms of racial subordination were

new in the 1890's, the substance behind the forms was essentially unchanged from what had been attempted in the Black Codes and by the Ku Klux Klan during Reconstruction.

In the 1890's, Southern states began to systematically and completely disfranchise Black males by imposing voter registration restrictions, such as literacy tests, poll taxes, the grandfather clause, and the white primary (only Whites could vote in the Democratic Party primary contests). Such provisions did not violate the Fifteenth Amendment because they applied to all voters regardless of race. In reality, however, the provisions were more strictly enforced on Blacks, especially in those areas dominated by lower-class Whites. The so-called "understanding clause," which allowed illiterate, White voters to register if they understood specific texts in the state constitution to the satisfaction of White registrars, was widely recognized to be a loophole provision for illiterate Whites. It was crafted to protect the suffrage of those Whites who might otherwise have been excluded from voting by the literacy qualification for registering to vote. In point of fact, tens of thousands of poor White farmers were also disfranchised because of non-payment of the poll tax, for which there were no loopholes provided.

It is important to understand that these new restrictions on voting were different from earlier restrictions in that they deprived the voter of the right to vote not at the ballot box (through force, intimidation, or fraud), but at the registration place. Before ballots were even cast, the new qualifications could be selectively applied to voters who failed to pass the tests established in the state's constitution. This new method of controlling votes eliminated the need for violence against Black voters, and the restrictions were often justified on these very grounds. In December of 1898, for example, the *Richmond Times* supported the move for disfranchisement in Virginia in the following words: "If we disfranchise the great body of Negroes, let us do so openly and above board and let there be an end of all sorts of jugglery." This rationale indicates a clear motive to remove Black votes altogether and to return to the status quo that existed prior to the introduction of Black suffrage after the Civil War.

The Fifteenth Amendment to the Constitution, ratified in 1870, placed responsibility for protecting the right of suffrage with the federal government--a right which could not be "denied or abridged on the grounds of race, color, or previous condition of servitude." The states, however, retained the authority for determining qualification for voting, as long as the qualifications did not violate the Fifteenth Amendment. This meant that the former states of the Confederacy were required to rewrite their state constitutions in order to put restrictions on voting qualifications--such as literacy tests, poll taxes, understanding clauses, and criminal convictions. The rewriting or amending state constitutions denied suffrage to Blacks by law rather than by fraud. This is what was new, legally speaking, in the drive to undermine Black suffrage in the 1890's.

These new legal restrictions were backed in turn by acts of intimidation, the use of chain gangs and prison farms, debt peonage, the passage of anti-enticement laws, and a wave of brutal lynchings that dominated the Southern racial scene for the next forty years. Indeed, between 1882 (when reliable statistics are first available) and 1968, most of the 4,863 recorded people lynched in the United States were Southern, Black men. Not surprisingly, 97 percent of these lynchings occurred in the former states of the Confederacy. Although violence used to subjugate Blacks was nothing new in the South (what with its racist heritage rooted in slavery), the

character of the violence was something different. Prior to the 1890's, most of the violence against Blacks stopped short of the ritualized murder associated with the lynching epidemic that began in the late 1880's.

Blacks had suffered death at the hands of White vigilantes for all of their history in the nation, but nothing like the spectacle associated with public lynching had ever occurred before. After 1890, mobs usually subjected their Black victims to sadistic tortures that included burnings, dismemberment, being dragged to death behind carts and autos, and horribly prolonged suffering. When railroad companies sold tickets to attend lynchings, when Whites hawked body parts of dead victims as souvenirs, when White families brought their children to watch the torture and death of Blacks by lynching, when newspapers carried advance notices, and when White participants proudly posed for pictures of themselves with the burned corpses of lynched men and women-- and then allowed the images to be reproduced on picture postcard, something fundamental had changed.

Reference: <http://www.jimcrowhistory.org/resources/resources.htm>

RFDL #2

JIM CROW – 8th Grade Reading Level

Sometime around the year 1830, about 175 years ago, there was a White performer named Thomas Rice. His nickname was “Daddy” Rice. He put black makeup on his face and went around the country singing and doing a silly dance. The words to his song were:

“Wheel about and turn about, and do just so.

Every time I wheel about, I jump Jim Crow.

Some say Daddy Rice got the idea for his act when he saw a crippled Black man singing the song. Some people who study history believe that a man named Jim Crow owned the crippled Black slave that Daddy Rice saw, and that’s why his name was included in the words to the song. Daddy Rice took his Jim Crow act on the road because he was a minstrel – a roving singer. The Jim Crow character became very popular and by the time the Civil War was just beginning, the words Jim Crow came to represent the stereotype of the Black race as inferior to Whites.

Reference: <http://www.jimcrowhistory.org/resources/resources.htm>

RFDL #3
The BIG Ideas

Segregation – What is it?

Why did segregation come to be?

The laws

- Jim Crow
- Plessy v. Ferguson
- Brown v. The Topeka Board of Education

Jim Crow

Jim Crow - Impact

- American Society
- Black People
- The NLB

Jim Crow - Important People

Plessy v. Ferguson

Plessy v. Ferguson - Impact

- American Society
- Black People
- The NLB

Plessy v. Ferguson - Important People

Brown v. Topeka BOE

Brown v. Topeka BOE - Impact

- American Society
- Black People
- The NLB

Brown v. Topeka BOE - Important People

Summary

Introduction

Segregation and the law

RFDL #4:

Big Ideas Chart

	Description	Setting/ Location	Impact on American Society	Impact on Black Citizens	Impact on NLB	Important Person and his/her role
Jim Crow						
Plessy v. Ferguson						
Brown v. Topeka BOE						

NLBM-KSU Partnership. (2005).

Stage 5: Evaluating the Process

“Three key challenges are: successfully redefining education as a lifetime endeavor; understanding the changing nature of professional roles and moving beyond anecdotal evidence to show what works”
(IMLS, Aug. 2004, p. 11).

Stage 5

Stage 5: Evaluating the Process

Stage 5 Outline

Introduction

Are the curriculum materials of professional quality?

Who can we contact outside the partnership for feedback?

How can we ensure quality feedback?

What motivates experts to return feedback?

What is done with the feedback?

Introduction

A professional organization wants to ensure the products that are produced are of high quality. Therefore, the ability to assess the quality of lesson plans is important to the museum and public school partnership. There are a number of ways that products can be assessed, but using a rubric and expert feedback are ways to secure specific feedback from knowledgeable professionals.

Are the curriculum materials of professional quality?

One way to determine if the partnership's curriculum materials are of professional quality is to design a lesson plan rubric that evaluates the quality of the lesson plans. A rubric is a scoring guide that is used to evaluate the performance of a student/person or the quality of a product. The aim of a rubric is to improve the final version of the product.

To gain unbiased feedback, the lesson plans need to be evaluated by museum and education experts outside the partnership. The rubric clearly

shows experts what criteria the lesson plans should be evaluated on and is less time consuming than other evaluation methods.

When creating a rubric use a template to guide rubric development. Use the lesson plan rubric below as an example to create a rubric template.

Table 4.10. A Lesson Plan Rubric for NLBM Lesson Plans

Scoring:	4	3	2	1
Lesson Component	Exemplary	Accomplished	Developing	Emerging
Grade level, subject: Identifies the grade appropriate level(s), and subject area.	The grade level(s) and subject area are identified and the lesson appropriateness is obvious	The grade level(s) and subject area are identified and appropriate to the lesson, appropriateness is obvious	The grade level(s) and subject area are identified, but the appropriateness is not obvious	The grade level(s) and subject area are not identified, or are not appropriate to the lesson.
Standards: Correlating national and state standards.	Standards are listed and written clearly and succinctly. There is an evident and strong curricular connection.	Standards are listed and written clearly, possible unnecessary wording. A curricular connection is present.	Standards are listed, but are unclear and/or poorly written. Some connection to curricular standards are stated	Standards are not listed, and/or are unclear. Relationship to the curricular focus is unclear.
Time allotment: The amount of time generally needed to complete the lesson.	Time allotment is listed, realistic, and concise.	Time allotment is listed and is realistic, not concise.	Time allotment is listed, may not be realistic and/or is vague.	Time allotment is not listed.
Key Features: NCSS' five components of ideal social studies instruction-meaningful, integrative, value-based, challenging, and active learning.	NCSS components that should be listed are listed completely and clearly.	NCSS components that should be listed are listed completely, may be vague and/or wordy.	NCSS components that should be listed are listed, may be incomplete.	NCSS components that should be listed are not listed, and/or are incomplete and/or vague.
Purpose: Brief explanation of the lesson purpose and student activities.	A purpose is listed and outcome/behaviors are clearly described and written concisely.	A purpose is listed and the outcome/behaviors are clearly defined, may be wordy.	A purpose is listed, but the desired outcome/behaviors are only somewhat clear.	A purpose is not listed, and/or the desired outcome/behaviors are vague.
Objectives: Knowledge and skills the student will obtain and be able to demonstrate from the lesson.	Behavior and criteria are listed, written clearly and defined well.	Behavior and criteria are listed and are somewhat clear and defined.	Behavior and/or criteria are listed, but are unclear or vague.	Behavior and/or criteria are not listed or are unclear.
Primary Resources: Any instructor materials needed to complete the lesson plan effectively.	Materials are provided and clearly explained.	Materials are provided, but use of materials may be unclear.	Materials are provided, but are unorganized and/or incomplete.	Materials are not provided.
Procedures/Activities: Detailed lesson plan procedures and activities.	Procedures are listed, sequenced, and provide clear instruction for the implementation of the lesson.	Procedures are listed and sequenced and provide some instruction for the implementation of the lesson.	Procedures are listed, but not sequenced properly and/or instructions are vague.	Procedures are not stated, and/or not sequenced. Instructions are missing and/or incomplete.
Assessment: Educator's evaluation of student learning.	The assessment is provided and matches the desired outcome/behavior in the lesson purpose and objectives.	The assessment is provided, and closely matches the desired outcome/behaviors in the lesson	The assessment is provided but is not consistent with the desired outcome/behaviors in the lesson	No assessment is provided, or assessment does not measure the desired outcome/behaviors listed in the lesson

		purpose and objectives.	purpose and objectives.	purpose and objectives.
Alternate Assessment: Another mode of assessing student learning.	The assessment is provided and matches the desired outcome/behavior in the lesson purpose.	The assessment is provided, and closely matches the desired outcome/behaviors in the lesson purpose.	The assessment is provided but is not consistent with the desired outcome/behaviors in the lesson purpose.	No assessment is provided, or assessment does not measure the desired outcome/behaviors listed in the lesson purpose.
Conclusion: A review of essential lesson objectives and student learning.	Essential lesson objectives are reviewed and clearly tied to the overall curricular purpose.	Essential lesson objectives are reviewed and are tied to the overall curricular purpose, may be vague.	Essential lesson objectives are reviewed, but not tied into the overall curricular purpose.	Essential lesson objectives are not reviewed.
Extension/Enrichment: Ideas for further teaching or researching, for the student.	Activities/Ideas are listed, clearly relate to the curriculum focus, and are concise and challenging for students.	Activities/Ideas are listed, are clearly related to the curriculum focus, but may be wordy or only somewhat challenging for students.	Activities/Ideas are listed, but not clearly related to the curriculum focus and/or are not challenging for students.	Activities/Ideas are not listed, and/or are vague.
Online Resources: Online student resources.	Resources are listed, organized, and complete to teach the lesson.	Resources are listed and organized, may be incomplete to teach the lesson.	Resources are listed, but are not organized and/or are not adequate to teach the lesson.	Resources are not listed, and/or are not organized.
Secondary Resources: Any materials created or needed to support the procedures & activities portion of the lesson plan.	Resources are listed, organized, and complete to teach the lesson.	Resources are listed and organized, may be incomplete to teach the lesson.	Resources are listed, but are not organized and/or are not adequate to teach the lesson.	Resources are not listed, and/or are not organized.
Technology Integration: The level the lesson plan integrates technology into the learning process.	Technology use is not a separate curriculum focus, rather used as a means to support and reinforce the lesson purpose.	Technology use was emphasized more than the curriculum content of the lesson, and is related to the lesson purpose.	Technology is the primary focus of the lesson and somewhat related to the lesson purpose.	Technology is not used in the lesson, and/or not related clearly to the lesson purpose.

Total Score: _____

Comments:

Barragree, C. (December, 2005a).

Use these steps to complete the rubric.

1. Choose the criteria to be evaluated.
2. Fill in the concepts and criteria for evaluation.
3. Do a trial run; compare a lesson plan to the rubric criteria to see if the desired content is included in the rubric.
4. Create an introduction to the lesson plan rubric.

The introduction for the lesson plan rubric defines what, why, and how the lesson plan rubric should be used by the experts when assessing the lesson plans. For example:

An Introduction to the Lesson Plan Rubric

The lesson plan rubric is designed as a guide for the curricular development of lesson plans. These lesson plans are focused on grades 9–12, in the subject area of social studies, and incorporate cutting edge technology. The rubric allows participants to design consistent, technology-based, quality lesson plans regardless of his/her previous experience in lesson plan creation. The most beneficial approach to creating a lesson plan is by combining the lesson plan rubric with the lesson plan components and definitions.

The left-hand column of the lesson plan rubric delineates the required lesson plan components and includes the definitions of those components. Each lesson plan with these components is rated on the rubric scale, numerically, one

through four, and by category, Emerging through Exemplary. A rating of 4 and Exemplary, being the goal of the lesson plans.

Barragree, C. (December, 2005b).

Who can we contact outside the partnership for feedback?

Next, drafts of the lesson plan explanation, rubric, and lesson plans should be distributed to local and surrounding area experts for feedback. Experts may include:

- Museum personnel.
- Administrators at the high school level.
- Special education educators and administrators.
- Postsecondary education faculty and staff in the technology and education departments.
- Museum and independent museum personnel.
- District and state curriculum developers or **curriculum coordinators**.
- Technology educators and administrators.

Be sure to contact and secure support from the experts before sending the curriculum materials for feedback.



Use the same guidelines for contacting experts as in Stage 2.

How can we ensure quality feedback?

Tips for obtaining quality feedback include:

1. Send only one or two lesson plans with rubrics to experts at one time.
2. Send each lesson plan to more than one expert for feedback.
3. Include a deadline date for feedback.
4. Follow up with a reminder of the deadline date about 7–10 days in advance.
5. Find out if hardcopy or electronic versions of the curriculum materials best suit the experts' needs.
6. Allow at least one week per lesson plan for experts to provide feedback.



Compile a lesson plan packet to distribute to future lesson plan creators that includes a:

- Lesson plan explanation.
- Blank lesson plan.
- Lesson plan rubric and rationale.
- Sample lesson plan.

What motivates experts to return feedback?

There are many reasons experts may offer feedback, among the best motivators in promoting feedback from experts are:

1. Belief in improving the quality of motivational standards-based curriculum materials in high school social studies.
2. If materials can be used in their classrooms, school districts, museums, or for staff development.
3. A benefit such as free admittance to the museum for a class or group, free workshops or staff development trainings, etc.
4. Know at least one partnership member well and want to help by volunteering their expertise and feedback.
5. Desire to learn more about the partnership, the lesson plans, or museum content.



Feedback may not be received from every expert; however, every effort should be made to receive several experts' feedback for each lesson plan.

What is done with the feedback?

Once feedback is received, revisions to the lesson plans should be completed. Keep track of which expert has been sent what lesson plan and any feedback that is received from that expert. Complete the chart below to track experts' information, feedback, and finalization of the partnership materials.

Table 4.11. Expert Feedback Chart

Experts Name	Contact Information	Materials Sent	Date		Materials Revised (Y/N)	Materials Finalized (Y/N)
			Sent	Received		

Barragree, C. (Nov. 2006b).

Once a final draft is complete, the lesson plan should be reviewed carefully for any grammatical and spelling errors. Documents that contain poor grammar or spelling errors are not viewed as reliable or professional and should not be distributed as a final product.

Stage 6: Implementing the Plan Product

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action”

(Peter F. Drucker, unsourced).

Stage 6

Stage 6: Implementing the Products

Stage 6 Outline

Introduction

Reaching the target audience

Promoting the products

Introduction

Once motivational standards-based curriculum materials in high school social studies are created, they need to be publicized. Most public school educators know precious little about the breadth and depth of museum resources that are available, and many still think of museums only for fieldtrips. Therefore, it is critical that museum and public school partnerships ensure public school educators are aware of the curriculum resources available to them through the partnership.

Reaching the target audience

Mailings sent specifically to the target audience are one of the most direct ways to reach public school educators. Besides high school social studies educators, be sure to include a wide range of audiences at the district and building levels such as curriculum and technology coordinators, administrators, and special education coordinators and educators.

Other ways to directly contact high school administrators and educators include:

- Presentations at in-service days.

Grade-level meetings



Conference presentations are useful for introducing curriculum materials to regional and statewide educators. Look for conferences that are affiliated with professional organizations such as NCSS, ISTE, historical and museum organizations and other educational professional organizations. Prioritize conference presentations by identifying which professional organization members would be most interested in and benefit from the partnership process and curriculum materials.

Professional journals, the partnership could create and submit numerous articles, based on the partnerships' products, for publication in professional journals such as *Museum News*, *The Social Studies*, *Institute for Museum and Library Science (IMLS)*, *Educational Leadership*, etc. Publication in scholarly/peer-reviewed journals lends credibility to the partnership's efforts and curriculum materials.

Educational institutions introducing the partnership's curriculum materials through distance education courses and/or tailoring courses to meet the needs of a higher education institution in areas such as history, social studies, teacher education, secondary education, curriculum and instruction, and/or technology

leadership is a way to reach a completely different set of possible users of the curriculum materials. The museum could also offer training sessions for administrators and educators on how to effectively use the curriculum materials in their classroom setting.

Electronic access is more important than ever to high school educators. Many schools are cutting or eliminating funding for fieldtrips so less and less students are visiting museums through school programs. In addition, the physical location of some public schools will limit the ability to take a fieldtrip to the museum. Having curriculum materials available electronically allows educators across the nation and the world to access and use the partnership's materials regardless of budgetary concerns or physical location.

News conferences can be an effective way to reach a broader audience and inform the larger community about curriculum materials and services the museum has to offer.

Promoting the products

There are three primary things to keep in mind when promoting curriculum materials created by the partnership.

- 1. Create visually attractive materials and distribute them to the targeted audience.**



These materials should grab the attention of readers and direct them to further resources for information and/or products.

2. Get feedback from the target audience on marketing strategies.



- What does the target audience need/want in curriculum materials?
- How would they like those materials packaged or presented?
- Would they be willing to buy the curriculum materials?

3. Create a marketing plan that includes strategies based on target audience feedback.



- How will the curriculum materials be publicized?
- What venues are available to the partnership for distribution and/or presentation of the curriculum materials?
- Will the curriculum materials be available for sale at the museum and electronically?
- At what cost?
- Will public school educators receive a discount on curriculum materials?

Conclusion

When museums and public schools partner, the partnership must be a genuine partnership based on collaboration, not isolation, or the outcome will be disappointing for both organizations. Gordon Ambach stated, “Learning is a journey, not a destination. The journey is not limited to one institution or environment or another. But it is guided by the decisions made on what we value and the places supported to perpetuate what we value” (1986, p. 41).

Museums and public schools are primarily educational institutions that value education. The decisions made during the partnership support the value of creating quality curriculum materials that fulfill a need for both institutions. Through the creation of motivational standards-based curriculum materials, educators can satisfy the museum’s needs and the public school’s needs while motivating high school social studies students to learn.

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Appendices

Appendix A: Missouri Department of Elementary and Secondary Education: Social Studies Grade-Level Expectations

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States				
	US History (Required by RSMO 180.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
<p>A. (1) Principles of constitutional democracy in the United States</p>	<p>Examine the changing roles of government in the context of the historical period being studied:</p> <ul style="list-style-type: none"> philosophy limits duties checks and balances separation of powers federalism <p>Analyze the roles and influence of political parties and interest groups</p> <p>Assess the changing roles of the following:</p> <ul style="list-style-type: none"> checks and balances separation of powers federalism <p>Define and explain judicial review</p>	<p>Apply the following concepts to historical and contemporary issues: checks and balances</p> <ul style="list-style-type: none"> separation of powers federalism representation popular sovereignty due process of law judicial review <p>Determine the civic responsibilities of individual citizens</p> <p>Identify and give examples of democracies and republics</p> <p>Assess the changing roles of government</p> <ul style="list-style-type: none"> philosophy limits duties <p>Describe the historical foundations of the United States governmental system</p> <p>Evaluate the roles and influence of political parties and interest groups</p>		<p>Examine changes in democracy and republics over time</p> <p>Apply the following in the context of the historical period being studied:</p> <ul style="list-style-type: none"> democracy republic changing role of government representation 	
<p>B. (2) Understanding the relevance and connection of constitutional principles</p>		<p>Examine the relevance and connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> Mayflower Compact Declaration of Independence 		<p>Examine the relevance and explain the connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> Magna Carta Enlightenment writings of Hobbes, 	

		<ul style="list-style-type: none"> Articles of Confederation U.S. Constitution Federalist Papers Amendments to Constitution, emphasizing Bill of Rights Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education) 		Locke, Rousseau, Montesquieu and the Social Contract Theory	
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United States History

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
A. (1) Understand the migrations of people from many regions to North America	Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America's history				
B. (2) Political development in the United States	Analyze the evolution of American democracy , its ideas, institutions and political processes from colonial days to the present, including: <ul style="list-style-type: none"> Civil War and Reconstruction struggle for civil rights expanding role of government 	Analyze the evolution of American democracy , its ideas, institutions and political processes from colonial days to the present, including: <ul style="list-style-type: none"> American Revolution Constitution and amendments Civil War and Reconstruction struggle for civil rights expanding role of government 			
C. (3) Economic development in the United States	Describe the historical development of the American economy, including: <ul style="list-style-type: none"> impact of geographic factors 				Describe the historical development of the American economy, including: <ul style="list-style-type: none"> impact of geographic factors role of the frontier and agriculture

	<ul style="list-style-type: none"> • role of the frontier and agriculture • impact of technological change and urbanization on land, resources, society, politics and culture changing relationships between government and the economy 				<ul style="list-style-type: none"> • impact of technological change and urbanization on land, resources, society, politics and culture changing relationships between government and the economy
D. (4) Foreign and domestic policy development	Describe and evaluate the evolution of United States domestic and foreign policies, including: <ul style="list-style-type: none"> • isolationism Manifest Destiny • imperialism • two world wars • Cold War 				Analyze and evaluate the evolution of United States domestic and foreign policies including: <ul style="list-style-type: none"> • New Deal • global interdependence
E. (5) Understanding cultural change	Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)				
F. (6) Missouri history as it relates to major developments of United States history	Analyze Missouri history as it relates to major developments of United States history, including: <ul style="list-style-type: none"> • exploration and settlement • mid 1800s (conflict and war) • urbanization, industrialization, post-industrial societies 				

World History

CONCEPTS	2b. Knowledge of continuity and change in the history of the world (World History)				
	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
A. (1) Knowledge of contributions and interactions of major world civilizations				Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times	
B. 2) Influence of the Renaissance and Reformation				Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments	
C. (3) Causes and effects of European overseas expansion				Assess the impact of the First Global Age (c. 1450 – c. 1770), including the Columbian Exchange ; the origins and consequences of European overseas expansion; the effect of European arms and economic power on other parts of the world; resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers	
D. (4) Impact of Scientific Revolution				Examine and analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world	

<p>E. (5) Effect of the Enlightenment on major revolutions</p>		<p>Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history</p>		<p>Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)</p>	
<p>F. (6) Causes and consequences of economic theories and practices</p>				<p>Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies</p>	<p>Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies</p>
<p>G. (7) Causes, comparisons and results of major twentieth-century wars</p>	<p>Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts</p>			<p>Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts</p>	
<p>H. (8) Causes, reactions and consequences of European and Japanese imperialism</p>				<p>Evaluate European and Japanese imperialism of the late 19th and 20th century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences</p>	
<p>I. (9) Causes and consequences of major demographic changes</p>				<p>Outline major demographic changes and migrations from prehistoric times to the present, including: their causes and consequences (e.g. rural to urban, less developed to more developed)</p>	

Principles and Processes of Governance Systems

CONCEPTS	3. Knowledge of principles and processes of governance systems				
	US History (Required by RSMO 180.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
A. (1) Principles and purposes of government	<p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> • limited government • majority rule and minority rights • constitution and civil rights • checks and balances • merits of the above principles 	<p>Describe the purposes and structure of laws and government (with emphasis on the federal and state governments)</p> <p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> • limited government • majority rule and minority rights • constitution and civil rights • checks and balances • merits of the above principles 			
B. (2) Similarities and differences of governmental systems		<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>		<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>	
C. (3) Processes of governmental systems		<p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> • selection of political leaders (with an emphasis on presidential and parliamentary systems) • functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) • governmental systems • how laws and rules are made, enforced, changed and interpreted 		<p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> • selection of political leaders (with an emphasis on presidential and parliamentary systems) • functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) • governmental systems • how laws and rules are made, enforced, changed and interpreted 	

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
A. (1) Compare and contrast economic systems					Compare and contrast economic systems: traditional, market, command and mixed
B. (2) Understanding economic concepts	<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> • scarcity • opportunity cost • factors of production (human resources, natural resources and capital resources) • supply and demand (shortages and surpluses) • gross domestic product (GDP) • savings and investment • business cycle • profit • government regulation and deregulation • budgeting • income • unemployment and full employment • inflation and deflation 		Factors of production (human resources, natural resources, capital resources)		<p>Apply major economic concepts, such as:</p> <ul style="list-style-type: none"> • scarcity • opportunity cost • factors of production (human resources, natural resources, and capital resources) • supply and demand (shortages and surpluses) • gross domestic product (GDP) • savings and investment • business cycle • profit • government regulation and deregulation • budgeting • income • unemployment and full employment • inflation and deflation

<p>C. (3) Understanding the roles of people, business, and government in economic system of the United States</p>	<p>Analyze the roles people, business, and government play in economic systems, such as:</p> <ul style="list-style-type: none"> • monetary policy (why the Federal Reserve System influences interest rates and money supply) • fiscal policy (government taxation and spending) • how monopolies affect people's lives and how they are regulated • how boycotts, strikes, and embargoes affect trade and people's options • why businesses may choose to build in or move to other regions or countries 	<p>Analyze the roles that people, businesses and government play in economic systems, such as:</p> <ul style="list-style-type: none"> • monetary policy (why the Federal Reserve System influences interest rates and money supply) • fiscal policy (government taxation and spending) 			<p>Explain the roles people, business, and government play in economic systems, such as:</p> <ul style="list-style-type: none"> • monetary policy (why and how the Federal Reserve System influences interest rates and money supply) • fiscal policy (government taxation and spending) • how monopolies affect people's lives and how they are regulated • how boycotts, strikes and embargoes affect trade and people's options • why businesses may choose to build in or move to other regions or countries
<p>D. (4) Knowledge of economic consequences of decisions</p>	<p>Determine the economic consequences of personal and public decisions</p>				<p>Evaluate the economic consequences of personal and public decisions (e. g. use of credit; deficit spending)</p>
<p>E. (5) Understanding the functions and effects of economic institutions</p>	<p>Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions</p>				<p>Analyze the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions</p>
<p>F. (6) Knowledge of economic institutions</p>	<p>Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy</p>			<p>Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy</p>	<p>Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy</p>
<p>G. (7) Understanding the roles of government in a market economy</p>	<p>Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>	<p>Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>			<p>Analyze the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment				
	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
A. (1) Uses of geographic research			Use and evaluate geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) to interpret Earth's physical and human systems Identify and solve geographic problems Construct maps		
B. (2) Knowledge to use geography to predict and solve problems	Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems		Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems		
C. (3) Understanding the concept of location	Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world		Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world Communicate locations of places by creating maps and by describing their absolute locations and relative locations		
D. (4) Understanding the concept of place	Describe physical characteristics and human characteristics that make specific places unique Explain how and why places change Explain how and why different people may perceive the same place in varied ways		Describe physical characteristics and human characteristics that make specific places unique Explain how and why places change Explain how and why different people may perceive the same place in varied ways	Describe physical characteristics and human characteristics that make specific places unique Explain how and why places change Explain how and why different people may perceive the same place in varied ways	

<p>E. (5) Understanding relationships within places</p>	<p>Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world</p>		<p>Explain how physical processes shape the earth's surface Describe the distribution and characteristics of ecosystems, the forces that have led to their formation, and how they vary in biodiversity and productivity Analyze major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world. Explain how technology has expanded people's capacity to modify the physical environment Identify how changes in the physical environment may reduce the capacity of the environment to support human activity Identify and evaluate policies and programs related to the use of resources</p>		<p>Explain how technology has expanded people's capacity to modify the physical environment Identify how changes in the physical environment may reduce the capacity of the environment to support human activity Identify and evaluate policies and programs related to the use of resources</p>
<p>F. (6) Understanding the relationships between and among places</p>			<p>Explain the factors that account for patterns in trade and human migration Describe major effects of changes in patterns of the movement of people, products and ideas Identify issues pertaining to the movement of people, products and ideas, and evaluate ways to address those issues</p>		<p>Explain the factors that account for patterns in trade and human migration Describe the major effects of changes in patterns of the movement of people, products and ideas Identify issues pertaining to the movement of people, products and ideas, and propose, and evaluate ways to address these issues</p>

<p>G. (7) Understanding relationships between and among regions</p>	<p>List and explain criteria that give regions their identities in different periods of United States history Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation) Explain how regions relate to one another (e.g., river-drainage regions) Explain how and why regions change</p>		<p>List and explain criteria that give regions their identities in different periods of United States and world history Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation) Explain how regions relate to one another (e.g., river-drainage regions) Explain how and why regions change</p>	<p>List and explain criteria that give regions their identities in different periods of world history Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation) Explain how regions relate to one another (e.g., river-drainage regions) Explain how and why regions change</p>	
<p>H. (8) Using geography to interpret events of the past, explain the present and plan for the future</p>			<p>Use geography to interpret the past, explain the present and plan for the future</p>		

Relationships of Individual and Groups to Institutions and Traditions

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions					
CONCEPTS	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
<p>A. (1) Ideas and beliefs of different cultures</p>	<p>Compare and contrast the major ideas and beliefs of different cultures</p>				
<p>B. (2) Changing of roles of various groups</p>	<p>Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</p>				
<p>C. (3) Major</p>	<p>Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs</p>				

social institutions	
D. (4) Consequences of individual or institutional failure	Identify the consequences that can occur when: <ul style="list-style-type: none"> • institutions fail to meet the needs of individuals and groups • individuals fail to carry out their personal responsibilities
E. (5) Causes, effects and resolutions of cultural conflict	Determine the causes, consequences and possible resolutions of cultural conflicts

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)				
	US History (Required by RSMO <i>180.011</i>)	Government (Required by RSMO <i>170.011</i>)	Geography	World History	Economics
A. (1) Developing a research plan and identifying resources	Develop a research plan and identify appropriate resources for investigating social studies topics				
B. (2) Selecting and analyzing primary/secondary sources	Distinguish between and analyze primary sources and secondary sources				
C. (3) Understanding fact, opinion, bias and points of view in sources	Distinguish between fact and opinion and analyze sources to recognize bias and points of view				
D. (4) Interpreting various social-	Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts				

studies resources	
E. (5) Knowledge to create various social-studies' graphics	Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies

Appendix B: The Show- Me Standards

*Approved as a final regulation by the Missouri State Board of Education, January 18,
1996*

Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation
which includes knowledge of:*

1. Principles expressed in the documents shaping constitutional democracy in the United States.
2. Continuity and change in the history of Missouri, the United States and the world.
3. Principles and processes of governance systems.
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment.
6. Relationships of the individual and groups to institutions and cultural traditions.
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents).

ISTE Technology Foundation Standards for All Students

1. Basic operations and concepts.
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Social, ethical, and human issues.
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support **lifelong learning**, collaboration, personal pursuits, and productivity.
3. Technology productivity tools.
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools.
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools.
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools.
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#)).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- A. apply current research on teaching and learning with technology when planning learning environments and experiences.
- B. identify and locate technology resources and evaluate them for accuracy and suitability.
- C. plan for the management of technology resources within the context of learning activities.
- D. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

facilitate technology-enhanced experiences that address **content standards** and student technology standards.

- A. use technology to support learner-centered strategies that address the diverse needs of students.
- B. apply technology to develop students' higher order skills and creativity.
- C. manage student learning activities in a technology-enhanced environment.

IV. **ASSESSMENT AND EVALUATION.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
 - A. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
 - B. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

Teachers use technology to enhance their productivity and professional practice. Teachers:
use technology resources to engage in ongoing professional development and lifelong learning.

- A. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- B. apply technology to increase productivity.
- C. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
model and teach legal and ethical practice related to technology use.

- A. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- B. identify and use technology resources that affirm diversity.
- C. promote safe and healthy use of technology resources.
- D. facilitate equitable access to technology resources for all student

Appendix E: Glossary of Terms

Academic Standard: Specify ‘what students should know and be able to do’. They indicate the knowledge and skills--the ways of thinking working, communicating, reasoning, and investigating, and the most important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to the discipline--that should be taught and learned in school (National Education Goals Panel, 1993, p. 6).

Administrator: The user role that enables managing school details and creating and managing users and classes within the school (Learning Federation, 2005).

American Association of Museums (AAM): Founded in 1906, the American Association of Museums (AAM) is dedicated to promoting excellence within the museum community. Through advocacy, professional education, information exchange, accreditation, and guidance on current professional standards of performance, AAM assists museum staff, boards and volunteers across the country to better serve the public (AAM,1999).

At-Risk Student: Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems (School Wise Press, 2006).

Benchmark: A detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress

toward meeting performance goals within and across grade levels. In ABE, SPLs (Student Performance Levels) are examples of benchmarks; targets for instruction (System for Adult Basic Education Support, n.d.).

Big Ideas: A statement of ideas that are central to the learning of a subject area, one that links numerous subject area understandings into a coherent whole (Charles, 2005).

Common Content Language: Two or more groups using the same terminology for a specified topic area(s).

Curriculum: A course of study. The whole set of experiences learners have under the guidance of schools (Oliver, 1977, p. 7).

Curriculum Area Standard/Curriculum Standard: Guidelines specifying what should be learned, taught, or acquired in the study of a particular discipline (ISTE, 2000, p. 363).

Curriculum Coordinator: Provides leadership and coordination in the ongoing development and improvement of the curriculum and instructional program of the district (Irvine Unified School District, 2000).

Curriculum Framework: A curriculum framework is a document outlining content strands and learning standards for a given subject area. Curriculum frameworks provide a structure from which lessons and curricula can be organized and presented to the student. The specific

knowledge and skills taught in the classroom are based on student needs and objectives as identified by the teacher and students (SABES, n.d.).

Curriculum Materials: The ‘texts’ used by teachers in their daily professional lives that offer teachers a wide array of curriculum experiences for students depending on their purposes and the demands of the classroom situation (Ben-Peretz, 1990, p. xiii-xiv).

Curriculum Sifting: Prioritize the critical learning objective(s) of the lesson and determining what “Big Ideas” should be the focus of the learning activity (Elliott, personal communication, September 3, 2006).

Diverse Learner: Any learner who displays or establishes differences in the following ways: race, ethnicity, cultural background, linguistic background, age, religion, gender, sexual orientation, learning, emotional, or physical disability, giftedness, socioeconomic status, or at-risk status (Iowa State University, 2000-04).

Educational Technology: Using multimedia technologies or audiovisual aids as a tool to enhance the teaching and learning process (EETT, n.d.).

Educator: One trained in teaching; a teacher; a specialist in the theory and practice of teaching; a person whose occupation is to educate (SABES, n.d.).

Frame of Reference: A set of ideas, as of philosophical or religious doctrine, in terms of which other ideas are interpreted or assigned meaning (Answers.com, 2006).

Frequently Asked Questions (FAQ): The FAQ (pronounced FAK) or list of "frequently-asked questions" (and answers) has become a feature of the Internet (TechTarget, 2000-06).

Google Alert: An automated web search service that can help people and businesses monitor the Internet for developments and activities that could concern them. Results are sent to subscribers daily by e-mail (TechTarget, 2000-06).

Graphic Organizers: Create a note-taking guide, study sheet, or assignment that captures the lesson objective(s) in a visual manner.

Guide: A concise manual or reference book providing specific information, directions, instructions and other information about a subject or place (Answers.com, 2006).

High School: A secondary school offering the final years of high school work necessary for graduation, usually includes grades 10, 11, 12 or grades 9, 10, 11, and 12 (U.S. Department of Education, 2004).

Hotlink/Link: The result of HTML markup signifying to a browser that data within a document will automatically connect with either nested data or an outside source. Used in the design of hypertext (Learning Circuits, n.d.).

IEP/Individual Education Plan: The document developed at a meeting which sets the standard by which subsequent special education services are usually determined appropriate (The Council for Disability Rights, n.d.).

Inservice: “A planned sequence of experiences, activities, and studies designed to develop or improve the competencies and skills of educational staff” (State of South Dakota, December 31, 2003).

Instructional Strategies: A sequence of steps that builds upon the teacher’s initial presentation of subject matter, supporting and expanding propositions made at the outset of the lesson (Martorella, 1991, p. 113).

Institute of Museum and Library Services (IMLS): The primary federal agency for funding and distribution of information about library and museum services (IMLS, 2004, p. 26)

Interactive: An electronic environment that is designed to allow the audience to interact with it. Often referred to as ‘multi-media’, these environments may take the form of a website or computer program (Massachusetts Institute of Technology, n.d.).

International Society for Technology Education (ISTE): ISTE is a nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational technology (ISTE, n.d., *About ISTE*, ¶1).

Internet: The high-speed fiber-optic network of networks that uses interconnects computer networks around the world, enabling users to communicate (Reitz, 2004).

Learning: Growth (usually a gain) in any dimension where experience mediates knowledge, skill, attitude, or behavior (IMLS, 2004, p. 26).

Learning Objective: Spell out specifically and clearly what students are expected to learn as the outcome of some measure of instruction (Martorella, 1991, p. 89).

Learning Outcome: A specific learning objective identified within a jurisdiction's curriculum framework (Learning Federation, 2005).

Learning Style: How a person learns, cognitive patterns of perception, and multi-dimensional aspects that affect learning (McGraw-Hill Higher Education, 2003).

Lesson Plan: A plan for specific learning objective identified within a jurisdiction's curriculum framework (Learning Federation, 2005).

Lesson Tiering: Develop multiple learning activities for the same lesson plan, with various levels of complexity, autonomy and difficulty (Elliott, personal communication, September 3, 2006).

Lifelong Learning (learning over a lifetime): Learning in which a person engages throughout

his of her life. Lifelong learning includes but is not limited to learning that occurs in schools and other formal educational programs (IMLS, 2004, p. 27).

Modifications: Changes in curriculum or instruction that substantially change the requirements of the class or substantially alter the content standards or benchmarks (Iowa City Community School District, 2006).

Multimedia (Multi-media): Presenting data in more than one medium, such as combining text, graphics and sound (Micro2000, 2004).

Multiple Modality Presentation: Using visual and auditory methods to present the lesson information in order to reach students with different learning styles (Elliott, personal communication, September 3, 2006).

Museum: An institution which performs all, or most, of the following functions: collecting, preserving, exhibiting and interpreting the natural and cultural objects of our environment (AAM and the Federal Council on the Arts and Humanities, 1969, p. 1).

Museum Education: A lifelong process of developing knowledge, skills, and character that takes place in a museum (Hicks, 1986, ¶1).

Museum Personnel: ‘Professional museum workers include all the personnel of museums or institutions qualifying as museums...having received specialized training, or possessing an

equivalent practical experience, in any field relevant to the management and operations of a museum...either in a professional or advisory capacity, but not promoting or dealing with any commercial products and equipment required for museums and services' (International Council of Museums, 2006, August 19).

National Council for the Social Studies (NCSS): Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies education. NCSS engages and supports educators in strengthening and advocating social studies (NCSS, 2006).

National Educational Technology Standards (NETS): National standards for educational uses of technology that facilitate school improvement in the United States (International Society for Technology in Education, *Educational technology standards and performance indicators for all teachers*, n.d.).

Needs Assessment: A systematic process designed to acquire an accurate, thorough picture of the strengths and weaknesses of a museum and public school partnership which assists in the collection of any additional information that supports the planning efforts of the partnership members. Process that collects and examines information about museum and public school partnership issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources (adapted from the North Dakota Department of Public Instruction, n.d.).

Negro Leagues Baseball (NLB): A business structure representing the highest level of professional baseball available to African American and Latino athletes during the late 19th century through the mid 20th century (Doswell, 2005).

Negro Leagues Baseball Museum (NLBM): A privately funded, non-profit organization dedicated to preserving the rich history of African American Baseball (NLBM, n.d.).

NLBM-KSU Partnership: A collaboration between the Negro Leagues Baseball Museum and Kansas State University.

No Child Left Behind: H.R. 1, The No Child Left Behind Act is a reform of the Elementary and Secondary Education Act (ESEA), enacted in 1965. It redefines the federal role in kindergarten through twelfth grade education to help improve the academic achievement of all American students. (U.S. Department of Education, 2003).

Partnership: A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal (see collaboration). In this usage partnership describes a spectrum of relationships between two or more organizations ranging from relatively informal cooperation through formal, legal agreement (IMLS, 2004, p. 28).

Public School: A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds (U.S. Department of Education, 2004).

Readability Level: Information about the level a document is written in, determined by the average number of syllables per word and words per sentence in relation to various U.S. reading scales (O'Reilly, 2006).

Readiness Level: The degree to which a student or students are ready to learn particular skills. Readiness levels may vary greatly among students in the same classroom (Elliott, personal communication, September 3, 2006).

Resources for Diverse Learners (RFDL): Commonly defined as modifications included in lesson plans that allow educators to diversify their teaching methods for varying student readiness levels (Elliott, personal communication, September 3, 2006).

Rubric: Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product (SABES, n.d.).

School District: An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are ‘local basic administrative unit’ and ‘local education agency’ (U.S. Department of Education, 2004).

Search Engine: Any of a number of giant databases on the Internet which store data on websites and their corresponding URLs (University of Kansas, 2006b).

Social Studies: A collection of courses taught in secondary schools, which includes history, geography, economics, anthropology, political science, sociology, and psychology (Ellis et al., 1991, p. 4).

Standards: The broadest of a family of terms referring to statements of expectations for student learning including content and performance expectations, and benchmarks (SABES, n.d.).

Standards-based Curriculum: Teaching directed toward student mastery of defined standards. Now that nearly all states have adopted curriculum standards, teachers are expected to teach in such a way that students achieve the standards (Association for Supervision and Curriculum Development, 2006a).

State Standards: Statements of expectation in a set of collections of different subject areas that may be proposed by a state for review (National Education Goals Panel, 1993, p. 9).

Student Motivation: A student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process (Bomia et al., 1997, p. 1).

Technology: New developed and emerging materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments, and evaluation (North Central Regional Educational Laboratory, n.d., A sense of calling section, ¶1).

Technology-infused: To be filled with technology or cause to be filled with technology.

Virtual Museum: A collection of images, objects, or interactive experiences internationally brought together and presented through a computer (usually via Internet/Web pathways) (IMLS, 2004, p. 28).

Web/World Wide Web: All the resources and users on the Internet (TechTarget, 2000-06).

Webpage: A digital page within a website.

Website: A website is a related collection of World Wide Web (WWW) files that includes a beginning file called a home page (TechTarget, 2000-06).

Appendix F: Further Resources

This section lists resources that museum and public school educators could use to obtain more information about museum and public school partnerships wishing to create motivational standards-based curriculum materials in high school social studies. Print and digital resources are cited, as well as professional organizations and programs.

Curriculum and Educator Materials:

Colonial Williamsburg Foundation. (2006). <http://www.history.org/teach/>

Liberty Memorial Association. (2004). *Lessons of liberty: Honor and courage*. Kansas City, Missouri: Project Explore, Inc.

Liberty Memorial Museum. (n.d.). *The lessons of liberty: Frequently asked questions*. <http://www.libertymemorialmuseum.org/display.aspx?pgID=949>

Michigan Alliance for the Conservation of Cultural Heritage. (2005). <http://www.macch.org/lessons.php>

Michigan Historical Museum. (2004-2005). *History, arts and libraries*. http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793---,00.html

Mississippi Historical Society. (2000-2006). *Mississippi history now*. <http://mshistory.k12.ms.us/index.html>

Negro Leagues Baseball eMuseum. (2006). <http://www.coe.ksu.edu/nlbemuseum/>

State Historical Museum of Iowa. (2004). <http://www.state.ia.us/iowahistory/museum/exhibits/mammoth/learn.htm>

Wisconsin Historical Society. (1996-2006).
<http://www.wisconsinhistory.org/teachers/lessons/>

Curriculum Standards:

Boehm, R., & Rutherford, D. (2004, November-December). Implementation of national geography standards in the social studies: A ten-year retrospective. *The Social Studies*, 95(6), 228-30.

Cross, R., Rebarber, T., & Torres, J. (Eds.). (2004, February 6). *Grading the systems: The guide to state standards, tests, and accountability policies*. Washington, DC: Thomas Fordham Foundation.

Danker, A. (2000). Linking technology with social studies learning standards. *The Social Studies*, 91(6), 263-6.

Darling-Hammond, L. (2001). *The Right to learn: A blueprint for creating schools that work*. San Francisco, CA: Jossey-Bass.

Glass, K.. (2005). *Curriculum design for writing instruction: Creating standards-based lesson plans and rubrics*. Thousand Oaks, Calif.: Corwin Press.

McArthur, J. (2004). Involving preservice teachers in social studies content standards: Thoughts of a methods professor. *The Social Studies*, 95(2), 79-82.

O'Hara, S., McMahon, M., & International Society for Technology in Education. (2003). *Multidisciplinary units for grades 6-8* (1st ed.). Eugene, OR: The Society.

Pratt, F., Laney, J., & Couper, D. (2002). A multipurpose guide to teaching the ten thematic strands of social studies through life span education. *The Social Studies*, 93(4), 170-175.

Ross, E. (2001). *The social studies curriculum: Purposes, problems, and possibilities*. (Rev. Ed.). Albany: State University of New York Press.

Sleeter, C., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, 35(1), 27-46.

Social Studies. (2003, September/October). Assessment traps in K-12 social studies. *The Social Studies*, 94(5), 212-15.

Stern, S. (2003, September). *Effective state standards for U.S. history: A 2003 report card*. Washington DC: Thomas Fordham Foundation.

Thornton, S. (2001). Legitimacy in the social studies curriculum. *Yearbook (National Society for the Study of Education)*, pt1, 185-204.

Guides/Handbooks:

Diamond, J. (1999). *Practical evaluation guide: Tools for museums and other informal educational settings*. (American Association for State and Local History Book Series). CA: Altamira Press.

Grinder, A. and McCoy, E. (1985). *The good guide: A sourcebook for interpreters, docents and tour guides*. Scottsdale (USA): Ironwood Publishing.

High School Student Motivation:

Corbin, S. (1994). *Lessons from the classroom: Male and female high school students' attitudes toward and achievement in social studies*. New York: Research and Evaluation Consultant.

Deci, E. & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Desrochers, C., & Desrochers, M. (2000). Creating lessons designed to motivate students [Electronic version]. *Contemporary Education*, 71(2), 51-55.

Fernandez, C., Massey, G., & Dornbusch, S. (1976). High school students' perception of social studies. *The Social Studies*, 67, 51-57.

Fouts, J. (1987). High school social studies classrooms and attitudes: A cluster analysis approach. *Theory and Research in Social Education*, 15(2), 105-114.

Fraser, B. (1981). Deterioration in high school students' attitudes toward social studies. *The Social Studies*, 72, 65-68.

Haladyna, T. (1982). Correlates of attitude toward the social studies. *Theory and Research*, 10, 1-26.

Haladyna, T. & Shaughnessy, J. (1982). *A manual for the inventory of affective aspects of schooling*. Monmouth, OR: Teaching Research.

Kelly, M. (n.d.). *The art and craft of motivating students*. Retrieved January 19, 2006, from http://712educators.about.com/cs/motivation/a/motivation_p.htm

Kohn, A. (1993). *Punished by rewards*. New York: Houghton Mifflin Company.

Lewis, A. (2004, Mar). Schools that engage children. *Phi Delta Kappan*. 85(7), 483-4.

Pintrich, P. (1996). *Motivation in education: Theory, research, and applications*. Hillsdale, NJ: Prentice Hall.

Sherman, T., & Kurhan, B. (2005). *Constructing learning: using technology to support teaching and understanding*. Learning and Leading with Technology. International Society for Technology in Education. 32(5).

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Alexander, E. (1988). The American museum chooses education. *Curator*, 31(1), 61-81.

American Association of Museums. (1992b). *Excellence and equity*. Washington, DC: American Association of Museums.

American Association of Museums. (1998). *Museums places of learning*. Washington, D.C.: American Association of Museums.

Beer, V. (1992). *Do museums have "curriculum"?* In S. K. Nichols (Ed.), *Patterns in practice: Selections from the Journal of Museum Education* (pp. 209-214). Washington, DC: Museum Education Roundtable.

Bloom, J., & Mintz, A. (1990). Museums and the future of education. *Journal of Museum Education*, 15(3), 12-15.

Curran, E. (n.d.). Discovering the history of museum education. *Journal of Museum Education*, 20(2), 5-6.

Floyd, M. (2004). Interdisciplinary instruction using museums. *Phi Delta Kappa Fastbacks*, 524, 7-48.

Gallant, C. (1992). *A study of educational processes in museums*. Unpublished doctoral dissertation, Ohio State University, Columbus.

Goodlad, J. (1984). *A place called school: Prospects for the future*. New York: McGraw-Hill.

Harrison, N. (1980). *Development and implementation of educational programs in selected history museums and suggested practices for future programming*. Unpublished doctoral dissertation, University of Oklahoma, Oklahoma City.

Journal of Museum Education, Museum Education Roundtable. (1994). *Patterns in practice: Selections from the journal of museum education*. Washington, D.C.: American Association of Museums.

Larrabee, E. (1968). *Museums and education*. Washington, DC: Smithsonian Institution Press.

Moffat, H., & Woollard, V. (Eds.). (2004). *Museum and gallery education: A manual of good practice*. Walnut Creek: CA, Altamira Press.

Nichols, S., Alexander, M., & Yellis, K. (Eds.). (1984). *Museum education anthology: Perspectives on informal learning, a decade of roundtable reports. 1973-1983*. Washington, DC: Museum Education Roundtable.

O'Connell, P. (1992). *Decentralizing interpretation: Developing museum education materials with and for schools*. In S. K. Nichols (Ed.), *Patterns in practice: Selections from the Journal of Museum Education* (pp. 251-261). Washington, DC: Museum Education Roundtable.

Ravitch, D. (2003). *The language police: How pressure groups restrict what students learn*. New York: Alfred A. Knopf.

Soren, B. (1991). Education: Curriculum-makers across museums. *Journal of Museum Management and Curatorship*. 10(4), 435-438.

Museum and School Partnerships:

Berry, N. (1998, March). A focus on art museum/school collaborations. *Art Education*. 51(2), 8-12.

- Boyer, C. (1999, March). Using museum resources in the K-12 social studies curriculum. *Teacher Librarian*. (26)4, 26(1).
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- Kelman, S. (1992). *Collaborative efforts between museums and schools: Collaborations within collaborations*. Unpublished Master's thesis, Bank Street College, New York.
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Social Studies/History Curriculum

- Johnson, C., Rector, J., Sumrall, W., & Schillinger, D. (1997). The internet ten: Using the internet to meet social studies curriculum standards. (special section: technology

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Zevin, J. (2000). *Social studies for the twenty-first century: Methods and materials for teaching in the middle and secondary schools*. (2nd ed.). New Jersey: Lawrence Erlbaum Associates, Inc.

Resources for Diverse Learners (RFDLs):

Edyburn, D. (2000). *Assistive technology and students with mild disabilities*. Focus on Exceptional Children. 32(9), 1-24.

Edyburn, D. (2002). *What every teacher should know about assistive technology*. Upper Saddle River, NJ: Addison Wesley.

Kierman, L. & Tomlinson, C. (1997). *Why differentiate instruction?* Alexandria, VA.: Association for Supervision and Curriculum Development.

Nordlund, M. (2003). *Differentiated instruction: Meeting the educational needs of all students in your classroom*. Lanham, MD: Scarecrow Press.

Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: ASCD.

Rose, D., Meyer, A., & Hitchcock, C. (Ed.s). (2005). *The universally designed classroom: Accessible curriculum and digital technologies*. Cambridge, MA: Harvard Education Press.

Tomlinson, C. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision and Curriculum Development.

General Information:

AAM

“Founded in 1906, the American Association of Museums (AAM) is dedicated to promoting excellence within the museum community. Through advocacy, professional education, information exchange, accreditation, and guidance on current professional standards of performance, AAM assists museum staff, boards and volunteers across the country to better serve the public”. <http://www.aam-us.org/>

AASLH

“The American Association for State and Local History provides leadership, service, and support for its members, who preserve and interpret state and local history in order to make the past more meaningful in American Society”. <http://www.aaslh.org/>

Achieve, Inc.

Created by the nation's governors and business leaders in 1996, Achieve helps states raise **academic standards** and achievement so that all students graduate ready for college, work and citizenship. www.achieve.org

Altamira Press

“Altamira Press exists to disseminate high quality information of value to those who research, study, practice and read in the humanities and social sciences with a particular focus on helping in the professional development of those who work in the cultural life of a community--the museum, historical society, arts center, and church”. <http://www.altamirapress.com/>

Diversity Classroom Collection & Small Press Diversity Materials Collection

The *Diversity Classroom Materials Collection* and the *Small Press Diversity Materials Collection* contain audiocassettes, books, videos, CD-ROMS and microfiche related to all areas of diversity: race, ethnicity, culture, gender and

sexuality, religion, and ability. The materials in the Collections were purchased with grant funds from the Kansas Library Network Board's Interlibrary Loan Development Program (ILDLP). All of the materials listed here can be checked out in person at Hale Library at Kansas State University or via an interlibrary loan request from your local library. <http://catnet.ksu.edu/subguides/education/diversity.html>

IMLS

“The Institute of Museum and Library Services is the primary source of federal support for the nation’s 122,000 libraries and 17,500 museums. Its mission is to grow and sustain a ‘Nation of Learners’ because life-long learning is essential to a democratic society and individual success. Through its grant making, convenings, research and publications, the Institute empowers museums and libraries nationwide to provide leadership and services to enhance learning in families and communities, sustain cultural heritage, build twenty-first-century skills, and increase civic participation”. <http://www.imls.gov/>

Learning Point Associates

“Learning Point Associates is a nonprofit educational organization with more than 20 years of direct experience working with and for educators and policymakers to transform education systems and student learning. Our vision is an education system that works for all learners, and our mission is to deliver the knowledge, strategies, and results to help educators make research-based decisions that produce sustained improvement”. <http://www.learningpt.org/>

Museum Computer Network

“The Museum Computer Network is a nonprofit organization of professionals dedicated to fostering the cultural aims of museums through the use of computer technologies. We serve individuals and institutions wishing to improve their means of developing, managing, and conveying museum information through the use of automation. We support cooperative efforts that enable museums to be more effective

at creating and disseminating cultural and scientific knowledge as represented by their collections and related documentation”. <http://www.mcn.edu/>

National Center for Education Statistics (NCES)

“The National Center for Education Statistics (NCES), located within the U.S. Department of Education and the Institute of Education Sciences, is the primary federal entity for collecting and analyzing data related to education”.

<http://www.nces.ed.gov/>

National Council for the Social Studies (NCSS)

“Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The mission of National Council for the Social Studies is to provide leadership, service, and support for all social studies educators”.

<http://www.ncss.org/about/>

Pew Internet & American Life Project

“The Pew Internet & American Life Project produces reports that explore the impact of the Internet on families, communities, work and home, daily life, education, health care, and civic and political life. The Project aims to be an authoritative source on the evolution of the Internet through collection of data and analysis of real-world developments as they affect the virtual world.

The bases of the reports are nationwide random digit dial telephone surveys as well as online surveys. This data collection is supplemented with research from government agencies, academia, and other expert venues; observations of what people do and how they behave when they are online; in-depth interviews with Internet users and Internet experts alike; and other efforts that try to examine individual and group behavior. The Project releases 15-20 pieces of research a year, varying in size, scope, and ambition”. <http://www.pewinternet.org>

Thomas B. Fordham Foundation

“The Thomas B. Fordham Foundation, based in Washington, D.C., supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio, and vicinity. It has assumed the work of the Educational Excellence Network”. All publications are available digitally.

<http://www.edexcellence.net/foundation/publication/index.cfm>

The Tripod Project

“The Tripod: The legs of the “tripod” in the Tripod Project are content, pedagogy and relationships: teachers need to understand what they are teaching (content knowledge); they need multiple effective ways of communicating the material to students (pedagogy); and they need to relate to students (relationships) in ways that motivate and enable them.

Mission: The Tripod Project aims to strengthen all three legs of the tripod in ways that raise achievement for all students, while narrowing achievement gaps between racial and ethnic groups”. www.tripodproject.com

CHAPTER 5-Conclusions

Introduction

Chapter five has summarized the research and development activities used to create Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies. This chapter includes the conclusions and implications of the study, and recommendations for future study.

Summary of Activities

The purpose of the study was to research, create, test and validate a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. The research and development (R&D) methodology of Borg and Gall (1989) was adapted for use in this study. The methodology used to develop the guide consisted of a seven-step development cycle (see Figure 1).

The concept for the guide began with an extensive review of the literature in the summer of 2004 through the fall of 2006. A proof of concept questionnaire was created and interviews were conducted in the spring of 2006. A prototype of the guide was developed in the summer and fall of 2006. A preliminary field test was conducted in the winter of 2006-2007 with five museum and public school experts. Revisions to the prototype, based on feedback from the preliminary field test experts, were completed in early January of 2007. The main field test was conducted from January 25, 2007 through February 22, 2007 with seven practicing museum staff or high school history educators. Revisions to the final product, based on recommendations from the main field test participants, were completed in March of 2007.

Research Questions and Results

The purpose of the study was to research, create, test and validate a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. As such, the following two research questions were established and answered.

1. What models, materials, and strategies do museum and public school educators need to use when engaging in a partnership focusing on standards-based curriculum development?

The models, materials, and strategies museum and public school educators need to use were developed from the literature review, document review process, and feedback from the preliminary field test experts and main field test participants. Specific strategies, documents, and resources were identified and incorporated into Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School. The study did not evaluate the effectiveness of each approach, but validated the quality of the overall resource through the research and development process.

The six stages in the planning process of the guide provided a framework for museum and public school partnerships to use when developing standards-based curriculum materials. By understanding the six stages in the planning process, museums and public schools had the ability to focus on the development of a partnership and the creation and evaluation of motivational standards-based curriculum materials.

2. What kind of guide should museum and public school educators use to create standards-based curriculum materials for high school students?

Several key characteristics of a guide for museum and public school educators were identified through the literature review, document review process, and preliminary and main field test feedback. A guide for museum and public school educators wishing to partner to

create motivational standards-based curriculum materials should include the following characteristics: (a) be based on current research and practices, (b) be a practical resource that provides useful information, (c) be easy to use, and (d) contain clear and concise information.

Conclusions

The purpose of the study was to research, create, test and validate a step-by-step guide for museum and public school educators wishing to partner to create motivational standards-based curriculum materials in high school social studies. The following conclusions were derived from this study.

1. The review of primary and secondary literature indicated that museum and public school educators lack step-by-step resources for developing a partnership and how to create motivational standards-based curriculum materials in high school social studies.
2. A close examination of primary and secondary research indicated there was a fundamental need for a specific guide for museums and public schools who wish to partner when developing motivational standards-based curriculum materials in high school social studies.
3. The preliminary and main field test results indicated that the guide was useful for creating motivational standards-based curriculum materials in high school social studies.

Implications

The following implications were derived from the research, development, and validation of Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies.

1. The guide should be a recommended resource for museum and public school professionals seeking to develop or sustain a partnership. The American Association of Museums (AAM) should post the guide, along with an endorsement for the use of the guide, on the association's website. The use of the guide will support both the formation and sustainability of museum and public school partnerships; an area of need identified in the review of the literature (Hirzy, 1996, IMLS, 2004). The AAM is the premier accreditation organization in the museum field. The approval of the AAM will lend credibility to the guide, and encourage partners to use the resource. Professional use of the guide will ensure continued support of museum and public school partnerships formed to create motivational standards-based curriculum materials.
2. The guide should be edited into a condensed version for established museum and public school partnerships and experienced standards-based curriculum creators. Previous research and preliminary and main field test participants indicated museum and public school educators have limited time to devote to research and obtaining partnership goals (AAM, 1995). Established partnerships have a need for a condensed version of the guide to meet their instructional needs. A condensed version of the guide would meet this need by: (a) streamlining the guide's process steps, (b) reducing the guide's content into major points, (c) including visual representations of supporting documents, and (d) providing a quick-reference sheet.

3. The guide should be formatted as a website. As a digital resource, the guide will:

(a) create new possibilities for museums and public schools to collaborate across institutional boundaries regardless of geographic location. Professionals who encounter the guide on the Internet may use the NLBM-KSU partnership as a model and seek potential partners because they see the value in a digital collaboration. The Institute of Museum and Library Services (2004) reports that isolation and lack of cross-fertilization is prohibitive to the formation of true partnerships. This area of concern will be addressed through the digital collaboration between museums and public schools that will be facilitated by the website.

(b) create a robust digital resource for teaching and learning. The fact that a website is universally available to any potential user and is not limited to space and time increases the potential that the guide will be used as a learning tool.

(c) disseminate best practices for emerging museum and public school partnerships (AAM, 2002; IMLS 2004). The AAM (2002) stated that providing the opportunity to share current education methods, new media, developments related to theory and evaluation, and best practices in the field were essential in demonstrating excellence in content knowledge for museum educators. Updating the website will provide museum and public school educators access to the latest research and developments in the creation of a partnership and motivational standards-based curriculum materials.

4. The guide should be used by pre-service scholars and practicing scholars in the fields of museum studies and education. Field test participants reported that the guide would be a powerful resource to help these audiences increase their knowledge of the partnership process and the creation of motivational standards-based curriculum materials. Since the literature in this area has been limited, the guide would provide an important resource to the current body of research. The guide also offers the flexibility to be used in formal and informal learning situations such as (a) individualized learning, (b) action research, (c) post graduate research, (d) classroom experiences, and (e) professional development programs. This flexibility will catapult the use of the guide beyond utilization in museum and public school partnerships to the realms of scholarly research and postsecondary education.

Recommendations for Future Studies

The following are recommendations for future studies in this area:

1. Future studies should be conducted into how successful museum and public school partnerships resolve two of the most common obstacles: (a) funding initial partnerships and sustaining funding over time, and (b) finding the time to partner. Museums and public schools commonly operate on limited budgets and many are understaffed. Though the guide acknowledges these two issues, the existing literature is limited in both areas.
2. Future studies should be conducted to determine the effect on the motivation of high school students when curriculum materials created from the guide's strategies are used. There is no known existing body of evidence that evaluates the

effectiveness of curriculum materials created by museum and public school partnerships for any grade level in any subject area. Although this study suggested high school student motivation would increase, the study was not intended to validate this aspect.

3. Future studies should explore how changes in state curriculum standards affect museum and public school partnerships and their ability to create and maintain curriculum materials that are relevant to public school educators. National and state curriculum standards change over time. The effectiveness of curriculum materials created by a museum and public school partnership may be impacted by these changes.
4. Future studies should be conducted to determine if the academic performance of high school students increases when using curriculum materials designed by partnerships between museums and public schools. There continues to be an increase in demand for greater academic accountability in public schools. Public school educators need standards-based curriculum materials that support students' increased academic achievement. The techniques outlined in the guide are designed to produce effective materials; however, this study did not attempt to establish that finding.
5. Future studies should examine the effectiveness of partnerships between museums and public schools that develop curriculum materials in the areas of reading and

mathematics. Federal legislation has put a focus on these curricular areas and schools will be seeking potent interventions to boost student achievement. Public school educators may be more eager to expend resources to form partnerships if they anticipate those partnerships will deliver higher achievement on high stakes testing.

Summary

Museum and public school partnerships have continued to evolve as society has called for increased accountability in public schools. The past one hundred years has seen museum and public school partnerships change from being primarily museum visits to increased educational program offerings. These changes have caused an increase in coordination between museum and public school educators in creating standards-based curriculum materials. However, museum and public school partnerships still often exist in relative isolation from one another. Further research, publication, and dissemination of museum and public school partnerships and their curricular accomplishments will be essential to future successful relationships between museums and public schools.

The research and development process used to produce Museum and Public School Partnerships: A Step-By-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies validated the guide in its present form. The study produced and provided a resource for museum and public school educators to utilize when developing a partnership and when creating motivational standards-based curriculum materials in high school social studies. Though further research and additional publications will be needed in the area of museum and public school partnerships that wish to create motivational standards-based curriculum materials in high school social studies, the guide

will assist museums and public school educators in reaching the common goal of increased rigor and learning in the social studies curriculum.

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Appendix A-Sample NLBM-KSU Partnership Lesson Plan

Folklore & Oral History

Key Features of Powerful Teaching and Learning:

(National Council for the Social Studies. "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy."
<http://www.socialstudies.org/positions/powerful/>)

Meaningful: students will identify the importance of oral tradition in African American and NLB history

Value-based: students learn how and why oral tradition and folklore was important to African Americans/slaves

Challenging: creating digital stories and beaming information to iPods will be technologically challenging for some students

Integrated: Students research the importance of oral tradition and folklore in African American and NLB history

Active: Student groups will work as a team to research and create a digital story

Purpose/Rationale/Introduction: The tradition of story telling and oral history is very important to Black culture. It was very important to American slaves and continued to have some importance after slavery. Much of this tradition can be found in the stories from the Negro Leagues. It is important to separate myth from reality--historical fact, fiction, and opinions.

Objectives:

Grade Level: 9-12

Subject: Social Studies

Standards:

NCSS Standards: I, II, III, IV, V, IX

ISTE Standards: 1-6

Missouri Standards: 2, 5, 6, 7

Time allotment: five, sixty minute time periods

1. Students will research and listen to numerous audio and video clips pertaining to African American and NLB oral traditions and folklore.
2. Students will distinguish between facts, folklore and opinions.
3. Students will create a digital story with pictures detailing a NLB or Black American folktale or oral history story using Windows Movie Maker.
4. Students will use an iPod to narrate a digital story.

Materials: Internet access, Download Windows Movie Maker (free for Windows XP users), video cameras, iPods (optional), selection of recommended books and film, and student handouts (included)

Primary Resources:

Books

"The Slave Community" by Blassingame

"Bre'r Rabbit" tales compiled by William Faulkner

"Slave Culture" by Sterling Stuckey's

"I was right on time" by Buck O'Neil

"Maybe I'll Pitch Forever" by Satchel Paige

"The Biographical Encyclopedia of the Negro Baseball Leagues" by James Riley

"Sol White's History of Colored Baseball," edited by Jerry Malloy

"It's Good to be Alive" by Roy Campanella

Film:

Note: There are companion lesson plans for both of these films if so desired.

“Only the Ball was White”

“There was Always Sunshine Someplace”

Other

Student self-assessment: http://myt4l.com/projectlearn/projectlearn_file.php?file=25

See list of online resources below

Procedures & Activities:

Day 1-2:

1. As students take notes, present the following background information:

The tradition of story telling and oral history is very important to Black culture. It was very important to American slaves and continued to have some importance after slavery. Much of this tradition can be found in the stories from the Negro Leagues.

Many folktales and oral stories have a bit of exaggeration to them and entertainment. For many years, when people looked at Negro Leagues history and talked to players, all they wanted were the exaggerated stories, some of which are very funny. It made the Negro Leagues seem to be less serious than other things in baseball history or Black history in general. Most people were only interested in the "tall tales" Satchel Paige told about his playing career and ignored his personal history. So, it is important to separate myth from reality--historical fact, fiction, and opinions. At the same time, myths can inform us about reality with stories that have great morals.

African Americans can be compared to Native Americans in respect to how traditions and history get passed down. The African "griots" and their purpose in society are also good for comparison. Blacks in particular used story telling to pass down information because, as slaves, many were not allowed to learn to read English (and just because they did not know English did not really make them "illiterate"). Education in the slave community was a form of resistance. "The Slave Community" by Blassingame talks about slave resistance.

Folk tales like "Bre'r Rabbit" tales compiled by William Faulkner became ways for slaves to describe history, but also show connections back to Africa. Sterling Stuckey's "Slave Culture" illuminates this.

So, folklore is part of Black culture, and it trickles as well into Black baseball. An important point is these stories help illuminate the Negro Leagues, but for many years and to too many

people, this WAS the Negro Leagues, which meant the Leagues were not taken seriously in some of the realms we have discussed in class.

2. Students explore hard copy and online resources (see list below) locating at least three examples of African American and/or Negro League oral tradition/folklore (can do this in pairs or groups if preferred). Divide students into teams of 2-4, students then share the examples they found in their research with the other team members. The team decides upon one example to create a digital story using Windows Movie Maker. Watch the video “Dad the Director” at <http://www.microsoft.com/windowsxp/using/moviemaker/videos/default.mspx> to introduce students to Windows Movie Maker. There are also sample videos available for students to watch at <http://www.microsoft.com/windowsxp/using/moviemaker/videos/samples.mspx>. Handout the instructions on “Making Movies” and ask students to study the handout for the next lesson.

Day 3-4:

3. Student groups create a storyboard and then record their stories using a video camera from home or school. Students should use the student checklist/self-assessment rubric to guide the creation of the product. Students should write and use their own narration for the movie/story. Then if the equipment is available, students can convert their stories their iPods, see the instructions for converting your movies to play on you iPod for assistance.

Day 5:

4. Students finish putting together their stories.

Conclusion:

5. When the digital stories are completed students should print off the student self-assessment at http://myt4l.com/projectlearn/projectlearn_file.php?file=25 so student can evaluate their own work.

Assessment: Students' folktale or oral history digital story will be self evaluated using the assessment rubrics.

Alternate Assessment (optional): Students write and create an original oral tradition or folklore story based on their own cultural and/or familial history.

Extension and Enrichment (optional): Students create a short children's storybook out of the oral tradition or folklore example they select and share it with an elementary aged student. Teachers could also arrange for the stories to be displayed in the public library's children's section or at the elementary school library.

Online Resources:

Slave Narratives

1. American Slave Narratives
<http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>
2. Library of Congress: Slave Narratives
<http://memory.loc.gov/ammem/snhtml/snhome.html>
3. North American Slave Narratives
<http://docsouth.unc.edu/neh/>

African American Genealogy

1. Cyndi's List - African American ("Cyndi's List" sounds amateurish, but it's actually a credible, well-used site. We have the print versions of "Cyndi's List" in the library)
<http://www.cyndislist.com/african.htm>
2. African American Research
<http://www.archives.gov/genealogy/heritage/african-american/>
3. Library of Congress: Afro-American Genealogical Research
http://www.loc.gov/rr/genealogy/bib_guid/afro.html
4. AfriGeneas
<http://www.afrigeneas.com/>

Student Checklist

Digital Story

Name: _____

	I participated in discussions and contributed ideas about the project.
	My project has information from good primary and secondary sources. My project has a bibliography.
	My project relates to the topic and includes accurate facts, supporting details, and high-quality examples.
	My project has a complete storyboard.
	The narration in my project is clear, interesting, and appropriate.

For group roles go to:

http://go.hrw.com/resources/go_ss/teacher99/toolkit/TOOLKT24.pdf

For video storyboard ideas go to:

http://go.hrw.com/resources/go_ss/teacher99/toolkit/TOOLKT06.pdf

For tips writing your video script go to:

http://go.hrw.com/resources/go_ss/teacher99/toolkit/TOOLKT25.pdf

For directions on basic video camera operation go to:

http://go.hrw.com/resources/go_ss/teacher99/toolkit/TOOLKT23.pdf

Self-Assessment Rubric	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Teamwork- Contribution: Ideas and assistance	Actively participated in all group discussions and activities. Shared ideas freely. Located additional information or resources.	Shared ideas in every group discussion. Attempted to locate additional resources or materials.	Participated in most group discussions. Shared a few ideas.	Did not participate in most group discussions. Rarely shared ideas.
Research-Overview: Quantity, quality, and documentation	Included reliable information from primary sources, secondary sources, and subject-matter experts. Project bibliography or credits were complete and flawlessly formatted.	Included information from at least three secondary sources. Used information from relevant primary source materials. All information came from reliable sources. Project bibliography or credits were complete.	Included facts from multiple secondary sources. Used one primary source. Included facts from reputable sources and opinions from unreliable sources. Bibliography or credits were incomplete.	No information from primary sources. Included information from one secondary source. More opinion than fact. Sources were unreliable. No project bibliography or credits.
Content-Quality of Information: Relates to topic, detailed, and accurate	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.

<p>Planning-Storyboard: Visual map of the project</p>	<p>Fully developed storyboard showed how project would answer the essential question. Used storyboard extensively during project development for goal setting, organization, and task-assignment.</p>	<p>Strong storyboard showed how project would answer the essential question. Storyboard was used as a guideline for project development.</p>	<p>Basic storyboard did not demonstrate an answer to the essential question. Referred to the storyboard infrequently during the project-building process.</p>	<p>Storyboard was incomplete. Did not use the storyboard during project-building process.</p>
<p>Media-Narration: Storytelling and reflections</p>	<p>Narration was clear. Narrator varied voice and volume for interest. When appropriate, narrator summarized content.</p>	<p>Narration was clear and interesting. Narration included information that addressed the topic.</p>	<p>Narration was either too loud or too soft. Narrator did not enunciate. Narration included information not relevant to the project.</p>	<p>Project included no narration.</p>

Resource: <http://www.tech4learning.com/>

Total Score: ____

Appendix B - Questions for the Pool of Experts

1. Is it important for museums and public schools to partner to create standards-based curriculum materials for high school social studies? Yes/No? Why/Why not?
2. Do you think museums and public schools need standards-based curriculum materials that motivate high school social studies students? Yes/No? Why/Why not?
3. Do you think museums and public schools will use standards-based curriculum materials for high school social studies? Yes/No? Why/Why not?
4. Is there a need for a step-by-step guide describing the process museums and public schools should take when wishing to partner to create standards-based curriculum materials for high school social studies? Yes/No? Why/Why Not?
5. Will museum and/or educational leaders react positively to a step-by-step guide for creating standards-based curriculum materials for high school social studies? Yes/No? Why/Why not?

Appendix C - Guide Outline

Table of Contents

List of Figures

List of Tables

Introduction

How to Use This Guide

Stage 1: Creating a Partnership

Introduction

Why is a partnership important?

Who should be involved in the partnership?

What are the steps in creating an effective partnership?

Why do partnerships fail?

Stage 2: Preparing a Plan

Introduction

Who should be involved in the planning process?

How should contacts be made to establish members of the planning committee?

How do I retain or replace planning committee members?

How often should members meet?

What is the best time for members to meet?

What medium works best for members to meet?

What is the timeline for the completion of the plan?

How should the plan be developed?

Stage 3: Planning Curriculum Components

Introduction

Establish a Frame of Reference

Subject area and grade levels

Historical timeframe

Copyright laws

Curriculum

- Determine curriculum standards
- Curriculum framework
- Type and kind of curriculum materials
- Curriculum topics

Assessment

- Frame of reference checklist
- Planning curriculum components checklist.

Stage 4: Developing the Curriculum

Introduction

Establish a Frame of Reference

- Research lesson plan components
- Research museum and public school curriculum materials
- Subscribe to relevant organizations and publications

Curriculum Development

- Lesson plan prototype
- Lesson plan components and definitions
- Step-by-Step lesson planning
- A lesson plan explanation
- A completed lesson plan
- A philosophy and FAQ sheet
- An educator's toolbox
- Why is an educator's toolbox important?

RFDLs (Resources for Diverse Learners)

- What are RFDLs?
- Why are RFDLs important?
- How do I create RFDLs?
- Lesson plan including RFDLs

Stage 5: Evaluating the Process

Introduction

Are the curriculum materials of professional quality?

Who can we contact outside the partnership for feedback?

How can we ensure quality feedback?

What motivates experts to return feedback?

What is done with the feedback?

Stage 6: Implementing the Products

Introduction

Reaching the target audience

Promoting the products

Conclusion

References

Appendices

Appendix A: Missouri Department of Elementary and Secondary Education: Social
Studies Grade Level Expectations

Appendix B: The Show-Me Standards

Appendix C: NETS for Students

Appendix D: NETS for Teachers

Appendix E: Glossary of Terms

Appendix F: Further Resource

Appendix D - Letter of Instruction for Preliminary Field Test

Date

First Name, Last Name

Organization

Address

City, State, Zip

Title, First Name, Last Name

Organization

Address

City, State, Zip

Dear First Name,

Thank you for agreeing to participate as a reviewer for the development of *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies*. You were selected because of your credentials as a leader in the field of museum education or curriculum education in the United States. As previously stated, this process is part of the requirements needed to complete a Doctor of Education degree at Kansas State University. This review process is essential to the research and development methodology model I am using, and I appreciate your constructive criticism of the guide. I am looking for conceptual as well as structural feedback of the guide.

In order to complete the preliminary field test on time, I must receive your feedback by January 17, 2007. In exchange for your feedback, a final copy of the guide will be provided to you at no charge once the guide is completed this spring. Should you have any questions or concerns regarding the process, or need further information please contact me first and,

then if needed, my major professor Dr. Gerald D. Bailey. Our contact information is enclosed for your convenience.

As you begin the review process, the following steps are suggested:

1. Read the enclosed questionnaire to become familiar with the general areas and questions for which you will be providing feedback (yellow sheets).
2. Read the enclosed outline of the guide (green sheets).
3. Read the guide completely.
4. Complete the questionnaire (yellow sheets).
5. Return the questionnaire (yellow sheets) in the enclosed self-addressed, stamped envelope or email the questionnaire and responses to me at clott@k-state.edu
6. If you provide written feedback on hard copy pages within the guide please return those pages along with the questionnaire (yellow sheets) to me.

I truly value and appreciate your assistance with this project.

Sincerely,

Cari D. Barragree
360 Maple Ave.
Salina, KS 67401
(785) 820-5636
clott@k-state.edu

Dr. Gerald Bailey
Professor of Education and Leadership
303 Bluemont Hall
Manhattan, KS 66506
(785) 532-5847
jbailey@ksu.edu

Enclosures:

- **Preliminary field test questionnaire** (yellow)
- **Outline**-*Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies* (green)
- **Guide**-*Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies* (white)
- **Self-addressed, stamped envelope** (if returning via the United States Postal Service)

Appendix E - Preliminary Field Test Questionnaire

The preliminary field test questionnaire is designed to collect feedback from recognized experts in the areas of museum education, high school social studies education, and/or the creation of standards-based curriculum. The feedback will be used to evaluate and make revisions to the *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies*. If you need additional space for comments, please attach additional sheets as necessary. The responses to this questionnaire will be kept confidential (they will not be identified by individual reviewer).

Please rate each statement and include comments and/or suggestions for each section.

Reviewer Name: _____ Date: _____

Please rate the following characteristics of the guide on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The content of the guide is based upon current practices and relevant research and literature.	1	2	3	4	5
2. The format of the guide is attractive and functional.	1	2	3	4	5
3. The guide is a practical resource for museums and public schools.	1	2	3	4	5

Please answer the following questions in as much detail as you feel necessary.

6. What revisions should be made in the content of the guide?

7. What revisions should be made in the format of the guide?

8. What information should be added to the guide?

9. What possible obstacles do you foresee in the implementation of ideas presented in the guide?

Please use this page to record specific comments and notes about specific pages in the guide.

You may attach additional pages if more room is needed.

Page #	Comment
--------	---------

Appendix F - Preliminary Field Test Consent Form

Recognition and Credit

To recognize your participation in the development of this product, your name will be listed on the credits section of the *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials*. Please provide the following information for the listing:

_____ I do not wish to have my name or information published on the credit section of the guide.

_____ I wish to have the following information included in the credit section of the guide (please list only the information you wish to have included):

Name _____

Title _____

Institution _____

E-mail _____

Please return this form and any additional pages in the self-addressed, stamped envelope provided by January 17, 2007 or email the requested information to me at clott@k-state.edu.

Return to:

Cari Barragree
360 Maple Avenue
Salina, KS 67401

Appendix G - Letter of Instruction for Main Field Test

Date

First Name, Last Name

Organization

Address

City, State, Zip

Title, First Name, Last Name

Organization

Address

City, State, Zip

Dear First Name,

Thank you for agreeing to participate as a reviewer for the development of *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies*. You were selected because of your credentials as a leader in the field of museum education or curriculum education in the United States. As previously stated, this process is part of the requirements needed to complete a Doctor of Education degree at Kansas State University. This review process is essential to the research and development methodology model I am using, and I appreciate your constructive criticism of the guide. I am looking for conceptual as well as structural feedback of the guide.

In order to complete the main field test on time, I must receive your feedback by February 16, 2007. In exchange for your feedback, a final copy of the guide will be provided to you at no charge once the guide is completed this spring. Should you have any questions or concerns regarding the process, or need further information please contact me first and, then

if needed, my major professor Dr. Gerald D. Bailey. Our contact information is enclosed for your convenience.

As you begin the review process, the following steps are suggested:

1. Read the enclosed questionnaire to become familiar with the general areas and questions for which you will be providing feedback (yellow sheets).
2. Read the enclosed outline of the guide (green sheets).
3. Read the guide completely.
4. Complete the questionnaire (yellow sheets).
5. Return the questionnaire (yellow sheets) in the enclosed self-addressed, stamped envelope or email the questionnaire and responses to me at clott@k-state.edu
6. If you provide written feedback on hard copy pages within the guide please return those pages along with the questionnaire (yellow sheets) to me.

I truly value and appreciate your assistance with this project.

Sincerely,

Cari D. Barragree
360 Maple Ave.
Salina, KS 67401
(785) 820-5636
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Dr. Gerald Bailey
Professor of Education and Leadership
303 Bluemont Hall
Manhattan, KS 66506
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Enclosures:

- **Main field test questionnaire** (yellow)
- **Outline**-*Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies* (green)
- **Guide**-*Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies* (white)
- **Self-addressed, stamped envelope** (if returning via the United States Postal Service)

Appendix H - Main Field Test Questionnaire

The main field test questionnaire is designed to collect feedback from recognized experts in the areas of museum education, high school social studies education, and/or the creation of standards-based curriculum. The feedback will be used to evaluate and make revisions to the *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials in High School Social Studies*. If you need additional space for comments, please attach additional sheets as necessary. The responses to this questionnaire will be kept confidential (they will not be identified by individual reviewer).

Please rate each statement and include comments and/or suggestions for each section.

Reviewer Name: _____ Date: _____

Please rate the following characteristics of the guide on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The content of the guide is based upon current practices and relevant research and literature.	1	2	3	4	5
2. The format of the guide is attractive and functional.	1	2	3	4	5
3. The guide is a practical resource for museums and public schools.	1	2	3	4	5
4. The guide provides useful information for museums and public schools.	1	2	3	4	5

5. Overall the guide is easy to use
and understand.

1

2

3

4

5

Please answer the following questions in as much detail as you feel necessary.

6. What revisions should be made in the content of the guide?

7. What revisions should be made in the format of the guide?

8. What information should be added to the guide?

9. What possible obstacles do you foresee in the implementation of ideas presented in the guide?

Please use this page to record specific comments and notes about specific pages in the guide.

You may attach additional pages if more room is needed.

Page #	Comment
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Appendix I - Main Field Test Consent Form

Recognition and Credit

To recognize your participation in the development of this product, your name will be listed on the credits section of the *Museum and Public School Partnerships: A Step-by-Step Guide for Creating Motivational Standards-Based Curriculum Materials*. Please provide the following information for the listing:

_____ I do not wish to have my name or information published on the credit section of the guide.

_____ I wish to have the following information included in the credit section of the guide (please list only the information you wish to have included):

Name _____

Title _____

Institution _____

E-mail _____

Please return this form and any additional pages in the self-addressed, stamped envelope provided by February 9, 2007 or email the requested information to me at clott@k-state.edu.

Return to:

Cari Barragree
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Salina, KS 67401