

EXPLORING CITIZENSHIP THROUGH THE LENS OF SUBURBAN MIDDLE SCHOOL
STUDENTS AND CIVIC IMAGES

by

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B.A., Kansas State University, 2001

M.Ed., Rockhurst University, 2004

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2015

Abstract

This qualitative study explored middle school students' conceptions of citizenship through the use of civic images. Citizenship education as the primary purpose for social studies education is firmly established; however, citizenship is an abstract concept. The definition and characteristics of citizenship, as well as research concerning the decline or evolution of civic behaviors, is inconclusive and oscillating. Recently adopted national and state social studies standards focus on inquiry and literacy skills, emphasizing the use of primary sources; namely historical documents. These texts are often insufficient curriculum drivers and generate a need to find alternative primary sources that scaffold and support students' understanding. Images speak a familiar language and have been found to support student learning of history. This study fills a gap in the research regarding the use of images to teach citizenship, the purpose of social studies.

Using a case study approach to research, multiple methods of data converged to address the research question, how do suburban middle school students understand citizenship through civic images? Twenty-seven eighth-graders enrolled in two Guided Study courses served as the research participants. The researcher spent two weeks at the start of the study, observing the students in their educational environment. Following the observations, for approximately eight weeks, students viewed a civic image and responded to a series of questions adapted from the Stanford History Education Group's Historical Thinking Skills Chart (2006). At the conclusion of the eight weeks, the researcher conducted focus group interviews with each class and individual interviews with eight randomly selected students and the participating teacher.

The results of this study support the use of images as instructional resources to teach abstract concepts, particularly citizenship, as well as support the use of images as primary sources to teach inquiry and literacy skills. The civic images deepened student understanding of civic and historical concepts and, more importantly, they informed students' definitions of citizenship. Equality and community were revealed by the data as defining characteristics of citizenship for the students involved in this study, supporting previous research that members of younger generations are redefining what it means to be a good citizen.

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Approved by:

Major Professor
Dr. Thomas Vontz

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Acknowledgements

My deepest gratitude goes to my advisor, Dr. Thomas Vontz, and the members of my supervising committee, Dr. Bradley Burenheide, Dr. Jeong-Hee Kim, Dr. Mike Perl, Dr. Kay Ann Taylor, and Dr. Mary Tolar. Thank you for providing guidance, support, and resources over this elongated journey. Thank you also for serving as excellent models of teachers and researchers. My sincerest gratitude extends to Dr. F. Todd Goodson for stepping in at the last minute and serving as Dr. Taylor's proxy for my dissertation defense. Thank you also to Dr. Emizet Kisangani for serving as the outside chair for my final examination. A special thank you to Dr. Thomas Vontz, who has been serving as my advisor and mentor for the past 13 years. You never gave up on me. Thank you for challenging me to take this journey. It has been my honor to serve as "president" of your school of pedagogy.

This would not have been possible without the support, generosity, and grace extended to me by my family. Thank you to my parents, Robert and Kathy Warren, who instilled in me the values of a strong work ethic, the joy of intrinsic rewards, and the power of education. I am forever indebted to you for providing me with numerous opportunities to further my education formally in academia and even more so in life. Thank you for loving me unconditionally, showering me with patience, and challenging me to be a better person. You are both incredible role models; thank you for inspiring me to be a life long learner. Thank you for your friendship and support at every step along the way. Thank you to my siblings, Kristin Warren and Michael Warren, for your support, much needed humor, and friendship. A special thank you to my brother Michael, for being my best friend and roommate the initial year of this journey. Growing

closer to you was the silver lining in what was without a doubt one of the hardest years of my life. A special thank you to my aunt, Karen Ross, for serving as one of my professional and personal role models, and for her encouragement along the way. Thank you also to Peg and Steve Wessel and Don and Linda Haggren for their support. My deepest gratitude goes to my husband, Adam Wessel, who generously provided me with the space and environment I needed to achieve this goal. Thank you for your love, support, encouragement, patience, humor, wisdom, and grace. You are my calm in the storm. You make me a better person in every way. A special thank you to Olive, my loyal companion, who never left my side during the countless hours I worked.

Sincerest thanks to my friends and colleagues for their encouragement, care, and listening skills. A special thank you to Lindsay Osterhaus, Leah Vomhof, Kaitlin Westhoff, and Kelly Kelley. Each one of you jumped into the race at various miles and I'm so grateful. Thank you to Dr. Cristina Gawlik and Dr. Rebecca Culver-Turner for your companionship the year we lived in Manhattan together and for paving the way. Thank you to Kelly Yelton for believing in me before my career started and offering me my first teaching job. Thank you to Dr. Tonya Merrigan and Sue Denny for your support, flexibility with my schedule, and inspiration. Last but certainly not least, thank you to Dr. Kristy Sailors, who gave me the motivation, encouragement, resources, and shove I needed to finally end this journey. I could not have done this without you.

Dedication

This dissertation is dedicated to all my former high school students. Thank you for inspiring me, filling me with hope for the future, and redefining my definition of virtuous citizenry.

Chapter 1 - Introduction to the Study

This dissertation reports a qualitative study aimed at exploring how suburban middle school students understand citizenship through civic images. The continued and persistent emphasis on civic education as the purpose of social studies education, despite blurred and inconsistent definitions of citizenship, coupled with a desire to identify alternative resources that support student learning, warrants the need for this study. The discussion in this chapter includes the following sections: background of the study, the problem statement, the scholarly significance of the study, overview of the methodology, delimitations of the study, and definition of key terms.

Background of the Study

Citizenship education has a long-standing history of serving as the fundamental purpose for education in social studies. Dewey (1916) and Bruner (1960) contend citizenship education is the overarching purpose of education. Recently adopted national and state standards in education support both of these claims. The mass states' adoption of the Common Core State Standards (2010) focused on college and career readiness and the release of the National Council for Social Studies' College, Career, and Civic Life Framework, otherwise referred to as the C3 Framework (NCSS, 2013) serve as two clear examples. Both sets of standards emphasize the acquisition and application of knowledge and skills to prepare students for college, career and civic life, reinforcing the notion that the purpose of education is citizenship education.

These standards aim to prepare students to be informed decisions makers and engaged, participatory members of society. The Common Core State Standards include learning objectives

that target students' abilities to make claims, find evidence to support those claims, infer counterclaims, and find evidence to support and refute those counterclaims (CCSS, 2010). In essence, students are being asked to evaluate information and make decisions. The C3 Framework (2013) is even more resolute in preparing students to become informed decision makers and good citizens. The C3 Framework structures its learning objectives around inquiry, emphasizing the need to use high quality questions to pique students' interest, spark students' curiosity, deepen students' investigation of concepts, support students' acquisition of rigorous and relevant knowledge, and provide avenues for students to apply knowledge, skills, and ideas in real world settings. The goal is to prepare students for the rigor of college academia, future careers, and civic life (NCSS, 2013). While the key skills, structure of the framework, and concepts addressed underwent an upgrade from the National Council of Social Studies' last formal adoption (NCSS, 1994) the purpose of social studies education remained unswerving. The goal and purpose of education and especially social studies education, is to prepare students to be informed, thoughtful, and humane citizens (NCSS, 1994, 2013).

These recently adopted standards place a strong emphasis on critical thinking processes and inquiry, as opposed to the acquisition of content knowledge (CCSS, 2010; NCSS 2013). In light of this paradigm shift, doors of opportunity open to explore how students develop these skills and acquire knowledge. Reexamining the ways in which students conceptualize citizenship, identified as the purpose of social studies education, is warranted. When taken into account that no clear or consistent definition of citizenship within the field of social studies exists, the doors of opportunity open even wider. Social studies educators and researchers disagree over the definition and necessary pedagogy to teach citizenship (Dalton, 2008a; Evans, 2004; Leming, 2001; NCSS 2013). Much of the dissension is a result of opposing philosophical

trends, otherwise referred to as culturally dominating camps (Evans, 2004). Evans (2004) identifies these camps as traditional history, social science inquiry, reflective, issues-centered approach, and critical pedagogy.

At certain points in history, depending on the events, politics, and educational leaders of the time period, one camp tends to dominate. The camps are not mutually exclusive; instead they are like waves, even when one rises above the rest, the others remain. Each camp is constantly attempting to assert its vision for the purpose of social studies and how social studies is best practiced in schools (Evans, 2004). Ross (2006) categorizes the camps into two distinct curriculum reform efforts, an emphasis on academic history and an emphasis on citizenship education. Regardless of which camp or how many camps exist, a significant challenge to social studies education remains. No clear or consistent definition of citizenship, or agreed-upon set of methods for how to teach students about citizenship, exists.

Raising more concern than disagreements over the definition and pedagogy of civic education are claims that citizenship, particularly civic behaviors, are declining. Political analysts and civic researchers contest the erosion of virtuous civic behavioral patterns and activities, especially among members of the younger generations, is occurring (Brokaw, 1998; Flanagan, Levine, Settersten, 2009; Macedo, Alex-Assensho, Berry, Brintnall, Campbell, Fraga, Fung, Galston, Karpowitz, Levi, Levinson, Lipsitz, Niemi, Putnam, Rahn, Reich, Rodgers, Swanstrom, & Walsh, 2005; Syvertsen, Wray-Lake, Flanagan, Osgood, and Briddell, 2011). The belief is that older, more civic-minded generations are exiting and being replaced by uninvolved and disaffected younger generations (Putnam, 2000). Those who adhere to these beliefs call to attention declining voting trends, low attendance in community organizations, low engagement levels in conventional forms of civic participation, such as writing letters to public officials, and

utilizing technology for communication as opposed to face-to-face interactions as validation that Americans are lacking in social capital. They argue Americans are losing their national identity, losing faith in their government structure and officials, and as a result the nation is in a state of social disarray with a bleak outlook that such trends and patterns will only deteriorate further (Macedo et. al, 2005; Putnam, 2000). These arguments imply that students are not learning or applying their understanding of citizenship from the classroom to their adult lives.

As disagreements regarding the definition of citizenship exist, so do disagreements concerning behavior trends and patterns of civic responsibilities and traits. Counter arguments claim citizenship behaviors are not declining among members of the younger generations, but evolving (Dalton, 2008b; Digital Youth Project, 2008; Howe & Strauss, 2000; Westheimer & Kahne, 2004a). Members of the younger generations are not ignoring their civic duties, nor are they disinterested in community and social affairs. Instead they are redefining what it means to be a good citizen. Dalton (2008b) proposes that an alternative concept of citizenship has emerged, an “engaged citizen,” as opposed to a traditional, “duty-based citizen.” The duty-based citizen illuminates the more traditional models of democratic citizenship, as defined by older generations, particularly the “Greatest Generation,” coined by Brokaw (1998). The engaged citizen takes on a broader, more assertive definition of citizenship, including concern and action toward social issues and the welfare of others (Dalton, 2008b). The concept of the engaged citizen reflects the ideals and characteristics of the younger generations. Activities such as: engaging in online discussions over social and political issues, participating in online polls, emailing their government officials or following them on Instagram or Twitter, tweeting voting reminders or posting them in their Facebook status, and volunteering, illuminate the intensity and

energy members of younger generations feel toward citizenship (Howe & Strauss, 2000; Rigby, 2008).

Instructional strategies based on learning objectives that align more with the concept of engaged citizenry are emerging in social studies classrooms. Research on such strategies includes fostering an open classroom climate; stimulating debate and discussion, such as Socratic seminars; service learning; allowing students' a voice in curriculum decisions; and providing leadership opportunities in the classroom (Campbell, 2008; O'Brien & Kohlmeier, 2003; Reich, 2005; Sumrall & Schillinger, 2004).

Contention over defining citizenship and its corresponding behavioral patterns generates a need to explore students' conceptions of citizenship, as well as a need to investigate instructional methods that support student learning of citizenship. Culture and society have evolved. Advancements in technology happen overnight, information about any topic can be accessed in a moment, visual images are everywhere, and conversations occur through social media. Adolescents are inundated with images, targeted specifically at them (Desai, Hamlin, & Mattson, 2010; Hunt, 2008). They are growing up in a visual culture, where using images as opposed to oral or written words to represent the human experience is common (Callahan, 2013; Callow, 2006; Desai, Hamlin, & Mattson, 2010). As a result, questions regarding how images support the learning process have resurfaced.

The use of images to support student learning is regaining popularity. In his visual learning theory, Bruner (1960; 1966) identified images as representations of knowledge. Bruner (1966) contests that images play an essential role in how learners store and encode information into memory. Humans process visual information faster than audio, read, or written information. Therefore, humans rely on images to understand new concepts (Bruner, 1966). Images assist in

assimilating new concepts or acquiring knowledge by stimulating previous learning. They help learners manipulate new information and develop a sense of understanding for the concept the image represents (Bruner, 1966).

Research has been conducted to understand how images serve as representations of knowledge to support students learning about history (Desai, Hamlin, & Mattson, 2010; Garnett, 2005; NEH, 2008; Laney, 2007; Thomas, Place & Hillyard, 2008; von Hover, Swan & Benson; 2004). Exploring the use of images to support student understanding is not only gaining popularity, but it is also becoming imperative as the use of images in high stakes testing is becoming prevalent (Zwirn & Libresco, 2010). Images are being included as primary sources in document based questions included in these high stake assessments. A plethora of images are available through online collections, such as the Library of Congress, National Archives, and even public sites such as Flickr. In light of new national and state standards, images provide an essential resource for teachers to use in their instructional strategies and lesson planning. With the adoption of the Common Core State Standards (2010), there is a push for teachers to use non-fiction primary source documents. This generates a need to identify alternative and additional resources to long, archaic, texts that help supplement and support student learning. Images can provide educators this resource.

Citizenship education as the overarching purpose of social studies education, new standards involving a pendulum swing in learning objectives, dissension in the field, and the use of visual images to teach adolescents knowledge and concepts bring together the essential ingredients to generate the research question for this qualitative case study, how do suburban middle school students understand citizenship through civic images? A study motivated by curiosity concerning what it means to be a good citizen and more importantly what do students,

specifically middle school students, who are on the brink of formal and abstract thinking, believe it means. The adolescent years are a critical time period in human development. According to Inhelder and Piaget (1958), a time when formal operational thinking begins to emerge. This formative period has been identified as a time when adolescents begin to develop a sense of civic identity and a deeper understanding of citizenship (Adelson & O’Neil, 1996; Beck & Jennings, 1982; Torney-Purta, 1995; Zaff, Malanchuk & Eccles, 2008).

Middle school students are the prime age to explore the ability to understand an abstract concept such as citizenship because they are starting to formulate their own opinions, ideas, and develop a sense of identity. Citizenship goes beyond that of status; it is a concept that embodies a wide variety of behaviors, goals, experiences and practices. According to constructivist learning theory, notions of citizenship acquired in earlier educational experiences and environments, as well as from interactions and experiences with others, will influence students’ ideas and beliefs regarding citizenship. “Students are no more in agreement on what good citizenship means than are teachers, policy makers, or politicians” (Westheimer & Kahne, 2004b, p. 1). This directly influences how social studies educators accomplish the purpose of their field – citizenship education.

Problem Statement

The purpose of this study is to explore a phenomenon by observing, describing, and analyzing middle school students’ conceptions of citizenship through viewing and reflecting on civic images. This study is centered on the research question, how do suburban middle school students understand citizenship through civic images? Competing and changing approaches concerning the pedagogical, political, and philosophical means to teaching social studies and opposing definitions of citizenship generate a need for social studies educators to explore

students' conceptions of citizenship. In addition, the push for teachers to use non-fiction primary sources, with the adoption of the Common Core Standards (2010), and other state standards, such as the Kansas State History Government and Social Studies Standards (2013), generates a need for social studies educators to find alternative primary sources that scaffold and support students' understanding of historical and long texts. These standards call for reading, writing, and speaking and listening skills to be integrated into lessons and activities. Students are no longer expected to memorize and recall facts, dates, and names; instead they expected to be able to analyze and evaluate primary and secondary sources (KSDE, 2013; NCSS, 2010). Images are a primary source that speak a familiar language and may support adolescents' understanding of concepts. Adolescents live in a visual culture; they speak a visual language. While images have been studied when it comes to gaining knowledge and skills in history, there is a gap in the research when it comes to studying the use of images in civic education.

According to the Center for Civic Education (1994), citizenship education means developing informed decision makers who will advance America's democracy. "The goal of education in the civics and government is informed, responsible participation in political life by competent citizens committed to fundamental values and principles of American constitutional democracy" (Center for Civic Education, 1994, p. 1). To support social studies teachers in implementing citizenship education, and to meet the goals set forth in the National Education Goals in Goals 2000: Educate America Act of 1994, the Center for Civic Education developed a voluntary set of National Standards for Civics and Government (Center for Civic Education, 1994). The standards were intended to help schools develop competent and responsible citizens committed to the preservation and advancement of America's democracy (Center for Civic Education, 1994).

While these standards support developing students into virtuous citizens, questions concerning what it means to be a competent and responsible citizen remain. The conception of the “good citizen” is a contested issue across disciplines. In addition, the research on whether civic behaviors are declining or evolving is inconclusive. There is a need to continue to add to the debate over various conceptions of citizenship. There is an even greater need to continue to explore how primary sources, such as civic images, can be used to support student understanding of abstract concepts, particularly citizenship. The purpose of this study is to meet these needs and contribute to broader fields of research regarding civic education and the use of images to support student learning.

Scholarly Significance of the Study

The goal of this study is to make a contribution to the academic research available regarding the varying definitions of citizenship, as well as the use of images as representations of knowledge in the learning process.

Images can be used as a valuable resource for social studies educators to help their students develop tangible definitions and a deeper understanding of complex, abstract, and transformative concepts, such as citizenship. Images also can provide educators with a plethora of primary source documents to teach students how to analyze, evaluate, and interpret. This study provides social studies teachers and pre-service teachers insight into a concept that is overwhelmingly supported in the research and standards as the purpose of their field, citizenship education. As previously identified, according to the National Council for Social Studies (1994, 2013), the purpose of social studies education is to promote civic competence, produce informed decision makers, and invest in the protection and advancement of America’s democracy.

In addition, teachers and pre-service teachers from all curriculum areas and disciplines can benefit from gaining further insight into the use of images to teach abstract concepts. Members of all generations, but particularly the younger generations are bombarded with images. They are everywhere, on television, in movies, advertisements, on the Internet and social media outlets (Desai, Hamlin, & Mattson, 2010; Garoian & Gaudelius, 2004; Zwirn & Libresco, 2010). Images are not only easily accessible, but they are also quickly and widely shared (Duncan, 2010). The findings of this study provide educators with additional information regarding how images serve as representations of knowledge.

Inherent in this study is the potential to spark future research questions. Questions emerge that take into account how students' backgrounds, experiences, or specific aspects of their culture influence their perceptions of civic images. Lesson plans detailing the use of specific images for particular units of study, for example the branches of government or role of the presidency could be studied. Finally, other disciplines within the field of social studies, such as economics, psychology, and sociology and other content areas could study how images influence and support student understanding of abstract concepts.

Overview of the Methodology

This qualitative case study explores how suburban middle school students understand citizenship through civic images. Due to the nature of the research question and purpose of the study, to explore a phenomenon, the researcher relied on a case study approach (Creswell, 2007; Denzin & Lincoln, 2000). Based on national and state educational standards and the research literature, middle school students enrolled in public school will experience civic education prior to, during, and after middle school. According to the constructivist learning theory, these experiences will influence students' conceptions of citizenship. Constructivism relies on the

notions that knowledge is made or constructed by the learner as opposed to acquired, and that individuals learn new concepts by connecting them to previous experiences (Creswell, 2007; Elliot, Kratochwill, Littlefield, Cook, & Travers, 2000; Joyce, Weil, & Calhoun, 2009; Phillips 1995; 2000). A case study research approach, shaped by constructivist learning theory, was deemed the appropriate means to address the research question. This study did not aim to validate that due to exposure to civic images, students will develop one definition of citizenship over another. Analytical generalization was the goal of this study, not statistical generalization. The study is an exploration of how middle students understand the concept of citizenship using images.

Middle school students enrolled in an eighth grade Guided Study course at a public school in a large suburban school district within a northeastern county in the State of Kansas served as the research participants. At the time of the study, the students shared the following characteristics: (1) students enrolled in the course are all within the same age range and development stage identified as early adolescence; age range identified as 12 – 14 years old, (2) early adolescence has been identified as a crucial development niche that presents an opportune time to explore how students conceptualize citizenship, (3) students are enrolled in the social studies course, American History, and subjected to a curriculum based on learning objectives established by the National Council of Social Studies and Kansas State Standards for History, Government and Social Studies, as well as the Kansas College and Career Ready Standards (Common Core Standards plus additional 15% added by Kansas State Board of Education), as well the curriculum adopted and coordinated by the school district, (4) the eighth grade level is an assessed year in the State of Kansas (KSDE) and all students enrolled in eighth grade within the school district are required to take the eighth grade social studies course, (5) students in

eighth grade share similar schooling experiences in regard to their social studies education; once students enter high school, they have options in terms of courses they can take and experiences will vary, and (6) enrollment in the sections of the Guided Study course is required, arbitrary, and was completed prior to the start of the study. Students were enrolled in the participating teacher's Guided Study classes because it worked best to meet their scheduling needs and requests. They were not enrolled in the participating teacher's classes for purposes of this study.

Students enrolled in the Guided Study course weekly engaged in analyzing civic images selected by the researcher from various online collections, including the Library of Congress, the National Archives, the National World War I Museum, and Flickr, a creative commons platform for publically sharing images. For approximately eight weeks, students viewed a civic image and analyzed it by individually responding to a series of questions. The reflection questions following each image were adapted from the Stanford History Education Group's Historical Thinking Skills Chart (2006). The skills outlined in the chart, which include sourcing, contextualizing, corroborating, and close reading, are designed to support the development of historical thinking while analyzing primary and secondary sources (Martin & Wineburg, 2008). The Historical Thinking Skills Chart (Stanford History Education Group, 2006) is included in the appendices (see Appendix C).

To provide a thorough understanding of the research question being explored, data were collected through a series of methods, including classroom observations, student generated responses to the reflection questions following exposure to the images, focus group interviews, and individual interviews. Data were analyzed in the form of categorical aggregation, direct interpretation, investigation for patterns, and naturalistic generalizations (Creswell, 2007; Yin, 2003). The researcher used the online Web 2.0 Tool, Survey Monkey, to distribute the images

and collect responses to the reflection questions. Student responses were exported from Survey Monkey into Microsoft Excel spreadsheets to record, organize, code, and report all data collected throughout the duration of the study. Field notes from classroom observations were reported and organized. Focus group and individual interviews were transcribed, reported, organized, and coded. Data were aggregated into categories and reduced to themes. Analytical generalizations from the themes are discussed in later chapters. In addition, a detailed description of the case and any notes made by the researcher during the case was reported and discussed in Chapters 4 and 5.

Limitations & Delimitations

Qualitative case study methodology is popular and advocated within the field of education (Merriam, 1998; Yin, 2003). However, limitations exist due to the nature of qualitative research and particularly within the case study approach. The researcher plays a significant role in qualitative case study methodology because the researcher identifies the case; therefore, decides which bounded system to study and its limits (Creswell, 2007). The researcher begins by deciding to study one or multiple cases. Either choice contains limitations. If more than one case is studied, there is less depth to any single case, therefore diluting the overall analysis. However in studying only one case, generalizability is limited (Creswell, 2007).

The researcher must also determine the boundaries of the case. Boundaries are constricted by the researcher's time, availability, and access to the research site. This study used two Guided Study classes, taught by the same participating teacher, as the unit of analysis for the case. Each class was considered a sub-unit within the case. Using sub units provided the researcher with additional information, offering supplementary opportunities for analysis, and, therefore, enhancing the insights into the single case (Yin, 2003). The study was conducted over

a period of twelve weeks, the length of time granted by the participating teacher and school district. Accessibility was granted to the researcher because at the time of the study she was an employee of the school district. Research in the field, as well as advanced degrees in education, are highly valued among the school district's Board of Education, administrators, staff, and community members.

Limitations exist due to the size of the sample and time period in which the research was conducted. While the school district of the research site values research in the field, permission to conduct research studies within the boundaries of the school district is only granted if the study does not interfere with instructional time. Therefore, the researcher was limited in the timing of the study, not only when the images could be presented to the students, but also in the time frame of the study. The teacher identified eight class periods in which time could be allotted for students to view the images and address the reflection questions. In addition, two class periods at the beginning of the study for the researcher to observe and become acquainted with the research participants, as well as two class periods after students have viewed and reflected on the images to conduct the focus group and individual interviews, were also granted. These were the terms agreed upon by the participating teacher, principal of the school, and district administration.

It is important to note that procedural problems can occur in any research, especially when using human subjects as the research participants and when an intervener is administering the instructional approach. While an intervener can help limit bias, it enhances the opportunities and potential for the execution of the instructional approach to occur under the paradigms, philosophy, perspectives, and bias of the intervener. In addition, while the researcher spent time in the classroom prior to the research participants' exposure to the images in an effort to create a

sense of familiarity, the researcher was not a part of the students' normal routine or environment. This creates the potential to influence the students' engagement levels during the study, particularly when the researcher interviewed the participants.

In addition, procedural problems can occur within the confines of a school day. Various distractions are frequent; such distractions include: fire, severe weather, and intruder drills; school wide assemblies; announcements over the intercom; student absences; student requests to visit the school nurse, restroom, or counselor; etc. Students viewed the images and responded to reflection questions through the Web 2.0 Tool, Survey Monkey. As anticipated, problems with the school district's technology occurred, as well as student absences. All problems and distractions to the research are reported in the detailed description of the case study.

To help mediate limitations, a triangular approach to data collection was employed. An advantage and strength of case study research is its reliance on multiple sources of evidence to describe and analyze the case (Yin, 2003). The researcher relied on field notes, participants' direct responses to the questions adapted from the Historical Thinking Skills Chart (Stanford History Education Group, 2006), and participants' oral responses to interview questions. Field notes from observations, transcripts from interviews, and research participants' responses are revealed in the appendices. Field notes taken by the researcher are also included in the appendices. The purpose of collecting multiple forms of evidence is data triangulation, providing the study with potential for the development of "converging lines of inquiry" (Yin, 2003, p. 98). The goal is to enhance the authenticity and validity of the study (Anfara, Brown, & Mangione, 2002; Creswell, 2007, Yin, 2003).

Definition of Terms

The following terms deserve clarity in their definitions as they relate specifically to this research.

Civic Education. For purpose of this research, the formal definition as established by the Center for Civic Education (1994) was used. Civic education involves formal instruction that provides students with a basic understanding of civic life, politics, and government; civic education provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. Civic education can refer to courses in government, politics and or civics. It can also refer to a set of educational standards aimed at teaching students about the rights and responsibilities of citizenship. The context of the use of civic education, as well as the audience, influences the definition.

Civic Image. Depending on one's experiences, perceptions, and definitions of not only civic or citizenship, but images, the term, civic image, can take on many definitions. Within the context of this study, civic image is defined as a primary source displayed in the form of a digital picture to develop and evoke thoughts and feelings concerning various definitions and behavioral traits of citizenship.

Duty-based citizenship. Defined as a form of citizenship that evokes traditional images of citizenship, stressing the duties and responsibilities of citizenship with a limited participatory role. Behavioral patterns of duty-based citizenship include: the responsibility to vote in elections, never evade taxes, serve in the military, obey the law, and keep watch on the government. Duty-

based citizenship serves a categorical framework for coding and analyzing data in this study (Dalton, 2008b).

Engaged citizenship. Defined as a form of citizenship emphasizing a more assertive and independent role for the citizen and a broader definition of the elements of citizenship to include social concerns and welfare of others. Behavioral patterns of the engaged citizenship include: being active in civil society groups, understanding others, choosing products for political reasons, helping those that are worse off in the world, and helping those that are worse off in America. Engaged citizenship serves as a categorical framework for coding and analyzing data in this study (Dalton, 2008b).

Modes of representation/representations of knowledge. Theorized by Bruner (1966), modes of representation outline Bruner's (1960, 1966) visual learning theory, also referred to as discovery learning theory, which is defined as the translated process of how learners store and encode information. For this study, the second stage within the modes of representation, **the iconic stage** is of particular significance. According to Bruner (1966), the iconic stage is defined as understanding that occurs through perceptual organization; learners use images and patterns to process the new material or concept. Images can then serve to represent the learner's understanding of the new material or concept. Modes of representation are also referred to as representations of knowledge.

Social Studies Education. Depending on audience and use, social studies education can take on various definitions and characteristics. For the purpose of this research, the formal definition adopted by the National Council for Social Studies frames all discussion concerning social studies education. In 1992, the National Council for Social Studies defined social studies as, "the integrated study of the social sciences and humanities to promote civic competence.

Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (NCSS, 1994, p. 3).

Visual culture. For the purpose of this research, visual culture is defined as a cultural pattern based on the saturated use of images to represent the human experience. Research conducted by Callahan (2013), Callow (2006), and Desai, Hamlin, and Mattson (2010) provide the context for the definition.

Visual literacy. A term uncommon to the social studies field of education, yet increasingly necessary due to the adoption of the Common Core State Standards (2010), and rise in the use of visual images on high stakes testing. Visual literacy is defined by the researcher for purposes of this study as the skills necessary to view, analyze and evaluate images used as primary sources.

Conclusion

This dissertation explores how suburban middle school students understand citizenship through civic images. The section that follows is a review of the literature that informed the study. The review of literature includes: literature in the purpose of social studies education and civic education; literature in the evolving concept of citizenship and behavioral patterns accompanying those concepts; literature in constructivism, cognitive learning theory, and use of visual images as representations of knowledge; literature on the use of images as an instructional strategy in the classroom; and literature on adolescent development and the formation of abstract

thinking. A discussion of the research design and methodology follows the literature review. A detailed description of the case, including all aspects of data collected and analyzed, follows the methodology. The dissertation concludes with a summary of the study, including a synthesis of the data collected, how it addressed the research question, and implications for future research.

Chapter 2 – Review of Literature

One of the identified developmental characteristics of middle school students is their emergence into the cognitive threshold of formal thinking; a critical time period involving the ability to understand and form definitions of abstract concepts. Such concepts, particularly citizenship, are vital to social studies education. There is considerable information in regard to citizenship education as the purpose of social studies education, evolving definitions and behavioral patterns of virtuous citizenry, theories of adolescent development and the use of images as primary sources to support student learning. The discussion presenting such information is organized into the following sections: (1) citizenship education as the purpose of social studies education, (2) evolving trends defining citizenship and their accompanying behavioral patterns, (3) learning theories, specifically, constructivism, cognitive learning theory, and the use of visual images as representations of knowledge, (4) use of visual images as an instructional approach, (5) adolescent development and abstract thinking.

The Purpose of Social Studies Education is Citizenship Education

At the beginning of the nineteenth century, as American society transitioned from the colonial era to the modern era, a shift in formal education occurred. As a newfound sense of freedom, liberation, and democracy emerged, Americans began to cultivate the idea that instead of only educating the elite few, the masses should be educated. The motivation behind this new rationale was protection of the greatest American experiment, democracy. In 1779, Thomas

Jefferson raised awareness to this revolutionary idea regarding education when he wrote his *Bill for a More General Diffusion of Knowledge*:

Whereas it appeareth that however certain forms of government are better calculated than others to protect individuals in the free exercises of their natural rights, and are at the same time themselves better guarded against degeneracy, yet experience hath shewn, that even under the best forms, those entrusted with power have, in time, and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that possessed thereby the experience of other ages and countries, they may be enabled to know ambition under all its shapes, and prompt to exert their natural powers to defeat its purposes. (Fraser, 2001, p. 19)

Then it was a radical idea, today is it known as citizenship education.

Jefferson was not alone in his thinking; Dewey (1916) believed education is the primary social institution in which the environment should imitate life in an effort to preserve the social consciousness of humanity and promote democracy. Bruner (1960) argued that regardless of how past and future generations shape education, its purpose, preparing well-balanced citizens for democracy, should never be abandoned. Historians, educators and political scientists have carried these beliefs through the centuries, even to the extreme of arguing over the necessary curricula to best educate students for the purpose of preserving and advancing democracy (Dalton, 2008a; Evans, 2004; Leming, 2001). Citizenship education is a responsibility and mission for all educators; however, those entrusted to teach social studies are held most

accountable. According to the National Council for Social Studies, the explicit responsibility of preserving and advancing democracy through citizenship education falls under the jurisdiction of social studies (NCSS, 1994). Since its establishment in the early part of the 20th century, the National Council for Social Studies (NCSS) has championed citizenship education as the fundamental purpose for social studies (NCSS, 1994).

Championing citizenship education as the purpose of social studies education was easy, coming to terms on how to define citizenship and corresponding curriculum to teach citizenship caused dissension in the field. Political scientists, historians, and social studies educators argue over the definition of citizenship and civic education. The disagreements have generated an ideological battleground for competing curriculum reform efforts to showcase how social studies educators should achieve their purpose, citizenship education (Dalton, 2008a; Evans, 2004; Thornton, 2005).

The competing ideological camps, identified by Evans (2004) as traditional history, social science inquiry, reflective, issues-centered approach, and critical pedagogy, triumph over one another depending on the political, social, and cultural needs of the era in which they celebrate victory (Evans, 2004). The camps are not mutually exclusive. Evans (2004) analogizes the dominance of the camps much like waves in an ocean, even when one is rises above the rest the others remain. Ross (2006) identifies two distinct curriculum reform efforts for social studies: emphasis on academic history and emphasis on citizenship education. Advocates for academic or traditional history argue that in order for students to learn how to function as an effective citizen, they must learn historical information about their country's political, diplomatic, and military history (Marker, 2006). The mentality and subsequent behavioral patterns (e.g., voting, serving your country, and obeying the law) of academic, traditional history promote a concept known as

duty-based citizenship (Dalton, 2008b). Advocates for non-traditional history favor instructional approaches geared toward active student participation, believing activities such as service learning, Socratic seminars, and participatory leadership roles are the best methods in which to teach students how to function as effective citizens (Marker, 2006). This mentality and subsequent behavioral patterns (e.g., engaging in debate, helping those in need, and contacting political leaders) promote a concept known as engaged citizenship (Dalton, 2008b). These efforts are not mutually exclusive. It is quite possible that throughout their educational experiences in social studies, students will be exposed to curriculum standards rooted in both academic history and with an emphasis on instructional approaches based on active student participation. The commonality between all the competing ideologies has been and continues to be the importance of citizenship education (Evans, 2004; Marker, 2006; Ross, 2006; Thornton, 2005).

Citizenship education as the purpose for social studies education is resolute, as evident in national and state standards and graduation requirements. During the formal adoption process for the definition of the social studies, the National Council of Social Studies cemented citizenship education as its purpose:

Social studies is the integrated study of the social sciences and humanities to promote civic competence ... the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS, 1994, p. 1)

In public education states mandate civic and government classes. A majority of states in America require a senior-high level government class credit for graduation and a semester long focus on citizenship is common in middle school course requirements (Hoge, 2002). Even elementary

school standards include an emphasis on citizenship education, utilizing character education as the means through which to promote citizenship (NCSS, 1997).

According to the Center for Civic Education (1994), the purpose of citizenship education is the development of informed decision makers who will protect, share responsibility for, and advance America's democracy. The goal is to produce informed decision makers who are committed to democratic values and principles (Center for Civic Education, 1994). In the National Council for Social Studies' most recent framework for social studies education: the C3 Framework: College, Career, and Civic Life (2014), civic life was included intentionally. The purpose of the C3 Framework was to integrate the Common Core State Standards (2010) with critical thinking skills pertinent to social studies disciplines. This was done in an effort to guide state standards to support active student learning through engagement in civic life. This engagement requires a combination of knowledge and experiences, and students working in a variety of settings, some individual and some collective. The key is to "practice the arts and habits of civic life" (NCSS, 2013, p. 6).

Establishing and maintaining citizenship education as the purpose for social studies solidifies the field, while developing a clear and consistent definition for this purpose polarizes it. Even the creators of the C3 Framework acknowledged the influence of the differing opinions when it comes to the pedagogy of citizenship education. The opening quotation in the introduction of the C3 Framework's document reads:

In the college, career, and civic life (C3) framework for social studies state standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our

democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal. (NCSS, 2013, p. 5)

The cry for the protection and advancement of democracy through civic education continues to sound loudly. Students need to be prepared for college, careers, and civic life. Questions regarding what to teach and how to teach, to prepare students for their civic life, muffle the sound.

The Evolving Concept of Citizenship and Accompanying Behavioral Patterns

“Citizenship is a role shared by all members in a democratic society, and it is in the interest of any such society that its members engage in this role in a responsible and effective manner. But what is required?” (Kuhn, 2005, p. 11) Since the days of Ancient Greece, the term “citizenship” has held multiple meanings that are constantly changing. This has created space for social studies educators, political scientists, and even the general public, to battle over its definition (Grant & Vansledright, 1996; Westheimer & Kahne, 2004a). Such fights began publically when Plato and Aristotle argued over how a citizen of Athens should behave. The popularity of their debates illustrates the historical significance of the dissension (Dalton, 2008a).

Disputing claims that citizenship behaviors are declining or evolving provide ammunition for this continuous battle. Political scientists, analysts, and researchers declare that America’s democracy is eroding due to the replacement of older, civic minded generations by disaffected and disengaged younger generations. Brokaw (1998) initially raised alarm among the general public when he argued America’s democracy is at risk because the most civically minded,

responsible members of the population, the “Greatest Generation” – those who came of age during the Great Depression and the Second World War - are dying. Putnam (2000) claimed that members of the younger generations are avoiding the voting booths and isolating themselves, depleting social capital, and therefore threatening America’s national identity. Macedo et al. (2005) predicts such declining behavioral trends of citizenship patterns will only deteriorate further. Galston (2007) concluded that research conducted in the past decade supports the claims that civic engagement among the American public is indeed declining.

To support their trepidations, Macedo et al. (2005) and Galston (2007) highlighted a study conducted by the Rope Center from 1974 to 1994. Twelve political activities, such as writing letters to the editor or volunteering for campaigns were surveyed and analyzed. The study reported that engagement in all 12 citizenship activities dropped significantly, some by half, with the steepest declines found in community activities. The sharp decline found in community activities was also highlighted in Putnam’s (2000) research. Putnam argued that people’s lack of involvement in community organizations and a decline in the number of people showing up to the voting booths are the most alarming changes in the behavioral norms of citizenship.

Putnam’s (2000) fundamental argument concerning the matter of declining democracy is that citizens in the United States of America are isolating themselves from one another and “Bowling Alone.” Macedo et al. (2005) echoes Putnam’s (2000) assertion, “Not only are Americans pulling out of the political process, they are also pulling away from one another” (Macedo et al., 2005, p. 27). An overall decline in trust regarding their government, their institutions, and each other, among Americans offers motivation behind the isolation (Galston, 2007).

Putnam (2000)'s research focused on members of Generation X, those born between 1961 and 1981; Macedo et al. (2005)'s research included members of the Millennial generation, those born between 1982 and 2003. Galston (2007)'s research involved surveying the public as a whole (DotNets, Gen X, Boomers, and Matures), focusing specifically on younger generations. Prior to Putnam's (2000), Macedo's et al. (2005) and Galston's (2007) observations, the National Council for Social Studies (1997) took a strong position that character education needs to be incorporated in the social studies, arguing character education promotes citizenship. According to Hoge (2003), the motivation behind the push for character education came from the observed declining trends of citizenship behavior. The NCSS claimed behavioral trends of reduced voter turnout, declining civic participation and escalating cultural diversity were threatening the welfare of contemporary democracy. A renewed attention to the goal of citizenship education, focused on the development of civic virtue, was demanded to offset these threats (Hoge, 2003). A panel of experts convened by the American Political Science Association supported claims made by the NCSS concerning the vitality of America's democracy, "Citizens participate in public affairs less frequently, with less knowledge and enthusiasm, in fewer venues, and less equitably than is healthy for a vibrant democratic polity" (Macedo et al., 2005, p.1). Collectively, these arguments charged social studies educators and curriculum specialists to preserve America's democratic system by fostering civic participation among their students. The theory and hope is such participation will persist into adulthood.

Research compiled by Flanagan et al. (2009) reinforces the argument, discussing an alarming disengagement among younger generations from what they consider conventional politics and government. Using data drawn from National Election Surveys, General Social Surveys, and DDB Life Style Surveys, Flanagan, et al. (2009) examined civic engagement

among 20-29 year olds from the 1970s to 2000s. Of the ten forms of civic engagement they explored, which included, “trust others, group member, religious attendance, union member, read newspaper, self-reported voting, contacted by party, volunteer, community project, and attend club meeting,” the only form that saw an increase in engagement levels was volunteering (Flanagan et al., 2009, p. 4). Flanagan, et al. (2009), discussed the lack of institutional opportunities (non attendance in school or college) for civic learning and the changing nature of adult transitions as potential causes for the decline in civic engagement. They argue the third decade of life looks much different now as defining experiences, such as leaving home, graduating from college, entering the workforce, getting married, and having children, are occurring later in life. For example, they highlight that the rate of marriage among 20-29 year olds dropped from 71% in 1968 to 31% in 2007 (Flanagan, et al., 2009). They note a considerable shift in the transitional period to adulthood, as these defining experiences seem to be occurring in one’s thirties and not one’s twenties.

Because it takes longer today to launch careers, start families, and set down roots in communities, one wonders whether the civic life of young adults are also on hold – and what risks these delays might bring to individuals and societies. Alternatively, the lengthening period of emerging adulthood may offer unique opportunities for civic engagement (Flanagan, et al., 2009, p. 7).

Their research and discussion reinforces the argument that young adults are less engaged in civic and political activities than their predecessors (Flanagan, et al. 2009).

Syvetsen, et al., (2011) also explored civic engagement levels of younger generations. They examined trends in high school seniors’ current and anticipated civic participation and beliefs using cross-sectional data that expanded thirty years. Syvetsen et al.’s (2011) work

focused on exploring overall trends and patterns based on youths' post-high school educational plans. The data revealed civic engagement in conventional engagement, (e.g. writing to public officials, giving money to a candidate or cause), and alternative engagement (e.g. participating in lawful demonstrations and boycotting certain products) declined, particularly over the last 15 years. In agreement with previous studies mentioned, their data also revealed an increase in volunteerism. "Our data support the predominant view that recent cohorts of young people prefer volunteer work over participation in electoral politics" (Syvertsen et al., 2011, p. 8).

Political analysts and researchers on the other side of the debate argue these changing preferences for civic engagement among the younger generations means they are not ignoring their civic duties, but instead redefining the terms and characteristics of virtuous citizenry. Dalton (2008b) and the Digital Youth Project (2008) contest that citizenship behavior is not eroding, but instead evolving, molding to fit the trends and characteristics of the younger generations' cultures. They argue these emerging patterns of citizenship align with a concept coined, "engaged citizenship" as opposed to a more traditional approach, a concept coined, "duty-based citizenship" (Dalton, 2008b). Dalton (2008b) claims engaged citizenship is a renaissance of citizenship participation:

People seek more direct means of influencing policy makers, such as working with public interest groups, direct contact, contentious political action, political consumerism ... fitting the self-expressed norms of engaged citizens ... from this perspective, America is witnessing a change in the nature of citizenship and political participation leading to a renaissance of democratic participation – rather than a decline in participation. (p. 85)

Even Putnam's (2000) research highlights the materialization of these evolving behavioral trends. "Against the bleak picture of social isolation and civic disengagement among recent

generations must be set one important countervailing fact: Without any doubt the last ten years have seen a substantial increase in volunteering and community service among young people” (Putnam, 2000, p. 265). As noted, Flanagan et al. (2009) found volunteerism to be the only form of civic engagement that had increased among 20-29s over the past decades. Syvertsen et al. (2011) discovered an increase in volunteerism among high school seniors. Galston (2007)’s research found an expansive increase in volunteerism and community service, especially among younger generations. While part of the increase can be attributed to volunteerism as a college admission or high school graduation requirement, young people also volunteer as a form of political involvement and engagement, a way to make a difference (Galston, 2007, Syvertsen et al, 2011). The debate over declining or evolving trends of citizenship behaviors illustrates the continued presence of competing conceptions of citizenship.

According to research conducted by DeGennaro (2008), Howe and Strauss (2000), Rigby (2008), Winograd and Hais (2008), these younger generations of citizens are transforming cultural characteristics. Syvertsen et al., (2011) concluded, “Civic engagement is continually being (*re*)invented by new cohorts of young people, often by taking advantage of technological innovations” (p. 7). Among these transformative characteristics are political characteristics, namely, the responsibilities of citizenship, emphasizing characteristics of virtuous citizenry that are different from the preceding generations.

Dalton (2008b) synthesized the differing conceptions of what it means to be a good citizen into the duty-based citizen and the engaged citizen. Reporting on the findings of the 2004 General Social Survey, which asked participants to describe what it means to be a good citizen, he noted two broad dimensions of citizenship materialized, each with distinct behaviors. The behaviors that correlated statistically to the duty-based citizen included: the responsibility to vote

in elections, never evade taxes, serve in the military, obey the law, and keep watch on the government. The behaviors that correlated to the engaged citizen included: being active in civil society groups, understanding others, choosing products for political reasons, helping those who are worse off in the world, and helping those who are worse off in America (Dalton, 2008b).

Dalton (2008b) further clarifies the characteristics of engaged citizenship:

Engaged citizenship emphasizes a more assertive role for the citizen and a broader definition of the elements of citizenship to include social concerns and the welfare of others. As illustrated by the Katrina volunteers, many Americans believe they are fully engaged in society even if they do not vote or conform to traditional definitions of citizenship. Moreover, the social and political transformation of the United States over the past several decades has systematically shifted the balance between these different norms of citizenship. Duty-based norms are decreasing, especially among the young, but the norms of engaged citizenship are increasing.

(p. 5)

The duty-based citizen showcases the traditional model of democratic citizenship, as defined by previous generations, whereas the engaged citizen reflects the ideals and characteristics of the younger generations ... “America is witnessing a change in the nature of citizenship and political participation leading to a renaissance of democratic participation – rather than a decline in participation (Dalton, 2008b, p. 85). Dalton (2006) argues that the sets of norms between duty-based citizenship and engaged citizenship are not to be seen as contradictory, but viewed more as a change in the emphases in the role of the citizen. Instead of viewing the citizenship values among younger generations as declining or eroding, they are shifting. “The young reflect a new political reality, and stress alternative norms that should

encourage a more rights conscious public, a socially engaged public, and a more deliberative image of citizenship” (Dalton, 2006, p. 5).

Bennett (2008) addresses the changing definition and characteristics of citizenship in the digital age. He discusses two contrasting paradigms that describe young citizens, active and engaged or passive and disengaged. The engaged youth viewpoint identifies with the generational changes that have occurred, particularly in regard to peer networks, online communities and social media. It emphasizes, “the empowerment of youth as expressive individuals and symbolically free young people to make their own creative choices” (p. 2-3). The disengaged youth viewpoint focuses on the research highlighting the decline in conventional political participation among the younger generations, such as voting patterns, following public affairs in the news, and trust for other people. Bennett (2008) points out that the main difference between the paradigms is the differing notions of what it means to be a good citizen, particularly when one becomes an adult.

The core shift is that young people are far less willing to subscribe to the notion held by earlier generations that citizenship is a matter of duty and obligation...the underlying sense of citizenship has shifted in societies in which individuals are more responsible for defining their own identities, using the various tools offered by social networks and communication media. (Bennett, 2008, p. 14)

When examining differing conceptions of citizenship, questions regarding what view of citizenship is being taught in the classrooms emerge. In addition, one may wonder how teachers’ definitions and ideology influence students, as there is a clear connection between civic knowledge and civic attributes (Galston, 2007). According to Evans (2004), the ideological camp dominating the educational trends influences the civic knowledge educators emphasize.

Researching how educators define and teach the concept of citizenship, Anderson, Avery, Pederson, Smith, and Sullivan (1997) discovered teachers held four separate and distinct viewpoints: the critical thinking perspective, the legalist perspective, cultural pluralism, and the assimilationist perspective. The critical thinking perspective believes the purpose of citizenship education is to teach students how to question the status quo, develop critical thinking skills, and see themselves as a member of world community. The legalism perspective believes that teachers should stick to the basics, stressing obedience to the law through the teaching of civics as facts. It also emphasizes developing a firm understanding of how government works, as well as individual rights and responsibilities. The cultural pluralism perspective wants civic education to focus on the increasing diversity emerging within the United States of America; therefore believes curriculum should focus on accepting and celebrating pluralism and diversity. The assimilationist perspective believes civic education should showcase the dominant values of our society through teaching based on similar beliefs as the legalist perspective (Anderson, Avery, Pederson, Smith, & Sullivan, 1997).

Westheimer and Kahne (2004a, 2004b) argue three distinct categories of good citizenship exist - the personally responsible citizen, the participatory citizen, and the justice-oriented citizen. The personally responsible citizen engages in civic responsible behaviors, for example, obeying laws, picking up litter, recycling, donating blood, being financial stable and staying out of debt, and volunteers time, service or finances when asked. The participatory citizen actively engages in civic affairs and social issues at the local, state, and national level. The justice-oriented citizen believes in engaging in informed analysis and discussion regarding social, political, and economic structures and issues. Each distinct category of citizen demands a different emphasis for the civics curriculum. Westheimer & Kahne (2004b) note, “Those of us

who design and teach these curricula and those studying its impact must be aware of different—and at times conflicting—visions of citizenship and their political implications” (p. 6). They go on further to point out that teachers, policy makers, and politicians differ in their pursuit of defining and educating what good citizenship means, which has consequences not only on what students learn, but also on the society students create as adult citizens (Westheimer & Kahne, 2004b).

There are other instances of differing opinions in education when it comes to citizenship. For example, O’Brien and Smith (2011) asked pre-service elementary education teachers, “What is a good citizen?” Teachers responded that good citizens follow the law, get involved in some community events, and are honest and respectful of others. Torney-Purta and Amadeo (2011) promote the term, “emergent participatory citizenship” when educating adolescents about citizenship. Emergent participatory citizenship focuses on enhancing the politically and culturally relevant information that directly impact the lives of students aged 10-18, such as examining voting rights, relevant social issues, human rights, and emphasizing citizenship skills and attitudes as part of the everyday experience. The key to their claim is seeing children as individuals with political interests that need to engage in positive political and social experiences, activities, and issues. Tupper and Cappello (2012) explored how high school students in the Canadian province of Saskatchewan viewed citizenship through student produced images of good citizenship. They asked students, “What does it mean to be a good citizen?” From the images produced, they deduced four themes: good citizens display a sense of nationalism and national pride; good citizens respect relationships and display a communal ethos; good citizens embrace a socially sanctioned concern for the environment; and good citizens embrace official multiculturalism (Tupper & Cappello, 2012, p. 39). Tupper & Cappello

(2012) claim their research indicates students' concepts of "good" citizens reflect a commonsense approach to the concept taught in basic civic education curriculum that mirrors Westheimer & Kahne's (2004) category of the participatory citizen.

Based on a review of the research regarding the various concepts of citizenship, the conclusion is that no clear and consistent definition of citizenship exists. Bennett (2008) best summarizes this conclusion, "there is a distinct possibility that the entire question of civic engagement is confounded by how one chooses to define citizenship itself" (p. 8). The lack of a clear definition for citizenship is consistent throughout America's history. Each generation has exercised the freedom to reinvent what democracy and citizenship mean. Citizenship is an abstract and personal concept, rooted deeply in one's culture, background, support systems, education, and personal experiences. Differences regarding the definition of citizenship are inherent, despite continued attempts to categorize what citizenship means and what civic education should entail. The reality is students experience numerous forms of civic education in and out of the classroom. The varying conceptions of civic behaviors coupled with the various philosophies surrounding civic education, generated an opportunity to explore this phenomenon further. How do students understand citizenship, specifically, how do middle school students understand citizenship through the use of civic images?

Influence of Constructivism

An understanding of how middle school students learn provides the framework for this dissertation. Exploring how civic images influence students' conceptions of citizenship is grounded in a constructivist approach to teaching and learning, students construct their own knowledge from the information presented to them in their educational environment. Therefore,

in this study, students viewed civic images and formulated their own conceptions of citizenship based on how they manipulated the image in combination with previously stored knowledge.

Constructivism is based on the philosophy that individuals develop subjective meanings of their world based on their experiences (Creswell, 2007). This paradigm has and continues to dramatically influence the field of education in a variety of forms (Phillips, 2000). Within education, distinct learning theories founded in constructivism exist; some stress the biological/psychological mechanics of it, particularly followers of Piaget's theories and others emphasize the socio-cultural mechanisms, particularly followers of Vygotsky's theories (Phillips, 1995). Any learning theory founded in constructivism operates on the belief that knowledge shapes from the student responding to their educational environment, not from the transmission of knowledge from the teacher to the student (Joyce, Weil, & Calhoun, 2009).

Constructivism resides on the notion that knowledge is made or constructed by the learner (Phillips, 2000). According to the constructive worldview, individuals learn new concepts by connecting it to previous experiences or previously acquired knowledge. Elliot, Kratochwill, Littlefield, Cook, and Travers (2000) describes the basis of this learning philosophy, "humans cannot know an objective, 'true' reality apart from their own interpretation of it because all knowledge is filtered through and interpreted in light of past experiences and what is already known" (p. 256).

Bruner (1960, 1986) a recognized and proclaimed constructivist, traces the origins of the constructivist worldview back to the philosopher Kant, assigning credit to Kant for first fully developing the theory. Kant's work relied on the relationship of cause and effect to explain how humans constructed their understanding of reality from their experiences (Bruner, 1986). Kant stressed the idea that, "a conceptual scheme without sensory data is empty, sensory data without

a conceptual scheme are blind” (Howe & Berv, 2000, p. 21). Kant’s view of the human mind as an empirical tool used to create knowledge, based on mental categories created from experiences with the external world, influenced others such as Piaget and Vygotsky, who in turn directly influenced how constructivism shapes teaching and learning.

Constructivism as a learning theory involves the belief that students decipher meaning or construct understanding of new information when they reflect on past experiences and previously acquired knowledge. The two basic premises of the constructivist learning theory include: first, students bring knowledge, attitudes, and interests to the learning situation and second, instruction must be designed to support the interaction of this knowledge, attitudes and interests in a way that results in students constructing their own understanding of the learning objective or new knowledge (Howe & Berv, 2000). More generally speaking, learners have mental models that have been constructed through the cultural tool kit they rely on in order to make sense of the world (Bruner, 1986). Learning can then be defined as a process in which students adjust their mental models to accommodate new experiences or new knowledge (Bruner, 1960; 1986; Dewey, 1916; Gergen, 1995, Howe & Berv, 2000; Phillips, 2000).

A curriculum influenced by the constructivist paradigm encompasses objectives based on students actively constructing their own understanding of new concepts as opposed to being passive recipients of information. As von Glaserfeld (1995), a leading radical constructivist states, “From the constructivist perspective, learning is not a stimulus-response phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction” (p. 14). This perspective requires a shift in the understanding and functionality of the role and responsibilities of the teacher and student. Students and teachers collaborate to support the students’ exploration of ideas and concepts to create new knowledge (Marsh &

Willis, 2007). Teachers who adhere to constructivist learning theories engage their students in the learning process, relying on their abilities to reflect on previous learning experiences and knowledge. Constructivist teachers emphasize indirect methods of instruction, as opposed to the more direct methods, such as providing notes for students to write down and recall later on the assessments. Constructivist teachers engage in planning, developing, and implementing student-centered curricula where learning is focused on student experiences (Marsh & Willis, 2007).

Instructional strategies and learning theories based on the constructivist paradigm rely on relationships, interaction, and community within the classroom. For example, Bruner's (1960, 1986) theory of learning relies on the learner discovering and inventing new concepts based on previously gained knowledge and experiences. The learner is engaged in a constant negotiation between the old and new, a process supported by collaboration, reflection, and sharing. In light of this theory, Bruner (1986) addresses schooling as a joint culture where negotiating and sharing new meanings of concepts serve as, "an appropriate step en route to becoming a member of the adult society in which one lives out one's life" (p. 127). Learning becomes an ongoing process of negotiation and sharing (Bruner, 1986). It is through constructivist teaching approaches that students learn how to engage in their curriculum and life outside the classroom. The purpose of civic education is to prepare students to engage in civic behaviors outside the classroom. A constructivist paradigm supports research to explore instructional methods and resources that will assist students in learning, defining, and developing an abstract concept, such as virtuous citizenry, and particularly using resources, such as civic images, to support this learning.

Use of Visual Images as Representations of Knowledge

The saying, "a picture is worth a thousand words," is rooted in biology. Humans can process visual information much faster than they can process written text. Visual information is

processed simultaneously, whereas words are processed individually and sequentially (Hunt, 2008). This may explain the rapid increase in the use of visual images targeted at adolescents (Hunt, 2008). Adolescents are growing up in a visual culture, where using images as opposed to oral or written words to represent human experience is common (Callahan, 2013; Callow, 2006; Desai, Hamlin, & Mattson, 2010). Desai, Hamlin, and Mattson (2010) explain the influence of such a visual culture on students:

Our students not only are extremely familiar with visual symbols and communication, but are often the target of this messaging. Visual imagery saturates their daily existence, and they are perhaps more likely to learn about history from television, film, video games, and photographs than from reading.
(p. 5)

Images are gaining popularity in curriculum programs. The National Endowment for the Humanities focused on the potential use of images and visual learning to teach history in their project, *Picturing America* (NEH, 2008). The *Picturing America* program is a series of forty high-quality reproductions of master works of American art depicting historical and culturally characteristic American scenes and themes that can be displayed in schools and libraries throughout the United States of America (McClay, 2008). The pictures travel in large laminated reproductions and are accompanied by a teacher's guide providing background essays and lessons (NEH, 2007). *Picturing America* is based on identifying the images as representations of American culture.

The goal of a project like 'Picturing America' can be defined in various ways. Partly is it a matter of establishing cultural literacy, identifying images and referents that everyone should know. But it is also a matter of providing mental

furniture, i.e., furnishing the essential preconditions for other kinds of cultural reflection, conversation, citizenship, and shared memory. These works of art are civilizational markers, points of general reference, tools for cultural orientation. Such images also are polyvalent in meaning – rich, full, and many faceted, incapable of being contained or controlled by any interpreter or community of interpretation. (McClay, 2010, p. 2)

Art is a part of culture, connecting people to each other, providing a common experience; a collection such as *Picturing America* provides “commonality” (McClay, 2010). McClay (2010) argues images can be compared to public buildings, landmarks that people can measure their lives against because of their permanence. These landmarks provide a world of common experience, therefore shaping culture. McClay (2010) describes *Picturing America* as “a project providing Americans with visible tokens of the ways that individual experience can be incorporated into the larger fabric of social reality” (p. 3).

Bruner (1966) places value on the role images play in representing one’s understanding or learning of abstract concepts when describing modes of representation, particularly the iconic representation stage. In his visual learning theory, Bruner (1966) contests modes of representation involve a translated process of how learners store and encode information into memory. Each of the three modes represents a different stage of the learner’s understanding. In the first stage, enactive representation, the learner develops an understanding of the new concept or object by physically acting on it, through motor responses. The second state, iconic representation, understanding occurs through perceptual organization; learners use images and patterns to process the new material or concept. Images can then be used to represent the learner’s understanding of the new material or concept. The final stage, symbolic representation,

relies on symbolic systems such as language and mathematical systems, and musical notation to develop understanding (Elliott, Kratochwill, Littlefield Cook & Travers, 2000). Using images in teaching practices focus on the iconic stage, where learners rely on images to transform new concepts or information based on learning previously acquired. Images assist learners in manipulating the new information and developing a sense of understanding as to the abstract concepts they represent (Bruner, 1966).

In later work, Bruner (1986) attests to the use of images and language as a cultural tool kit, assisting individuals in constructing meaning of new concepts they encounter. The difference between images and language/words is that images have the capacity to possess and bring forth various meanings, even ones that contradict each other, while still remaining true to the authenticity of the image. “Images make an unmatched vehicle for introducing students to the variousness of history and historical interpretation, and the various ways that the past is passed along into the present” (McClay, 2010, p. 3).

Public landmarks and images afford opportunities for individuals to construct meaning through methods of negotiation, renegotiation, and sharing; learning methods Bruner (1986) discusses as a necessary communal activity. “One of the keys to a vibrant public life is the existence of common landmarks of experience – not as finished icons but as presences that serve as a basis for common reflection, and are themselves constantly subject to reinterpretation and re-appropriation” (McClay, 2010, p. 3). Reinterpretation and re-appropriation of their meaning parallels Bruner’s (1986) theory of learning through shared practice of negotiation of conceptual meaning. Images, such as public landmarks can serve as a cultural resource to assist individuals in learning history, the goal of *Picturing America*.

In addition to the NEH's projects (2007), action research has been conducted on the use of images to teach themes, causes and effects of specific events in history. Laney (2007) used Jacob Lawrence's *The Migration Series*, a series of visual images detailing the movement of African Americans from the South to the North around World War I, to develop a lesson plan based on teaching students the causes, impact, and socio-cultural context of the Great Migration in the United States of America. Laney (2007) highlights the use of art as a reflection of cultural heritage, "serving as vehicles for expressing diverse viewpoints within a democracy" (p. 131). Laney (2007) believed the images found in Lawrence's, *The Migration Series*, provide students with opportunities to gain a better understanding of the historical context of the movement because students can use the images to imagine the events and people involved, therefore gaining the ability to empathize from different perspectives. Seeing the movement through different perspectives affords them the opportunity to make emotional connections and ultimately deduce cause and effect implications of the migration movement. This understanding of how students learn about the Great Migration through empathizing and establishing emotional connections is based on the constructivist belief of relying on students' previous knowledge, innate attitudes, interests, and experiences to construct new understanding or meaning of historical events.

Thomas, Place, and Hillyard (2008) explored how visual images could support the goals and objectives of their college courses' curriculums. Basing their research in constructivist learning theories, Thomas, et al. (2008) encouraged their students to develop visual literacy, exploring students' ability to engage in meaningful learning experiences through the use of images. The action research undergone by Thomas, et al. (2008) found that the use of visual images provides, "a rich setting for the understanding of tool use and for the development of complex and abstract ideas" (p. 24). "Like written text, individual readers find meaning in visual

images based on their own lives and cultural experiences” (Thomas, et al., 2008, p. 26). Thomas, et al. (2008) concluded that the skills needed to accomplish the objectives they set forth, in their cases, make sense of numerical data in text, describe qualities in student work, or develop an understanding of practices in a variety of cultures, “all relied on the ability to access the tools appropriate for the situation...all of these tools are made concrete and thus recognizable by the use of visual images” (Thomas, Place, & Hillyard, 2008, p. 26).

Garnett (2005) explored the use of visual learning in his “A” level history courses. Garnett’s research was based on two notions: the brain is a visual organ in which visual information is easily accessible and provides ways to build, understand, and apply knowledge, and there is a link between visual images and long-term memory (Garnett, 2005). Garnett (2005) experimented with a variety of teaching strategies involving the visual images of circles, memory anchors, finger puppets, and historical images, concluding that visual images enabled his students to develop an understanding of the historical relationships between the content they studied in their curriculum.

Desai, Hamlin, and Mattson (2010) designed a series of instructional activities based on using the work of contemporary artists to teach history. The goal of their research was to combine the work of contemporary artists with historical primary documents, such as the United States Constitution, to provoke, develop, and engage students’ historical thinking skills. In 2010, they published a series of resources aimed at assisting teachers in utilizing art to address broad themes in U.S. History. Each theme is explored through historical essays, archives of primary source documents, and teaching connections to offer suggestions to teachers for how to help their students make connections between the documents and the artwork. Working with art teachers, history teachers, students, artists, and historians, Desai, et al. (2010), discovered teaching with art

provided the opportunity for students to engage in an inquiry process, where through open ended conversations, students developed not only their own analyses and but also respect for each other's analyses. Students were able to believe in their ideas and also communicate and defend them.

Youngs (2012) explored how instruction focused on visual images, design elements, and genre through the use of historical fiction picture books, influenced fifth grade students' visual and reading competencies. Through a qualitative study, Youngs (2012) spent time guiding a fifth grade class through read alouds, discussion groups, and reader response questions based on picture books concentrated on four major historical eras that the students' teacher would cover at a later time in her social studies curriculum. Her goal was to analyze if the visual images, the printed text, or both, influenced student responses. The data collected in the study revealed, "Student interpretations were deeper when they analyzed the visual images" (Youngs, 2012, p. 383). Youngs (2012) discovered that student responses became more sophisticated over the course of her study as students learned to analyze visual images and design elements to construct literacy and historical interpretation, and also as they began to identify the symbolism embedded in the story by the illustrators.

In addition, research is being conducted on the use of images, particularly the quantity of use, in high stakes testing. Images are becoming more prevalent as a primary source in document based questions included in state and national assessments (Zwirn & Libresco, 2010). For example, the New York State Regent's examination, which is required for graduation, and Advanced Placement exams, where students can earn college credit for a course depending on their score, have begun incorporating images as a primary source in their document based questions (Zwirn & Libresco, 2010).

Similar to standstill images, research has been conducted on the use of film to teach citizenship, particularly in regard to character education (Russell 2009, 2012, 2013; Woelders, 2007). Russell (2013) claims that when used effectively, film can increase student interest in the content, promote the development of higher order thinking skills, and help engage students in meaningful discussions. Woelder (2007) recommends using historical films to teach middle school students historical inquiry. “Films can authentically demonstrate for students how historical knowledge is constructed and can involve students in critically examining the media representations they encounter in their everyday lives” (Woelder, 2007, p. 149). While films rely heavily on images, they also rely heavily on a combination of other factors such as special effects, music, storytelling, and making emotional connections with the characters (Russell, 2013). There is a distinct difference between the use of standstill images and images that flow together in a film; enough of a difference to warrant continued research exploring the use of civic images when it comes to student understanding of citizenship.

Images are being used in social studies classrooms to develop critical and historical thinking skills, during the research and presentation in project-based learning, and to support the integration of civic themes within history lessons. Images are a primary source teachers can use to support the development of historical thinking skills, such as sourcing, contextualizing, analyzing, and determining credibility (Hammond, 2010; Tally & Goldenberg, 2005; Martin & Wineburg, 2008; Waring & Robinson, 2010).

Regardless of how images are presented to students, whether through laminated reproductions of art; digital images on a computer, laptop or tablet; in picture books or textbooks; or in film, images are representations of knowledge. Representations that are more easily accessible to students because there is no need to decode archaic language and because

they possess recognizable features that promote instantaneous access to stored background knowledge to help construct meaning (Tally & Goldenberg, 2005). Students of the younger generations, those presently in school, are bombarded with visual images throughout their days. They have become reliant on visual data to form conclusions and interpretations of the world (Callahan, 2013). Visual literacy has become a powerful resource for demonstrating social and civic competence (Callahan, 2013). Students developing critical thinking skills through the use of historical photographs enhance students' abilities to identify and evaluate the powerful messages and arguments presented to them through visual culture and media, enabling them to be informed decision makers (Callahan, 2013).

Research on the influence of images as an instructional resource in the social studies is prevalent for history curriculum and lessons. An increasingly influential visual culture coupled with the plethora of digital images and media available in online collections, such as through the National Archives (www.docsteach.org) or Library of Congress (www.loc.gov), warrants the need for more research to be conducted on the use of images in other social studies courses and fields of education. The impact of visual culture on students and its importance is summarized by Desai, Hamlin, and Mattson (2010), "And while students are learning how to negotiate every aspect of contemporary experience in this increasingly visual culture, educators cannot ignore the visual nature of students' lives, no matter what subject they teach" (p. 5).

Adolescent Development & Abstract Thinking

An understanding of how students receive, store, and construct new knowledge, as well as influential work in educational psychology, frames this dissertation. Theories developed by the research of Piaget, Vygotsky, and Bruner have had a significant impact on research in education, particularly research adhering to the constructivist paradigm. Understanding how

students construct new knowledge, including the cognitive abilities to engage in higher order thinking and grasp abstract concepts, provides support for the research question.

The adolescent years are a critical time period in human development, physically, cognitively, socially, and emotionally; a period characterized by significant change (Keating, 2004; Meschke, Peter, & Bartholomae, 2011; “Middle School”, 2006; Scriven & Stevenson, 1998; Steinberg, 2005). Psychologists and human development theorists, such as Erikson and Piaget theorized the occurrence of physical, emotional, and intellectual changes (Meschke, et al., 2011). Physically, adolescence has been marked as a period of “great activity with respect to changes in brain structure and function, especially in regions and systems associated with response inhibition, the calibration of risk and reward, and emotion regulation” (Steinberg, 2005, p. 69). These physical changes, along with the release of hormones and neurotransmitters activated by the onset of puberty, have a direct impact on an adolescent’s cognitive, social, and emotional development (“Adolescent Brain,” 2010; “Middle Schools,” 2006).

Erikson (1963, 1968) classified adolescence as a time in one’s life dedicated to identify formation; a time characterized by a psychological conflict he coined as identity v. confusion. Adolescents find themselves engaged in an identity search, accumulating internal and external experiences that eventually result in a committed set of values and beliefs, giving them a sense of who they are and what they are all about (Meschke, et al., 2011; “Middle Schools,” 2006; Zaff, Malanhuck & Eccles, 2008). Adolescents navigate through this identity search by bouncing provisional identities off the significant people and groups in their lives (“Middle Schools,” 2006). It is a time in one’s lifespan when the need to belong to a group, achieve social status, exercise independence and autonomy, and feel emotionally close to others are driving forces behind behaviors and thought processes (Meschke, et. al, 2011; “Middle Schools,” 2006; Scriven

& Stevenson, 1998). Civic values are included in the set of values and beliefs established during this formative period. These values influence the development of a civic identity and have been shown to predict civic engagement later in life (Zaff, Malanchuk, & Eccles, 2008).

Cognitively, adolescents develop higher order thinking skills, including the ability to think abstractly. The ability to think beyond real and concrete terms allows adolescents to consider abstract concepts such as citizenship (Keating, 2004; Scriven & Stevenson, 1998). Inhelder and Piaget (1958) discovered that the cognitive abilities of an adolescent differ greatly from that of a child. Piaget theorized students move from egocentric thinking tied to present, based on concepts of identity, reversibility, and compensation, identified as the Concrete Operational Stage, to thinking capable of reasoning, abstraction, and envisioning long range social consequences, identified as the Formal Operational Stage (Elliot, Kratochwill, Littlefield Cook, & Travers, 2000; Inhelder & Piaget, 1958; Piaget 1972). For a variety of reasons, such as puberty, the beginning of taking on adult roles, and the maturation of cerebral structures, children as young as eleven begin to think formally and with logic. Inhelder and Piaget (1958) describe the adolescent as one who can think beyond the present, can commit to possibilities, can analyze his or her own thinking, and can construct theories.

When Piaget and Inhelder's (1958) initial work emerged, questions and criticisms arose, particularly in regard to the formal operational stage. While the research continued to support their early stages of cognitive development, "In the case of formal operations...reports came in that many older adolescents and adults performed in a nonformal operational manner on Inhelder and Piaget's tasks" (Kuhn, 2008, p. 49). Piaget (1972) addressed the questions and criticisms in his article, "Intellectual evolution from adolescence to adulthood." Inhelder and Piaget's (1958) initial theory was considered by some as rigid and concrete. Piaget's (1972) follow up work left

room for variance among individuals, particularly in regard to the formal operational stage. He acknowledged that by adolescence, “individual aptitudes and interests become more important, with the result that individual intellectual profiles become more differentiated” (Kuhn, 2008, p. 49). Despite questions and criticisms through the years, Piaget remains one of the leading theorists on cognitive development (Scriven & Stevenson, 1998; Meschke, et al., 2012). His ideas on the transition adolescents undergo from concrete operational thinking to formal operational thinking remain relevant and important to understanding adolescents’ cognitive development and capabilities (Kuhn, 2008).

Interest in adolescent cognitive development is experiencing a revival after an obsolete period in the 1980s and 1990s (Steinberg, 2005). Over the past decades, a broad consensus that during adolescence, “individuals become more capable of abstract, multidimensional, planned and hypothetical thinking as they develop from late childhood into middle adolescence” has formed and, “no research in the past several decades has challenged this conclusion” (Steinberg, 2005, p. 70). The ability to think about one’s thinking, referred to as metacognition or executive control, emerges during this time (Joseph, 2010; Kuhn, 2008). Adolescents increasingly take control of their mental life. “They become able to manage and deploy their cognitive resources in consciously controlled and purposefully chosen ways” (Kuhn, 2008, p. 53).

Vital to the research question is the adolescent’s ability to think abstractly. “The adolescent’s theory construction shows both that he has become capable of reflective thinking and that his thought makes it possible for him to escape the concrete present toward the realm of the abstract and possible” (Inhelder & Piaget, 1958, p. 342). No concrete definition of citizenship exists. Exploring how middle school students, those who are in the crux of adolescence, is

appropriate due to their entrance into the cognitive development stage of formal operational thinking and corresponding acquisition of higher order thinking skills.

Vygotsky theorized these formal critical thinking abilities manifest themselves within students' zone of proximal development (Elliot, Kratochwill, Littlefield Cook, & Travers, 2000; Gauvin & Cole, 1997). Vygotsky's zone of proximal development has and continues to impact curriculum development and pedagogy. The zone of proximal development is the distance between the actual development level of a learner as determined by independent problem solving and the level of potential development of a learner as determined through problem solving under adult guidance or in collaboration with more capable peers (Bransford, Brown, & Cocking, 2000; Vygotsky, 1978). It is within the realms of the zone of proximal development that aspects of culture, such as language, images, thought, action and speech, those which Bruner (1986) defines as culture's tool kit, can have a vital role in influencing how children learn (Bruner, 1986). These cultural tools, as noted previously, include images and concepts of citizenship.

Parallels have been drawn to suggest this formative developmental period is also when adolescents begin to develop a sense of civic identity and deeper understanding of citizenship, particularly regarding their surroundings and culture (Adelson & O'Neil, 1966; Beck & Jennings, 1982; Torney-Purta, 1995; Zaff, Malanchuk & Eccles, 2008). During the 1960s – 1970s, research compiled focused on political socialization, the premise being, “preadult political socialization affects adult political attitudes and behaviors” (Beck & Jennings, 1982, p. 94). Adelson and O'Neil (1966) interviewed 11 year olds, 13 year olds, 15 year olds, and 18 years old to investigate their sense of community (defined to include view of government in an organized form as well as social and political collectivity, such as society). They reported a “marked shift in the cognitive basis of political discourse” (p. 305), between the years of 11-13. Their research

discussions supported the findings of Inhelder and Piaget (1958), arguing early adolescence is a time period in which absorption of knowledge, coupled with the growth of cognitive capacity, allows for the birth of ideology.

Research conducted from the late 1970s through 1990s challenged the idea that cognitive abilities are confined to age brackets and shifted to a more constructivist approach; coupling Piaget's concepts of assimilation and accommodating with children constructing new knowledge based on relating it to current structures, identified as schema (Torney-Purta, 1995). Throughout the 1990s, when applying psychology theory to political socialization, the focus was on the individual's personal construction of knowledge based on experiences. This process relied on concepts developed by Piaget; assimilation, incorporating new information into existing mental structures without changing them, and accommodation, incorporating information in a way that changes existing mental structures (Torney-Purta, 1995). Research conducted by Torney-Purta (1995) claimed adolescents possess the capacity to develop theories and concepts related to social, political, and legal institutions and these abilities are most exercised in the social context of others, namely peers. The research overview compiled and introduction of new theories were followed up by the introduction of the concept of "emergent participatory citizen," merging political socialization, constructivism, and civic engagement to provide a sociocultural framework and later supported it with an international mixed methods study (Torney-Purta & Amadeo, 2011).

Developing the ability to think abstractly, beyond the concrete, about civic and political issues enables civic behaviors. Miller (1992) claims the ability to think through political issues is a precursor to later political involvement. She defines political involvement as, "including indirect and direct participation in a wider range of political activities related to one's society or

community” (Miller, 1992, p. 54). Her research concluded that a majority of adolescents are capable of political thinking because they can demonstrate instrumental reasoning, the interpretation of issues or events based on perceived personal consequences as well as symbolic reasoning, the interpretation of issues, events, or people based on symbols and prior social experiences (Miller, 1992). Zaff, Malanchuk and Eccles (2008) conducted longitudinal research based on the theory that in order to enhance civic engagement in adulthood, adolescents need to not only participate in civic activities and community service, but also to live in a civic context. In the analysis of their data, they discovered a direct relationship between the formation of civic values in early adolescence and civic engagement later in life.

Mahatmya and Lohman (2012) further examined the developmental precursors of civic engagement, viewing adolescence as a transitional time in becoming an active and contributing citizen. In longitudinal research, they looked at the influences of adolescents’ neighborhood, family, and school environments on their civic involvement as young adults (18-25). Their research was motivated by Putnam’s (1995) claims in *Bowling Alone*, concerning the decline in civic involvement among the youth. It was discovered that “positive and supportive social relationships in the home and school during adolescence are crucial for the development of civic involvement in emerging adulthood” (Mahatmya & Lohman, 2012, p. 1181). In their discussion, Mahatmya and Lohman (2012) point out current policies and civic education programs, such as the Obama administration’s “United We Serve” initiative and the passing of the Edward M. Kennedy Serve America Act of 2009, which both emphasize service and volunteerism as civic behaviors. They point out, “where the policies and programs currently fall short is the ability to provide a cogent definition of civic involvement and, subsequently, comprehensive programs

that encourage the development of civic attitudes, values, and behaviors” (Mahatmya & Lohman, 2012, p. 1181). Highlighting once again, the dissension in the field over defining citizenship.

Middle school students experience a plethora of changes as they journey through the transition from elementary to secondary education. During these formative years, “the youngster gropes, stumbles, and leaps toward political understanding” (Adelson & O’Neil, 1966, p. 295). A crucial development niche known as early adolescence presents an opportune time to explore how students conceptualize citizenship. The merging together of the purpose of social studies education as civic education, the concepts and theories regarding how students learn and their cognitive abilities, the research previously conducted on the use of images as representations of knowledge in social studies courses, particularly history, and the lack of consensus on what it means to be a good citizen and how the definition may be evolving through the generations, lays the foundation and groundwork for this study that explores how suburban middle school students understand citizenship through civic images.

Chapter 3 - Methodology

All aspects of the research methodology used in this dissertation are reported in this chapter. The discussion is presented in the following sections: research question, research perspective, type of research, context for the study, participants in the study, methods and instruments used to collect data, and data analysis.

Research Question

How do suburban middle school students understand citizenship through civic images?

Research Perspective

Due to the nature of the research question, how do suburban middle school students understand citizenship through civic images, a qualitative research approach is most appropriate. The purpose of qualitative research is to explore a phenomenon (Creswell, 2007). Qualitative research locates the researcher, otherwise referred to as observer, in the world with the purpose of making it visible (Denzin & Lincoln, 2000). The goal of qualitative research is to provide a series of representations from the data collected, enabling an interpretative practice that provides a better understanding of a subject matter (Denzin & Lincoln, 2000). The research question requires the researcher to be placed in an environment where suburban middle school students are present and a variety of data representatives can be collected, analyzed, and interpreted. The data collected provides the researcher with information to better understand an aspect of the students' world – their conceptions and interpretations of citizenship in images. By exploring

their visual conceptions, the researcher may provide a clearer understanding of the complexities of citizenship as interpreted by middle school students. The researcher may also gain additional understanding regarding the use of images to teach abstract concepts, such as citizenship.

In an effort to create clarity of the phenomenon being observed, qualitative research studies rely on a collection of empirical materials, strategies, and methods to produce a montage of that being studied (Denzin & Lincoln, 2000). The montage allows qualitative researchers to bring to life a socially constructive nature of reality (Denzin & Lincoln, 2000). In order to create such a montage, a variety of methods, including student reflections, observations, and interviews, were used. In addition, a detailed description of the study is included to support the study being as public and replicable as possible (Anfara, Brown & Mangione, 2002; Denzin & Lincoln, 2000).

Candor in reporting all details of the case, including researcher bias is required for authenticity. “How we write is a reflection of our own interpretation based on the cultural, social, gender, class, and personal politics that we bring to the research” (Creswell, 2007, p. 179). Personal perceptions and biases shape all aspects of the qualitative research process, including the writing. The researcher must reveal past experiences, biases, prejudices, and orientations that shape and influence the interpretation and approach to the research. Despite all efforts to remain neutral and unbiased, due to the nature of qualitative research, inevitably experiences and biases influence perspectives, therefore shaping all aspects of the research process (Denzin & Lincoln, 2000).

In qualitative research studies, philosophical assumptions have implications on the nature of the research conducted, the data collected, and reporting and analyzing findings. Qualitative researchers are in essence philosophers, guided by paradigms. Paradigms are a basic set of

beliefs that guide the researcher's actions (Creswell, 2007; Denzin & Lincoln, 2000). The assumptions held by researchers can be classified as such: ontological, epistemological, axiological, rhetorical, and methodological. Disclosing these assumption can be accomplished by addressing the following questions: "What is the nature of reality; what is the relationship between the research and that being researched; what is the role of values; what is the language of research; what is the process of research" (Creswell, 2007, p. 17).

At the time of the study, the researcher was a social studies curriculum coordinator for a public school district. It was the responsibility of the researcher to study instructional strategies that advance the purpose and goals of social studies education as established by national, state and local curriculum standards. Due to the nature of the researcher's profession, a hidden expectation that students can and will generate a conception of citizenship is inherent. This expectation has the power to influence the interpretation of the data, particularly in the research discussion. As a former social studies teacher, the notion of shaping students to become informed decision makers, who are engaged civic members of their communities, is a strong motivating factor of the researcher's professional and academic work. The researcher has witnessed students demonstrating a variety of conceptions of citizenship, as well witnessed teachers emphasizing various definitions of citizenship. It is these experiences that lead to the pursuit of a doctoral degree in curriculum and instruction, with an emphasis in secondary social studies as the focus of the degree. These personal experiences as a classroom teacher, a curriculum coordinator, a graduate student and a researcher in the field of social studies education, inherently shape all aspects of the research because they influence the researcher's reality and perception of the world.

At the time of the study, the job responsibilities of the researcher within the school district included providing professional development for social studies teachers to help improve and enhance their abilities as educators, and support student learning of national and state standards and locally established learning objectives. Another job responsibility of the researcher entailed coordinating and facilitating the development of curriculum, such as developing course scope and sequences and unit guides, to ensure fidelity of the local curriculum regarding national and state standards. The participating teacher in the study fell under the jurisdiction of the researcher; however the researcher did not evaluate or appraise the participating teacher or any staff members within the district. Because the researcher was employed in the school district, the research site, participating teacher and research participants were accessible and feasible. These reasons played a significant role in establishing the research site and participants as the unit of analysis.

During the time frame of the research, professional development in the district of the research site was focused on instructional planning adapted from the Biological Science Curriculum Study's 5E Instructional Model (BSCS, 2014). The images and corresponding questions used during the study aligned with the concept of "Engage," defined as, "Students' prior knowledge accessed and interest engaged in the phenomenon" (BSCS, 2004). The 5E Instructional Model was selected by the school district due to its roots in constructivist teaching principles. This directly influences the study's paradigm.

The purpose of this dissertation is to explore how suburban middle school students understand citizenship through civic images. Based on the literature review, middle school students enrolled in a public school are exposed to civic education prior to enrolling in middle school and continue to be exposed to civic education until graduating from high school. The

researcher assumed the research participants were exposed to civic education for a number of years. In addition, outside influences, such as family, support systems, friends, activities, and experiences, influences their perceptions and biases. Based on the constructivist paradigm, the researcher held the assumptions that exposure of this nature has and will continue to influence the research participants' conceptions of citizenship. The researcher also assumed conceptions of citizenship would be varied and multiple.

As the social studies curriculum coordinator for the school district of the research site at the time of the study, the researcher had an indirect role in the social studies curriculum adopted by the school district, as well as the instructional strategies emphasized. Civic education is highly valued by the researcher, participating teacher, and school district, as well as providing students with critical thinking and literacy skills necessary to be prepared for college, career, and community life. The researcher believes the skills and content learned in social studies education, particularly in civics education, are skills necessary for the advancement of democracy and humanity. The researcher has been influenced by the work of Dewey and Bruner and holds the beliefs that the purpose of education is to preserve the social consciousness of humanity and promote democracy (Dewey, 1916) and that regardless of how past and future generations shape education, its purpose, the training of well-balanced citizens for democracy, should never be abandoned (Bruner, 1960). These values influence the researcher's expectations and perspective, therefore influencing the lens in which the researcher observed, described, and analyzed the data.

The language of this study aligns with research in the field of education, particularly other research studies investigating definitions of citizenship and the use of visual images. The researcher sought to explore how middle school students conceptualize citizenship through the

use of civic images in their educational environment, not one controlled or manipulated by the researcher. In an effort to create visibility of the phenomenon being studied, the research process involved utilizing multiple methods associated with qualitative research, such as observing, direct student responses, and interviews. Each aspect of the research process was conducted in the students' educational environment in order to capture an authentic picture. The data collected assisted the researcher in developing a better understanding of how students conceptualize citizenship through the use of the civic images.

Once assumptions are identified, the paradigms that influence the research should be addressed (Creswell, 2007). As identified in the review of literature, a constructivist paradigm frames this research study. The constructivist worldview, based on the philosophy that, "individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences – meanings directed toward certain objects or things" (Creswell, 2007, p. 20) shape the researcher's perspective, therefore shape the entirety of the research. The constructivist paradigm also shaped foundations of the study, such as the principles of Bruner's (1960, 1966) visual learning theory. Constructivism resides on the beliefs that knowledge is made or constructed by the learner as opposed to acquired and individuals learn new concepts by connecting it to previous experiences or knowledge (Creswell, 2007; Elliot, Kratochwill, Littlefield, Cook, and Travers, 2000; Joyce, Weil, & Calhoun, 2009; Phillips 1995, 2000).

This study explored how middle school students understood citizenship in light of viewing and reflecting upon civic images. The development and construct of the study took into account assumptions that student experiences, backgrounds, and previously constructed knowledge influenced the research participants' perspectives and how they received visual

information from the images presented. The research question is most appropriately explored in the students' natural educational environment, their classroom. The goal of the research is interpretative, with the purpose of gaining information and insight to address complexities regarding the identification of virtuous citizenry and using images to support student learning. Based on the motivating factors of the research, the nature of the research question, the influence of constructivism, and the phenomenon being explored, qualitative research is the appropriate methodology to explore the research question.

Type of Research

As with all research studies, appropriate means and measures should be used to collect and analyze data. The research question, how do suburban middle school students understand citizenship through the use of civic images, was explored within the confines of a bounded case study. "A case study is both a process of inquiry about the case and the product of that inquiry" (Stake, 2000, p. 436). Case studies can take on various forms, shapes, and sizes. The duration can be short or lengthy. However, the case, while inevitably part of a complex, working system, needs to be narrowed into a bounded system (Stake, 2000). Case studies should be carried out when the researcher has intrinsic interest in the case; more interest in the case than in the ability to generalize. "Their designs aim the inquiry toward understanding of what is important about the case within its own world" (Stake, 2000, p. 439). Case studies are preferred methods of research when the researcher seeks to answer "how" questions in the examination of contemporary events, but relevant surrounding behaviors or factors cannot be manipulated (Yin, 2003). The case study provides the researcher with the means to investigate meaningful characteristics of real life events (Yin, 2003). Yin (2003) synthesizes the aspects of case study research in his definition, "an empirical inquiry that investigates a contemporary phenomenon

within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p. 13).

The goal of case study research is analytical generalization, to expand and enhance theoretical propositions (Yin, 2003). The research question is based on exploring a phenomenon through the investigation and examination of a contemporary event, in an effort to expand on theories regarding various competing definitions of citizenship and the use of visual images as primary sources to construct knowledge. In light of the nature and structure of the research question, phenomenon being explored, definition and characteristics of the case study research approach and its reliance on multiple sources of evidence for analytical generalization, a case study research approach is the appropriate research strategy to address the research question, how do suburban middle school students understand citizenship through the use of civic images?

Context for the Study

Research Site

The research site was a public middle school (grades 6-8) in a large suburban school district housed in a northeastern county in the state of Kansas. At the time of the study, the school district had a student population of over 22,000 students that attended 34 schools (five high schools, nine middle schools, 20 elementary schools, one alternative school, one center for professional studies, and one early childhood center). At the time of the study, the research site had a total student population of 676 students. Within the student population, 32% were enrolled in 6th grade, 31.5% were enrolled in 7th grade, and 36.5% were enrolled in eighth grade. The student population was 49% female and 51% male. There were 48 reported students who qualified for free and reduced lunch, approximately 7% of the student population. In regard to

the ethnic distribution of the student population, 4.3% identified as Hispanic, 0.14% identified as American Indian/Alaskan, 3.5% identified as Black/African American, 73% identified as Caucasian/White, 15.3% identified as Asian, and 3.5% identified as Two or More.

Means of Access

At the time of the study, the researcher was a district level employee for the school district of the research site. The researcher gained permission from the participating teacher, principal of the middle school, Director of Research and Assessment and all other members of the school district's executive cabinet required by the school district.

Research Participants

At the time of the study, the participating teacher was in her 20th year as a public school educator. Her experiences included teaching at both the elementary and middle school level. At the time of the research study, she was teaching three year-long eighth grade social studies courses focused on American History content spanning from the era of the Civil War to the present day and two eighth grade Guided Study courses focused on providing students strategies to scaffold and support the learning of new knowledge, concepts, and skills in all content areas. Research was conducted during the participating teacher's Guided Study courses, which occurred during the second period of the day. The participating teacher had two sections of Guided Study that met on alternating days. The first class, referred to as Class A for identification in this study, included fourteen students, seven females and seven males. Eleven of the students identified themselves as Caucasian/White and three identified themselves as Asian. All students enrolled in Class A were born in either 2000 or 2001. The second class, referred to as Class B for identification in this study, was comprised of thirteen students, seven

females and six males. Seven of the students identified themselves as Caucasian/White, one identifies as Hispanic, four identify themselves as Asian, and one identified as Black/African American. All students enrolled in Class B were born in either 2000 or 2001.

There are a total of 27 students who served as research participants for this study. Of those 27 students, 56% were female, 44% were male, 67% identified themselves as Caucasian/White, 26% identified themselves as Asian, 3.5% identified themselves as Hispanic, and 3.5% identified themselves as Black/African American. At the time of the research study, none of the participants qualified for free and reduced lunch and all research participants were within the age range of 13-14 years old.

Participants of the study were enrolled their eighth grade year of public education and shared the following characteristics: (1) students enrolled in the course were all within the same age range and human development stage identified as early adolescence; age range identified as 12 – 14 years old, (2) as discussed in the review of literature, early adolescence has been identified as a significant period in human development that presents an opportune time to explore how students conceptualize citizenship, (3) students were enrolled in the social studies course, American History, and subjected to a curriculum based on learning objectives established by the National Council of Social Studies and Kansas State Standards for History, Government and Social Studies, as well as the Kansas College and Career Ready Standards (Common Core Standards plus additional 15% added by Kansas State Board of Education), as well the curriculum adopted and coordinated by the school district at the time of the research study, (4) the eighth grade level was an assessed year in the state of Kansas (KSDE) at the time of the research study and all students enrolled in eighth grade within the school district were required to take the course, (5) students in eighth grade shared similar schooling experiences in regard to

their social studies education; once students enter high school, they are given options in terms of courses they can take and experiences vary (6) students were assigned to teachers and classes the previous school year, prior to the design and execution of the study. The researcher and participating teacher had no influence on which students were enrolled in the Guided Study courses and therefore had no influence in determining which students at the research site participated in the study.

Protection of Human Subjects: Data were not collected for this study until the research design was reviewed and approved by Kansas State University's Committee for Research Involving Human Subjects. Upon approval, the Kansas State University informed consent form (see Appendix A) was distributed to each participant, as well as each participant's guardian (see Appendix A) seeking permission to participate in the study and to use the data collected for research purposes. The researcher also sent home a letter to each participant's family clarifying the details of the study (see Appendix B). Upon completion of the collection the data, participants were debriefed and provided the opportunity to ask any questions concerning their rights as participants in the study. All participant information and data collected remained confidential throughout and after the conclusion of the study.

Methods and Instruments Used to Collect Data

Overview

A case study is a strategy of inquiry within a bounded system. Multiple methods were employed to collect data over the course of approximately 12 weeks. The first two weeks of the study, the researcher spent time observing each class. The goal of this time was to establish a sense of familiarity and normalcy for the researcher to be in the students' educational

environment. Following the initial observation period, for approximately eight weeks, students in the Guided Study classes engaged weekly in viewing and reflecting on a civic image. The images and reflection questions were presented to the students utilizing the Web 2.0 Tool, Survey Monkey (www.surveymonkey.com). Each week, students viewed a civic image and responded to a series of questions adapted from the Historical Thinking Skills Chart developed by the Stanford History Education Group (2006). After students viewed and reflected upon all eight images, the researcher conducted a focus group interview with each class. Following the focus group interviews, the researcher conducted individual interviews with eight randomly selected students, four male students and four female students. The researcher also interviewed the participating teacher to gather her perspective on the study.

Image Selection Process

The images used in the study were selected by the researcher from the following online collections: The Library of Congress, National Archives, the National World War I Museum and Flickr, through a creative commons license image bank. Images from these collections are accessible to the public for educational purposes. Narrowing down the eight images to use in the study involved a comprehensive selection process. To begin, the researcher selected 27 images from the various online collections listed. The Library of Congress's collection and Flickr were recommended as online resource banks to investigate by the researcher's advisor. The researcher was made aware of the online resource bank available from the National Archives when she met with the Education Specialist at the National Archives in Kansas City in September of 2013. The researcher was made aware of the online resource bank available from the National World War I Museum when she met with the Curator of Education at the museum in August of 2014. During a meeting unrelated to the study, the researcher had an opportunity to explain the premise of her

study to the Curator of Education and the Curator volunteered to sort through their images and select twenty to share, categorizing them as “Civic Engagement.” Of the images sent by the Curator of Education, four images were selected by the researcher as potential images to use in the study. Images selected from the Library of Congress, National Archives, and Flickr were done without the influence of a third party.

In locating and selecting images, the researcher relied upon Dalton’s (2008b) definitions of duty-based citizen and engaged citizen as a filter. The researcher attempted to identify images that illustrated the various accompanying behavioral patterns of Dalton’s (2008b) definitions. For example, an image of a liberty bond sales man and a couple buying bonds with their savings during World War I (A Liberty Bond Plea, 1918), a photograph of a young private in Vietnam (Photograph of Private First Class Russell R. Widdifield, 1969), and college students registering to vote (Mason Votes, 2008) to illustrate behavioral patterns outlined by the definition of the duty-based citizen and an image of Hurricane Katrina volunteers building a habitat for humanity house (Hurricane Katrina, New Orleans, 2006), Civil Rights march on Washington (Leffler, 1963), and an image of a man wearing a T-shirt that says, “I support the freedom to marry,” (Blue, 2013) to illustrate behavioral patterns outlined by the definition of the engaged citizen (Dalton, 2008b). The researcher also attempted to locate and select images that would represent a more abstract concept of citizenship, such as a picture of an Iphone application for President Obama’s 2008’s presidential campaign (Lindn, 2008), to illustrate being involved politically through social media.

After spending time locating, reviewing and selecting images from the online collections identified, the researcher selected 27 images. These images were emailed via an attached word document to three civic experts, who volunteered to categorize the images within the Framework

of Measured Civic Concepts (see Appendix D). This framework was developed by a group of civic experts who systematically characterized civic concepts into a Delphi list. The measured concepts included: Constitutionalism, Representative Democracy, Citizenship, Human Rights, Civil Society, Market Economy and examples of Non-Democracy. The framework was provided to the researcher by the researcher's advisor. The directions to the experts involved asking them to review each image and answer the following question, "Given the Framework of Civic Concepts, what civic concepts are most represented by this image?" The experts were informed to type their responses directly in the textbox provided below each image. The directions also included the following clarification in regard to using the framework, "You may select multiple concepts (at any level of generality) or no concepts at all. There is no need to explain or justify your response." Once the images were reviewed and categorized, the experts emailed the document back to the researcher.

Once the researcher received all the categorized images, she synthesized their responses into one document, listing all the concepts identified, as well as highlighting any concepts that were listed more than once. The researcher and the researcher's advisor then reviewed the synthesized responses and selected eight images that reflected various interpretations of citizenship. The eight images selected are included in the appendices (see Appendix E). Using the Web 2.0 Tool, Survey Monkey the researcher created an online questionnaire that allowed the research participants to view and reflect upon each image by answering a series of questions directly on a computer. At the top of each page of the survey the directions read, "Review the image and respond to the following question." Each reflection question was a new page in the survey with the exception of Questions 4 and 5; these questions were shown on the same page. The questionnaire was replicated exactly for all eight images, with the exception of the image.

Reflection Questions

Students were asked to reflect upon and respond to each image through a series of questions adapted from the Historical Thinking Skills Chart developed by the Stanford History Education Group (2006). This chart (see Appendix C) highlights and elaborates on historical reading skills, including sourcing, contextualizing, corroborating, and close reading. It is designed to support the development of historical thinking among students while analyzing and evaluating primary and secondary sources (Martin & Wineburg, 2008). This chart is offered as part of the introductory material for educators in correlation with their *Reading Like a Historian* lesson plans (SHEG, 2006).

The Historical Thinking Skills Chart outlines questions, learning objectives, and suggested prompts for each of the historical thinking skills, sourcing, contextualizing, corroborating, and close reading. The questions, learning objectives, and prompts are based on students reading word documents. During this study, students read images, they engaged in visual literacy. Therefore, similar skills apply. While viewing each image, students were asked to type a response to the following questions, “When and where do you think this image was taken; tell me all that you can about this image; what story does this image tell; how does this image make you feel; what about the image made you feel that; and how does this image illustrate citizenship?” The first question, “When and where you do think this image was taken,” was adapted from the question, “When was it written?” categorized as sourcing. The second question, “Tell me all that you can about this image,” stems from the objective, “students should be able to use context/background information to draw more meaning from document” categorized as contextualizing. These two questions allow the student to consider the context and purpose of the image. The third question was added upon recommendation from the researcher’s supervisory

committee. This question stems from the objectives, “the student should be able to infer historical context from document(s) and recognize that document reflects one moment in changing past,” categorized under the skill contextualizing. All three questions provide students the opportunity to construct an understanding about the image based on any previously acquired knowledge. The fourth and fifth questions, “How does this image make you feel and what about the image made you feel that?” are adapted from the question, “What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?” categorized as close reading. The skill is focused on examining the document closely and understanding the elements used to communicate its purpose. By asking students to explore feelings evoked by the image, they are engaged in thinking about how the image may persuade or influence its audience. The last question, “How does this image illustrate citizenship,” is not adapted from the Historical Thinking Skills Chart. It was designed by the researcher to provide an avenue for the student to construct an interpretation of the image, based on their conceptions of citizenship. Asking the students to reflect and respond to these questions provided the opportunity for them to think critically about each image and explore their conceptions of citizenship.

Professional Development for Participating Teacher

The school district in which the participating teacher was employed was engaged in professional development focused on instructional planning adapted from the Biological Science Curriculum Study (BSCS) 5E Instructional Model (BSCS, 2014). The images and reflection questions aligned with the “Engage” component defined as, “Students’ prior knowledge accessed and interest engaged in the phenomenon” (BSCS, 2014). The instructional approach of viewing the images and responding to reflection questions were promoted as an “engage” activity to the participating teacher. Prior to the study, the participating teacher received professional

development from the researcher regarding the 5E Instructional Model. The objectives of this professional development session, which included all secondary social studies in the school district, involved analyzing the 5E Instructional Model by becoming familiar with each component, evaluating how the components are already incorporated in teachers' lesson plans and activities, and becoming familiar with the idea of historical thinking, as laid out by the Standard History Education Group and their Historical Thinking Skills Chart (see Appendix C).

To meet the objective of analyzing the 5E Instructional Model, the participating teacher engaged in what the researcher categorized as a discovery learning activity. During this activity, participants partnered up and reviewed either an example of a lesson activity that could be classified under one or more of the components, definition of one of the components, or chart describing what a student/teacher would do during that phase of the 5Es. The goal was for them to determine which "E" their example, definition, or chart illustrated. After participants had time to review the materials, discuss them with partners, and discuss them in small groups of four to six participants, the researcher, who was the facilitator of activity, went through a definition for each component: engage, explore, explain, elaborate, and evaluate and participants compared their answers from the discovery learning activity. At this same professional development session, the participating teacher received a copy of the Historical Thinking Skills Chart (Stanford History Education Group, 2006). Distributing the Historical Thinking Skills Chart met the objective of becoming familiar with the Stanford History Education Group's conception of historical thinking. The researcher encouraged participants, including the participating teacher to review the chart and begin to incorporate the questions, learning objectives, and prompts in their instructional strategies, particularly when asking students to analyze primary source documents.

Data Collection

To provide a deeper understanding of the research question being studied, data were collected through a variety of empirical materials including field notes from classroom observations (see Appendix F), student typed responses to the series of questions that followed exposure to the images, transcripts from the focus group interviews (see Appendix H), and transcripts from the individual interviews (see Appendix I).

For the first two weeks of the study, prior to exposure to the images, the researcher spent time observing the class to create a sense of familiarity and normalcy for the students when the researcher is in the classroom. The same observation protocol was followed each time the researcher observed a class period (Creswell, 2007). The researcher set up the observation dates in advance with the participating teacher. The dates and times coincided with when the participating teacher would conduct the engage activity that involved students viewing a civic image and reflecting on it through the series of questions. For each week of the research study, the researcher entered the research site and signed in as a “visitor,” as is protocol for the school district’s safety and security procedures. The first week of the study, the researcher went to the participating teacher’s classroom and the participating teacher introduced the researcher. For these first two observations, held a week apart, the researcher focused on collecting information regarding the physical setting, student interactions, and student engagement levels.

During these initial weeks of the study, the researcher met with the participating teacher to discuss the protocol for distributing the civic images and reflection questions to the students. The participating teacher reserved a cart full of laptops, Lenovo ThinkPads, for the students to use for the duration of the study. The ThinkPads had been previously labeled by the school district with numbers and the participating teacher assigned each student participating in the

study a specific ThinkPad. Assigning specific ThinkPads to students helped expedite the process of logging into the ThinkPads each week, as the process is not as time consuming once a student initially logs on to the device. Every week of the study, the researcher arrived to the research site about five minutes prior to the start time of class with a quarter size sheet of paper to distribute to each student that read, “Please go to the following website and answer the questions:

<https://www.surveymonkey.com/s/kcwimage1>, THANK YOU!” The directions remained the same in appearance and wording for each image with the exception of web address for the online survey, the last number depended on what image was being viewed that week (i.e., for the second image, the web address was, <https://www.surveymonkey.com/s/kcwimage2>). Every time the researcher arrived to the research site, the laptop cart full of ThinkPads was already in the participating teacher’s classroom. The same protocol was followed for the eight weeks in which the students viewed images. The students entered the classroom, grabbed their assigned ThinkPad, selected a seat, turn on and logged on to the ThinkPad using their school district user name and password, pulled up a web browser, typically Microsoft Explorer or Google Chrome, and completed the online questionnaire that included identifying their name and gender, viewing the civic image, and responding to the reflection questions. During each class period in which the students viewed an image, the participating teacher walked around the room and monitored the students as they completed the questionnaire while the researcher observed and took notes.

For the duration of eight weeks, using the questionnaires generated by the researcher on the Web 2.0 Tool, Survey Monkey, the students viewed a civic image and responded to the reflection questions. One of the features of Survey Monkey is the ability to directly export student responses into an excel spreadsheet. This feature provided support to the researcher in recording and organizing the information. It also helped to limit the potential for bias and error

on behalf of the researcher when transferring student responses to excel spreadsheets. Asking students to enter their name and gender as identification questions at the beginning of each survey assisted the researcher in organizing student responses, as well as determining if students viewed all eight images, responded to all reflection questions, and therefore could serve as candidates for the focus group and individual interviews.

At the beginning of the Guided Study class, the participating teacher guided the students through the same procedure, considering it an engage activity as defined by the 5E Instructional Model (BSCS, 2014). The researcher recorded any peculiarities, interruptions, issues with the ThinkPads or online surveys, students arriving late, and student absences. At the end of the engage activity each week, the participating teacher asked students to shut down their ThinkPads and return them to the cart. After both Guided Study classes viewed the images, the researcher exported and organized all responses into an excel spreadsheet. Responses were organized by image and reflection question and analyzed by the researcher. Data collected from student responses is reported and discussed in Chapters 4 and 5. Student responses used as exemplars throughout Chapter 4 were copied directly from the excel spreadsheet. The only formatting done by the researcher was to edit the font style and size for readability.

After students viewed and reflected on all eight images selected for the study, the researcher conducted a focus group interview with each class. The focus group interview included any students who were present for the duration of the study and completed each questionnaire. There were three students who were absent on one or more days when their class viewed an image. Instead of participating in the focus group interview, they went to the library media center to work on assignments for other classes. The interviews took place the following week after the eighth image, which was the 11th week of the study.

Interviews are guided and purposeful conversations (Kvale, 1996; Yin, 2003). They possess the ability to provide a deeper analysis because they allow the researcher to understand the case through the eyes of the interviewees (Yin, 2003). An interview protocol based on open-ended interview questions was used for each interview (Creswell, 2007, Yin, 2003). Interviewees were asked to describe their experience viewing and reflecting on the civic images, which image most represented citizenship and why, and to define citizenship. The researcher set up a tri-pod, which held a Canon Vixia HR R52 video camera, in the corner of the classroom. The video camera was used to record each interview. The purpose of recording the interviews was to capture the thoughts shared by students in the dialogue between the researcher and students, as well as between students, and any non-verbal communication cues such as body language and facial expressions. The researcher reviewed the video recordings multiple times in order to transcribe each interview. The students sat in chairs surrounding two tables pushed together. They were positioned in a half-circle facing the front of the classroom. The researcher sat in front of the students, under the tri-pod. The participating teacher sat at her desk to the right of the students and the camera. Prior to each interview, the participating teacher was sent a PowerPoint presentation that included nine slides. The first slide was blank and on display at the start of the interview. The remaining eight slides displayed the images in order of which the students viewed them throughout the study. There was an image per slide. Before the researcher began each interview, she instructed students to be honest, not pay attention or be mindful of the camera, and explained to them that no one would see the video recording except for her. The researcher also reminded the students anonymity would be respected and all identifying information would be kept confidential. Results from the focus group interviews are presented and discussed in Chapter 4.

In order to capture a deeper understanding of how middle school students understand citizenship and the use of the images in developing such understanding, the researcher randomly selected four female students and four male students to interview individually. Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. First the researcher identified any students who were absent for any part of the study. These students were eliminated from the selection process. Eligible students names were entered into an excel spreadsheet and numbered. The researcher used the random function to generate a list for females and males. The first two females and two males from each class were selected. The researcher also made an alternative list in case students were absent the day of the interviews. Individual interviews took place during the Guided Study class period the week following the focus group interview. The same interview protocol was used for all interviewees (Creswell, 2007). The students were asked the same open-ended questions as the focus group interview based on describing their experience with the images, which images represented citizenship and to define citizenship. The participating teacher scheduled the researcher to come to the research site and conduct the interviews when the Guided Study Class was scheduled to be involved in an activity with another class in a different part of the school. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students sat in the hallway working on an assignment or reading a book while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table, enabling the researcher to face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students

participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was recorded.

All interviews were audio recorded using DropVox, a recording application on the researcher's Ipad, as well as the voice memo application on the researcher's Iphone. All interviews were transcribed into a Microsoft Word document. Student responses are presented, analyzed and discussed in Chapter 4. The purpose of both the focus group interviews and individual interviews was to provide the researcher with descriptions of the research participants' experiences in the study, particularly to understand on a deeper level the phenomenon being explored (Kvale, 1996; Yin 2003).

At the conclusion of the study, the researcher interviewed the participating teacher to gather her perspective on the study. The interview was conducted in the classroom when no students were present. The set up was the same as the individual student interviews. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table enabling the researcher to face the participating teacher during the interview. The researcher once again relied on her Ipad and Iphone as recording devices.

The interview was recorded and transcribed. Results from the interview with the participating teacher are presented and discussed in Chapter 4. The participating teacher provided the researcher with valuable insight regarding the engagement level of the students throughout the study as well as the use of the images and reflection questions as an engage activity for instructional purposes. Her observations and insights helped create a more complete

picture of the data and sparked future research questions. A more detailed analysis and discussion is presented in Chapter 5.

Data Analysis

The following forms of data analysis were employed: categorical aggregation, direct interpretation, investigation for patterns, and naturalistic generalizations (Creswell, 2007; Yin, 2003). The researcher used Microsoft Word and Microsoft Excel to record, organize, and report. Field notes from observations were reported and organized, student responses from reflection questions were reported, organized, and analyzed. Responses and notes from focus group interviews were transcribed, reported, organized and analyzed. Responses and notes from the individual interviews were transcribed, reported, organized and analyzed. The data were aggregated into categories and reduced to themes. Generalizations from the themes will be discussed in Chapter 5. In addition, a detailed description of the case, including a detailed view of all aspects of the case are reported and discussed throughout Chapter 4. Field notes from the observations, student responses from the online questionnaires, and transcripts from the interviews can be found in appendices as noted in the following Chapter. The purpose of including all empirical materials collected as evidence in the study is for the research to be as transparent, authentic, and accessible as possible, enhancing the validity of the study (Anfara, Brown, and Mangione, 2002; Creswell, 2007; Yin, 2003).

Summary

The research design and methodology provides a detailed report of the research conducted for the purpose of addressing the research question, how do suburban middle school students understand citizenship through civic images? The goal of the research design is to

enable the researcher to explore a phenomenon of a contemporary event within the confines of a bounded case study. All aspects of the data collected and analyzed, including an analysis of the research methodology, are reported and discussed in the following chapters.

Chapter 4 - Results

This research study explored the phenomenon of middle school students' conceptions of citizenship through viewing and reflecting on civic images. The data reported in this chapter address the research question: how do suburban middle school students understand citizenship through civic images? Results and findings are organized in the following sections: pilot study, classroom observations, images and reflection questions, focus group interviews, and individual interviews.

Pilot Study

Participants and Procedure (Pilot Study)

Prior to the research study, a pilot study was conducted. The researcher's committee recommended the pilot study to ensure students would respond to the reflection and interview questions with sufficient detail for the researcher to analyze results and draw conclusions. The research participants for the pilot study included ten students from a neighboring eighth grade Guided Study class at the research site. This class is conducted at the same time as the Guided Study class for the research study. Student participants for the pilot study were drawn from this population because they share similar characteristics as the student participants in the research study, including the time when the class meets. In addition, the teacher involved in the pilot study received the same professional development as the participating teacher in the research study.

All fourteen students enrolled in the Guided Study class were invited to participate in the pilot study. Of the 14, ten elected to participate. The demographics of these ten students are as follows: four males, six females, one who identifies as African American, two who identify as Asian, and seven who identify Caucasian/White. As described in Chapter 3, prior to the students' participation informed consent forms were distributed and signed by the participants and participants' parent/guardian. The researcher designed two online questionnaires for the pilot study through Survey Monkey that were exact replicas of the surveys that would be used in the study. The first questionnaire displayed Image One (see Appendix E) and the second questionnaire displayed Image Two (see Appendix E). As described in Chapter 3, the researcher made quarter sheet sized slips of paper with the web addresses of the two online questionnaires, as well as printed off and laminated copies of the two images to show participants during the individual interviews.

The teacher participating in the pilot study reserved a computer lab for the researcher to use. The researcher arrived at the research site, signed in as a visitor at the school's front office, and then arrived at the pilot study's participating teacher's classroom. Once class began, the researcher guided the participating students to the computer lab to view the civic images and respond to the reflection questions. Students who elected not to participate in the pilot study stayed in the classroom with the teacher.

Once the researcher and students arrived at the computer lab, the students selected a computer, sat down, logged on using their school identifications and passwords, pulled up a web browser on the internet, and were handed a slip of paper with the web addresses for the online questionnaires. The researcher informed the students to complete the two online questionnaires and reminded the participants the questionnaires were for research purposes only, not for a grade.

While students completed the questionnaires, the researcher observed the students and took notes. The students were informed by the researcher to work individually; however there was one student who kept glancing at the computer screens of the students seated next to her. The researcher also noted two other students who talked to each other while working on the questionnaires. Some of their conversation related to the task, such as one student asking the other student the spelling of the word, “patriotic,” and some of their conversation was not related to the task. The researcher could not hear exactly what was said between the two students, however the conversation produced giggling among them. When the students started laughing, the researcher asked the students to end their conversation and focus on completing the questionnaires. Whenever a student completed the questionnaires, the researcher collected the slip of paper with the online web addresses and then instructed them to work individually at their computers on their reading challenges or to attend to other assignments. Once all students completed the online questionnaires, the researcher began the interviews.

The researcher individually interviewed each student at a table in the corner of the computer lab. The table was far enough away from the other students to make hearing the conversation between the researcher and the students difficult, yet the researcher was still in close enough proximity to ensure all students remained within view. Once a student completed their interview, they were directed to return to their computers and continue to work on their assignments or reading challenges. The researcher recorded each interview on her laptop computer using the Garage Band application, and also on her iPhone using the voice memo application.

There were no complications, interruptions, distractions or student behavior issues while the students were completing the questionnaires or during the interviews. Once all students were

finished interviewing, the researcher debriefed the students. She explained the purpose of the pilot study and thanked the participants for their time and effort. The researcher then asked if there were any questions. One student asked the researcher, “What inspired you?” The researcher explained her interest in understanding how middle school students conceptualize citizenship as well her curiosity in learning more about the role images play in developing an understanding of abstract concepts. After debriefing the participants, the researcher asked the students to collect their belongings and follow her back to the classroom. She locked up the computer lab and returned the students and key to computer lab to the teacher. As she departed from the classroom, she expressed her gratitude to the teacher for making the necessary arrangements and providing her the opportunity to conduct the pilot study. The researcher then went to the front office of the research site, checked out and left.

Results from Reflection Questions (Pilot Study)

All of the students who participated in the pilot study answered the reflection questions and a majority of the responses included much detail. When asked, “When and where do you think this image was taken?” students addressed the time period, attempting to place the image in historical context. A couple students mentioned the location of the setting. Example responses to the first image included: “This image was taken at a factory or farm plantation. It was taken in the era of WW1,” and, “This image was likely taken in the Word War 1 in rural portion of a state (possibly Kansas).” Example responses to the second image included: “I think this image was taken in the 1960s somewhere likely in the south,” and, “I think this picture was taken during the time era of segregation and racial issues and this photo was probably taken during the civil rights movement and in a city where racism was bad.”

In response to the question, “Tell me all you can about this image,” students provided sufficient detail, some even went beyond the researcher’s expectations, highlighting details in the background of the image and describing cultural characteristics of the era. Example responses to the first image included: “Uncle Sam is holding a bag of liberty bonds, trying to persuade people to donate for the war. The people are taking out of their savings to help the cause. In the background, there is propaganda on the building,” and, “There is Uncle Sam asking people to donate to the war effort by using liberty bonds. There is a sign in the back that says your dollars will win the war. During this time you were basically shamed if you didn't buy a liberty bond.” Example responses from the second image included: “A government person is giving a speech and there is black and white people in the ground. It looks as if there are protesters for equal rights and there is media there,” and, “This image is of a campaigning man (John F. Kennedy) at a racial rally in a southern state during a time of racial inequality.”

In addressing the third question, “What story does this image tell?” students described the historical context of the image, made inferences, or described what the image depicted. Example responses to the first image included: “This image tells the story of citizens contributing to the war effort and the dedication of the government to win the war for their allied countries,” and “This image is showing us how people are giving almost all of their savings towards the war, even if they don't want to.” Example responses to the second image included: “The story of the road to freedom,” and, “This image shows how our country used to be racist and African Americans were willing to fight for their equality.”

The fourth question, “How does this image made you feel?” elicited more limited responses than the other questions. While a couple of students went into detail, such as, “This image makes me feel patriotic and grateful for the contributions of normal citizens,” and, “It

makes me feel like people are so proud to be Americans that they would give away all their savings just to help the war acts, and that makes me feel very confident about our country,” some students responded with one word answers such as: “fine,” “patriotic,” “hopeful,” and “happy.” The fifth question, “What about this image made you feel this way?” that is seen on the same page of the questionnaire as the fourth question, drew out more information regarding the students’ thoughts and feelings about the image. All but two students responded to the question with clarity. Examples of responses with clarity included: “They look like they have a small bag of savings. Uncle Sam looks like he has a grin,” and, “The African American man holding up the sign in the back round.” The researcher wondered if some student responses were based on their previous background knowledge as opposed to pointing out specific details from the images. Responses such as, “People are having to give up their hard earned money to help with a war they wanted nothing to do with,” and “The image makes me feel this way because he has placed himself in a position of conflict between the supporters of racial inequality and oppression,” allude to historical themes and concepts, going beyond what can be seen in the image.

The final question asks how the image illustrates citizenship. In analyzing the student responses, the researcher identified the emergence of patterns and themes. In the first image from World War I, students highlighted ideals of sacrificing for your country, further explaining how all citizens can support their country during a time of war, even if they are not fighting. Example responses included: “This image illustrates citizenship because it shows the working of many people (citizens and government personnel alike) to achieve a common goal,” “It is good as a citizen to show that you care and will donate to the war cause,” and, “That all citizens need to contribute to the country.”

The second image elicited concepts of equality and freedom. Example responses included: “This image illustrates citizenship because it shows the large mass of people collected to support racial equality,” “People are using their rights as citizens by protesting for what you believe in,” and “People are gathered around to listen to what this man has to say and they care about current events.” In all instances, student responses addressed behaviors and ideals of citizenry. Based on the students’ responses to the reflection questions, the researcher felt confident the students participating in the research study would respond to the reflection questions with sufficient detail for the researcher to analyze the results and draw conclusions. Therefore, no changes were made to the procedure for viewing the images online or the reflection questions.

Results from the Interviews (Pilot Study)

The initial plan for the interview questions was to ask the research participants the following open-ended questions: describe your experience viewing and reflecting on the civic images, which image most represented citizenship and why, and define citizenship. A majority of the students who participated in the pilot study were able to answer the questions with clarity and detail without additional prompting by the researcher. In regard to the first question in which students were asked to describe their experience, half of the students mentioned it reminded them of what they do in their social studies classes, referencing how they are asked to analyze historical images and political cartoons. Three students discussed that it was easy; one student explaining that it was easy because you were allowed to respond with how you felt and the other responding it was easy once she identified the time period of the image. One student needed additional prompting from the researcher and another student asked for detailed clarification, asking the researcher, “My analyzing of the pictures or the process of writing it down in the

surveys?” To which the researcher responded, “Both.” This particular student then followed up with a detailed explanation of his experience, “Trying to take a part each image for what you see and trying to describe different aspects of it and how it displays good citizenship and what they are doing in each image.”

In response to the second question, which image most represented citizenship and why, six of the students responded Image 1 (see Appendix E). In response to why that image, students described how people are supporting their government, giving up their savings, directly contributing to the war effort, and making sacrifices for their country. One student explained she selected that image because it, “Shows sacrifice to country as a whole instead of one group of people.” A couple students selected Image 2 (see Appendix E) highlighting the “right to express how you feel” and importance of equal rights. Only one student responded that the images were equal and that one did not represent citizenship more than the other.

The last question, “Define citizenship,” drew a few initial blank stares and required the researcher to restate the question. During the first interview, the researcher needed to further explain what she meant by the question to get a response. This happened again during the second interview. After these first two interviews, the researcher revised the question and began to ask, “Can you define citizenship for me?” or “Will you define citizenship for me?” Students were able to respond to either of these questions without asking for clarification. A majority of the student responses to this question could be traced to the images they viewed. For example, a student who described Image 1 as the one that most represented citizenship, then defined citizenship as, “Take part in helping out your country, getting involved, like in war...” another student who chose image one responded, “Doing what you can for your country,” and another stated, “...giving like everything you have, like even if you don’t have that much, like just

making an effort to help, like other citizens, or like not even, maybe like going to war or giving money, doing whatever you can to help like war.”

One student gave a more concrete response about citizenship, answering, “Ability to be a citizen in a country.” Two students went into great detail, for example, “Using your rights America gives you, like voting, and as a good citizen you want to vote and be a part of what America is doing, you want to know about the economy and stuff, vote in elections, vote for political leaders and be a part of your country.” Another student’s response displayed analytical thinking. When the researcher asked, “Will you define citizenship for me?” the student hesitated for a moment, then asked, “Being a citizen, like being a good citizen, or just citizenship in general?” To which the researcher clarified being a good citizen, and the student responded,

Contributing to the community, not being damaging or detrimental...doing your civic duties, the general things you’re obligated to do as a person, as a citizen...like volunteering in your community, just generally being a good person, providing assistance in your school, donating where you can, being a good example for the next generation so they can do the same.

Discussion and Conclusions (Pilot Study)

The pilot study was recommended by the researcher’s committee with the goal of ensuring students would respond to the reflection and interview questions with sufficient detail for the researcher to analyze results and draw conclusions. The pilot study met its objective and provided the researcher with helpful insight to guide and inform the research study.

The researcher learned eighth grade students at the research site have the ability and willingness to respond to the reflection and interview questions with detail and clarity, affording the researcher the ability to analyze the student responses and address the research question. The students displayed the ability to think abstractly, as demonstrated in their ability to reference symbols in the images and discuss the images in historical context. It should be noted the

students struggled to correctly identify the figure in Image 2 (see Appendix E). Student responses mentioned President John F. Kennedy, when the person in the image is his brother, Bobby Kennedy. No student accurately identified him. The pilot study also informed the researcher that in order to acquire a deeper understanding of the students' conceptions of citizenship the researcher should change the last interview question to, "What is your definition of citizenship?" intentionally using the word "your" in hopes of eliciting more personal and specific responses.

Results and Findings from the Research Study

Classroom Observations

The first two weeks of the study, the researcher spent time observing Class A and Class B. The purpose was to create a sense of familiarity and normalcy for the students with the researcher being in the classroom for the duration of the research study. The same observation protocol was followed each time the researcher observed a class (Creswell, 2007). The researcher set up the observation dates in advance with the participating teacher. The researcher entered the research site and signed in as a "visitor," as is protocol for the school district's safety and security procedures. The researcher went to the participating teacher's classroom and for the first observation in each class the participating teacher introduced the researcher. The students enrolled in the class knew about the study, as all informed consent from them and their guardians had been collected prior to the observations. The researcher observed each class twice within a two-week time frame. During the observations the researcher focused on collecting information

regarding the physical setting, student interactions, activities students were engaged in during the class periods, student interactions, and student engagement levels.

Within the confines of the classroom, there are six clusters of tables, created by two tables pushed together, enabling four students to sit at a table. In addition, there are two tables in the back of the classroom that seat two students. In the center of each table are four student social studies textbooks and a supply box filled with colored pencils, pencils, pens, and glue sticks. In the front of the classroom, off to the left, is the teacher's area. There are two office desks pushed together to make an "L" shape. The walls of the classroom are covered with inspirational posters, essential questions for the current unit of study, historical images, and posters containing the values and definitions of the values highlighted in each unit throughout the *History Alive* resource (i.e., democracy, rights, liberty, opportunity, and equality) used to support the school district's social studies curriculum. The walls also house posters of social contracts created by each of the participating teacher's classes. The classroom contains a bookshelf in the back of the classroom with additional resources and children's books. For each observation, the researcher sat in the same seat in the back of the classroom, at one of the tables that houses two seats.

At the start of each observation, students entered the classroom a couple minutes prior to or at the sound of the bell ringing and selected a seat. While a majority of the students sat in the same seat during both observations, three students elected to sit at different tables. Once class began at 8:35am, the teacher took attendance, made general announcements, for example, during the first observation of Class B, she reminded students of the guidelines for using the library media center during the class period, and then directed the students to get to work. The researcher observed this procedure during each observation. As soon as the teacher completed

this initial procedure, students engaged in a variety of activities. The researcher observed the following behaviors: students working on assignments for various classes; students studying for an upcoming test; students from other classes coming to the Guided Study class to make up a test they missed, ask the teacher a question about an assignment, or work with a student in the class on an assignment or project; students reading a book; students drawing; students asking permission to leave the classroom to visit another teacher, go to their locker, visit the restroom or go to the library media center; students engaging in an activity on their cell phone, typically involving the use of headphones; students socializing; and students playing games. It was common for students to ask permission to leave the classroom to visit various places throughout the school. For example, students asked to go to the restroom or go to their locker if they finished an assignment and needed to get something else to work on. The teacher never denied a request to leave the classroom. When students requested to leave, a majority of the time the teacher signed their planner. Student planners serve as “passes” to travel during class time throughout the school day. However, there were occasions where the researcher noticed the planner was not brought to the teacher and signed.

The researcher also observed students working together on assignments. Collaborative learning occurred between students enrolled in the class, for example, during the first observation of Class B, two students spent a majority of the time working on a math assignment together and during the second observation of Class A, three students enrolled in the class worked together on book report presentations for their English Language Arts class. The collaborative learning observed also included students in the class working with students not enrolled in either Guided Study class, as observed during the second observation of Class B,

when a student not enrolled in the class, entered the classroom, sat with a student who is enrolled in the class, and they worked on an assignment for social studies together.

Not all students enrolled in the course were present for each observation. The only observation in which all students enrolled in the course were present was the second observation of Class B. However, the teacher was absent during this day and a substitute was present. Students are absent for a variety of personal and school related reasons, for example, during the first observation of Class B, five students were present at the research site; however they were not in the classroom because they were involved in the district's NAEP (National Assessment of Educational Progress) testing. In addition, throughout each class period, students left to visit other classrooms, the restroom, or the library media center. The researcher began to record how many students were in the classroom at various times throughout each observation. The lowest number recorded was six students and the highest number recorded was 13 students. The record high occurred at the start of the second observation of Class B, which was the class period where all students were present for the day. In addition, students from other classes would visit to ask the participating teacher for help on an assignment, work with another student in the class, borrow a textbook, or make up a test. These students were accounted for as well in the researcher's various head counts.

During each observation, the researcher noted that the students would be quiet for a period of time, about eight to ten minutes, and then once two students started talking to one another, other students would start talking and the volume level would increase. Conversations would occur for about five to six minutes and then cease. This became a pattern. The researcher also noted a majority of the students listened to music on their cell phones or iPods through headphones during the class period. In addition, the researcher observed students getting up out

of their seats and moving freely throughout the room to visit the teacher at her desk or obtain supplies from cabinets, such as a ruler or scissors.

During each observation, the teacher left the classroom for a few minutes. For example, during the first observation of Class B, thirty minutes into the class, the teacher got up, left and went to the restroom. She was absent from the classroom for three minutes. During the first observation of Class A, the teacher left 40 minutes into the class period to visit the restroom and returned after two minutes. During the second observation of Class A, the teacher departed from the classroom 25 minutes into the class period to go to the main office where the teacher work room is located. She went to use the microwave housed there to heat up tea. The teacher returned seven minutes later. Students who remained in the classroom during the teachers' brief absences did not act differently while she was gone. The researcher did not observe any behavior issues, nor did she notice the noise level of the classroom increase in volume during the teacher's absences.

From the observations, the researcher concluded the Guided Study class period is used as time throughout the students' schedule to complete assignments, make up tests, visit teachers for extra support and assistance, or work on projects in the library media center. During each observation, the researcher observed time spent on leisurely or non-academic activities. For example, during both observations of Class A, there was a student reading an installment of the Harry Potter series, which was not assigned for a class. In addition, during the first observation of Class B, two students left to work on a bulletin board in the hallway for a club they were involved in, while two other students spent time drawing pictures. During the second observation of Class A, three students spent a majority of the time playing a game of silent football, which involves folding a piece of paper into a triangle to use as a football, and then using their fingers

as goal posts. The students played the game for about 20 minutes, until the participating teacher went over to their table and reminded them about the need to use the time for academic purposes.

In terms of student interactions, the researcher observed students collaborating on projects or assignments together, clarifying directions on assignments for various classes, and engaging in friendly discussions regarding non – academic activities and topics. For example, during the first observation of Class B, there were five students engaged in a discussion involving an online documentary contest. The students were concerned about a Holocaust survivor that annually comes to speak to the entire eighth grade class. Her documentary was up for an award in which the winner is determined by the number of online votes received. This particular day was the final day of the contest and students were monitoring the votes as they came in, making declarations throughout the class period regarding how many votes she was ahead or behind. Another example took place during the second observation of Class A. Two students spent about five minutes discussing the upcoming track season, including their events, practices, and conditioning. The researcher observed friendly, positive interactions between the students and did not witness negative interactions between students or between any of the students and the participating teacher.

In terms of student engagement levels, the researcher observed students being engaged throughout the duration of the class periods. However, as previously mentioned, not all of the activities were perceived as academic. Students read books for pleasure; drew pictures; worked on advertisements for clubs, activities, or events; or played games, either with each other or on their cell phones. The researcher did observe the participating teacher reminding students of the school expectation that cell phones were to be used only for academic purposes. For example, toward the end of the first observation of Class B, two students were playing games on their

phones. The teacher noticed, walked over to the students and asked them to put their phones away. She then reminded them that phones are to be used for school related activities only. The students immediately put the phones away. The researcher observed that students who used their cell phones to listen to music while they worked on an assignment, studied, or read a book, were not asked to put their phones away. In addition, the researcher observed four occasions throughout the observations where students used the calculator application on their cell phones to assist them with math and science homework.

According to the school district's program planning and curriculum guide, Guided Study is, "offered as an every other day course for all students. This is a time to provide academic interventions, counseling, enrichment, and personal growth." The researcher did observe the course being used as a time for students to seek assistance from teachers and each other, for the counseling office to conduct the NAEP testing, for students to be involved in activities, and for students to engage in activities, such as reading and drawing aimed at personal growth. From the researcher's perspective and previous experiences as a classroom teacher, the Guided Study course operated much like a study hall. During the observations, some students took full advantage of the time to focus on academics, while other students used it as a time to socialize, listen to music, read for pleasure, draw, or play games. Field notes taken by the researcher during the observations are included in the appendices (see Appendix F).

Images and the Reflection Questions

In an effort to explore how students analyze civic images, particularly in regard to their understanding of citizenship, students participating in the research study viewed and reflected upon eight civic images over the course of nine weeks. Upon viewing each civic image, students were asked to respond to the following reflection questions:

- 1) When and where do you think this image was taken?
- 2) Tell me all you can about this image?
- 3) What story does this image tell?
- 4) How does this image make you feel?
- 5) What about the image made you feel that?
- 6) How does this image illustrate citizenship?

The first five questions were adapted from the Stanford History Education Group's Historical Thinking Skills Chart (see Appendix C), and focus on the historical thinking skills of sourcing, contextualizing, and close reading. The last question was developed by the researcher to explore students' interpretations of the image in regard to citizenship. For the purposes of this study, viewing the images and responding to the reflection questions is considered by the researcher and participating teaching as an engage activity within the 5E Instructional Model (BSCS, 2014). Student responses used as exemplars are reported exactly as students typed them. The only formatting done by the researcher was to edit the font style and size for readability. Numerous spelling and grammar errors exist within the exemplars. In an effort to uphold the authenticity of the data, the researcher intentionally did not correct them.

Image 1

Image 1 was from the World War I National Museum's online collection, titled "Liberty Bond Plea," (see Appendix E). It depicts a couple giving their savings to Uncle Sam for the purchase of liberty bonds. A majority of the students correctly sourced the image. When asked when and where they thought the image was taken, 81% of the students (21/26) mentioned World War I or the early 1900s. A couple students were more specific in their responses by including identifiers such as, "it was taken on a farm," or mentioning a more exact location such

as, “Kansas,” (see Table 4.1). Some students were more descriptive in their responses; for example explaining how war bonds worked (see Table 4.2). Three students responded specifically with a date or time range, “around the 2000’s,” “1942,” and, “1927.”

Table 4.1 Student Responses - Image 1, Question 1, Set 1

Student	When and where do you think this image was taken?
12	The picture was taken most likely during World War I or World War 2. The picture is in America and, judging by the surroundings in Kansas.
17	I think the image was taken during World War I. I think it was taken in the country probably in Kansas.
19	I think this is taken place in the Midwest or in the country around WWI
22	This photo was taken during WWI because of the war bond sign on the barn. I think that the photo was probably taken at a farm because of the barn.

Table 4.2 Student Responses – Image 1, Question 1, Set 2

Student	When and where do you think this image was taken?
13	This image was taken during world war I. This image was probably taken on a farm are and these farm people are buying bonds to help the war cause.
15	During the 1900s when their was wasr since uncle sam is asking for liberty bonds. Liberty bonds are money tha you give to the government so they can use in war. When the war is over you hopefully get your money back plus interest. These people are trying to get lucky and make more money.
27	This image was tkane during world war 1 or 2. We know this because the picture is black and white and uncle sam is holding a bag that says liberty bonds on it.

In regard to the questions based on contextualizing, all students were able to provide historical background, such as describing the need to purchase liberty bonds to support the war effort. When prompted, “Tell me all you can about this image...” a majority of the students identified the figure, Uncle Sam as he was mentioned in 77% of student responses (20/26), and 73% of student responses (19/26) included, “liberty bonds.” In responding to this question, some student responses illustrated their ability to draw inferences (see Table 4.3), whereas other students described the elements of the image, including its intended use (see Table 4.4).

Table 4.3 Student Responses – Image 1, Question 2, Set 1

Student	Tell me all that you can about this image...
1	Uncle Sam (U.S.) is trying to convince people and the farmers of the U.S. to buy

	liberty bonds to support for soldiers fighting over in France in WWI.
4	the man with the stripped pants I can infer is Uncle Sam and hes trying to make this husband and with owners of a farm buy liberty bonds but they don't really want to do it.
7	this image is, I think, showing people that are under pressure. Someone is trying to manipulate them into buying a bond that they don't want but they obviously don't know how to say no. their savings are very small, but the bond is quite large. the bigger the better right?
14	It looks like Uncle Sam is asking for liberty bonds from a man represented as the American people. There is a barn in the back drop and there is two signs on it. One sign says "Your Dollars Will Win The War". The other sign says "4 Liberty Loan". There is a truck which means it is past the 1920's so it can't be World War 1, and in the time of World War 2 , we didn't start until 1941 on the day of the attack of Pearl Harbor. Pearl Harbor was in December, so we didn't need liberty bonds until the next year.

Table 4.4 Student Responses – Image 1, Question 2, Set 2

Student	Tell me all that you can about this image...
3	its black and white whith three people, one is supposed to be uncle sam who is collecting money (our savings) from "the American People" in the backround is some kind of barn with signs saying "your dollars will win the war (WW1)" and "\$4.00 Liberty Loans
5	It looks like an advertisment to get the general public to buy the Liberty bonds and support the nation in war time. Uncle sam is trying to get more liberty bonds
9	there is a man dressed up as Uncle Sam in the photo holding a bag with the words "LIBERTY BONDS" on it held out to a couple. The man represents the American People as said on his overalls and they're giving Uncle Sam their savings. Takes place on the farm and theres a bunch of posters on the barn that has quotes from way back when.
23	There is propoganda about how peoples oney will win the war, and if ou do liberty bonds it will also help.

Other students viewed the image as a representation of the time period. For example:

The image is black and white yet shows very few imperfections suggesting that the picture was taken during world war 2 as part of propaganda. In addition at the top of the barn it says "Your dollars will win the war". The image is suggesting that the american people should invest in liberty bonds as it would help the war effort. (Student 27)

When reviewing student response to the question, “What story does this image tell?” two themes emerge - supporting of the war effort (see Table 4.5) and the pressure and conflict individuals faced in the decision to purchase war bonds (see Table 4.6).

Table 4.5 Student Responses – Image 1, Question 3, Set 1

Student	What story does this image tell?
2	This story tells that people in American are trying to support this war with all they have because Americans are saying that your dollar will win the war.
4	it tells how many americans helped win the war by buying liberty bonds and helping production grow
16	It shows the way that many Americans supported the war effort by contributing some money towards the soldiers. They were generous in giving part of their wealth to help fight for the country.
21	This image shows people giving up their savings to buy the liberty bonds because they know that the need to help fund the war.
27	This image is obviously a propaganda piece. It tells how average american citizens can help the war effort by buying liberty bonds.

Table 4.6 Student Responses – Image 1, Question 3, Set 2

Student	What story does this image tell?
5	The peer pressure around buying liberty bonds in america during WW1
7	it tells a story about how you can be pressured into things.
13	The dilemma people faced whether to support the war or to save up their money.
15	Someone trying to buy liberty bonds but is not sure wether to ot not.
19	A couple in the country is trying to decide if they want to buy a liberty bond from Uncle Sam for the war

When asked to describe emotions the image elicited, students identified emotions such as, “worried,” “bad,” and “sad,” as well as, “happy,” “patriotic,” and “pride.” When prompted to explain what about the image made them feel those emotions, students tended to focus on either the theme of the image or specific details, such as the facial expressions of the couple. Responses describing positive emotions tended to focus more on the general theme of the image (see Table 4.7). Responses describing negative emotions tended to focus more on the specific details of the image (see Table 4.8). Two students placed themselves in the position of the couple, displaying empathy (see Table 4.9). Two other students responded adversely about the government and the situation they felt the couple was facing (see Table 4.10).

Table 4.7 Student Responses – Image 1, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
3	It makes me feel patriotic	Uncle sam and giving money to help in

		the war
14	Like I can make a difference. I feel good, because I can help America.	The Uncle Sam asking for the liberty bonds and the American people giving our savings to the war.
23	Makes me feel happy and patriotic that Americans are putting their money to help the U.S. in the war.	How Americans were putting thier savings in the Bonds.

Table 4.8 Student Responses – Image 1, Questions 4 & 5, Set 2

Student	How does this image make you feel?	What about the image made you feel that?
1	It makes me feel worried.	The size of the savings bag worried me.
7	It makes me feel bad for them because they don't know what might come after buying that	The look on the man and woman's face
17	It makes me feel sad that the couple has to give away their life saving away to the war	The emotions of the man giving away his money
25	The image makes me feel unsure, because I probably wouldn't give away my life's savings to buy a war bond.	The famers face and the "savings" he is holding

Table 4.9 Student Responses – Image 1, Questions 4 & 5, Set 3

Student	How does this image make you feel?	What about the image made you feel that?
12	It makes me feel confused becuase why would they have to think whether to support their country or not.	The farm people's faces becuase they seem kind of sad and confused.
24	This image kind of makes me feel like I am the people giving Uncle Sam their money. I am feeling torn between giving up my money and using it to buy my family the necessities. This image also makes me feel proud because the people are willing to win the war with their savings.	I felt torn because the mans face looks somewhat uncertain. He is lookingat the liberty bonds in a hesitant way. I felt proud because the woman is reaching into the savings bag with a big smile on her face.

Table 4.10 Student Responses – Image 1, Questions 4 & 5, Set 4

Student	How does this image make you feel?	What about the image made you feel that?
6	it makes me hate the government even more because we didnt even have to interven with this war yet we did to show off and now the governmet is taking the moey that we worked hard to earn for their mistake of joining this war and risking their peoples lives for! Obviosly	the mans face the enviorment this is happening in the way uncle sam seems to not care even though he is depriving these people of there money.

	(<- sorry dont know to spell XD) the man is sad about giving his money yet the woman knows that if they dont then they will be in trouble.	
10	It makes me feel like people are getting scammed. Why should they have to spend their life savings just to help win the war?	The couple looks oblivious that theyre getting scammed

A couple students responded that they felt no emotions or that it did not impact their emotions, such as Student 19 who responded, “It doesn’t change my emotion at all. It just reminds me of social studies.” Student 21 was intrigued by the image, responding, “This image makes me feel interested and I want to learn more about this image and learn more about the story behind the photo.”

In addressing how the image illustrates citizenships, 81% of the students (22/27) responded that it illustrates the concept of supporting your country (see Table 4.11). The remaining 19% of the student responses (5/27) included a variety of explanations (see Table 4.12).

Table 4.11 Student Responses – Image 1, Question 6, Set 1

Student	How does this image illustrate citizenship?
5	The citizens are giving there \$ to support the country
10	It shows how many citizens spent lots of money just to help their country win the war
14	It shows that we are true citizens because we are giving up our life savings for the greater good of America
20	Because it illustrates that the average American person would give money in the support of the war
24	This image illustrates citizenship because the American people are giving up money that could help them a lot in the near future to help win a war that we might not even win

Table 4.12 Student Responses – Image 1, Question 6, Set 2

Student	How does this image illustrate citizenship?
6	if you are part of this country then you have to do what the country wants ou to do no questions asked they want ou to give money you give money.
7	uncle sam, it looks like, is trying to sell tem something they don't need.
18	The man of the couple is wearing a "The american people shirt representing citizens.
19	This shows citizenship because Uncle Sam is offering not forcing. Also the couple is

	deciding whether to use one or not
22	The two Americans standing talking with Uncle Sam

Image 2

Image 2 is an image from the Library of Congress's prints and photographs online catalog titled, "Negro demonstration in Washington, D.C., Justice Dept. Bobby Kennedy speaking to the crowd," (see Appendix E) Students offered a variety of responses when asked to source the image. According to the Library of Congress's records, the image was taken in June of 1963. Three students identified the time period as the early 1960s and of those three students two identified the location as Washington, D.C. Two students identified the time period as the Civil Rights Movement and four students identified the era as when John F. Kennedy was in office. No student correctly identified Bobby Kennedy. Of the responses mentioning a Kennedy, three of the four specifically mentioned John F. Kennedy and one wrote when, "one of the Kennedys was in office," (see Table 4.13). Four students responded the image was from the 1950s and three students responded it was from the 1940s. Some students did not specify a date range, describing instead a general location such as, "at a speech" or "protest for racial equality." Other students provided a more specific location, such as Washington, D.C., one even mentioned the Capitol Building that can be seen in the background of the image (see Table 4.14).

Table 4.13 Student Responses – Image 2, Question 1, Set 1

Student	When and where do you think this image was taken?
5	Around the time the civil rights movements came into power and I think it is at a riot or protest
6	It was taken when president Kennedy was president at one of his speeches
20	In the 1960's during a racial equality speech.
22	This photo was taken when one of the Kennedys was president. This photo is based at a talk he is giving the people about racial equality.
26	I believe this picture was taken in Washington D.C. in the early 60's

Table 4.14 Student Responses – Image 2, Question 1, Set 2

Student	When and where do you think this image was taken?
7	I think it was taken at a presidency speech during the 1940's
10	This picture was taken in the 40's during a presidential election/ presidential speech in Washington DC.
12	I think this picture was taken in the 1950's during a riot in which African Americans wanted racial equality. I see a man with a speaker most likely telling the people to calm down. L
15	Back in the 1950 when segregation between whites and blacks was happening. It was taken at a park when a man was giving a speech.

Other student responses ranged from the early 1900s to 1980s in terms of date and a variety of locations, such as, “Alabama” and “a park.” Student 9 sourced the image as, “Around the time when there was still Jim Crow Laws of some sort.” Consistency among student responses was lacking when asked to identify when and where the image was taken.

When students were asked to tell all that they could about the image, 74% of the student responses (20/27) mentioned racial equality or similar words such as, “discrimination,” “racism,” or “racial purposes” (see Table 4.15). Of these of responses, 35% specifically mentioned the sign held by one of the protestors that reads, “Washington: Congress of Racial Equality.” Five students mentioned a protest or protesting and five other students mentioned it was a speech. Six students pointed out the people in the crowds were, “mixed,” noting both white and black people were present. Some students focused on the specific details of the image, such as it was a photo strip or pointing to the megaphone used by the speaker. Three students identified the speaker as either being important or saying something important.

Table 4.15 Student Responses – Image 2, Question 2, Set 1

Student	Tell me all that you can about this image...
9	There's a man in a suit speaking into a megaphone, and in the background there is an African American man standing up on something holding a sign that says racial equality. The crowd is a group of white and black people. Their emotions are mixed.
13	It was probably taken when the African Americans wanted racial equality in the United States. It was probably also the African Americans wanting to work alongside the White Americans in Congress.

16	There are people of different genders and races. There is racial segregation, so the sign says that the people are the Congress of racial equality. They may be tried to get rid of discrimination.
26	This picture appears to be a racial equality movement and an equal rights movement. People of many races are protesting and some have signs protesting congressional racial equality.

When asked to describe the story the image tells, the majority of responses fell into two categories. The predominant category focused on racial equality. Sixty three percent of student responses (18/27) focused on how the image told the story of the fight for racial equality (see Table 4.16). Of those responses, two students focused on the hardships faced by those who been discriminated against (see Table 4.16). The other pattern that emerged from student responses focused more on the actions being portrayed in the image. Thirty percent of the student responses (8/27) focused on the man in the image and the speech he was giving (see Table 4.17).

Table 4.16 Student Responses – Image 2, Question 3, Set 1

Student	What story does this image tell?
1	This image tells a story of hardships faced by the discriminated races in America at the time and that they would do anything to support racial quality.
26	This image tells the story of racial equality in the U.S. This tells the story of hardships that African Americans have faced in the past to try to get equal rights.
9	I think it tells about when African Americans were fighting for their equal rights especially in congress.
12	The fight that African Americans had to give to just get equal rights.

Table 4.17 Student Responses – Image 2, Question 3, Set 2

Student	What story does this image tell?
4	the man yelling on the speaker phone must have a pretty big impact on the people because theirs so many coming to watch him and what hes speaking about
6	It tells how many people in America were fond of Kennedy. They look like they agree with what he is saying and theyre kind of cheering him on.
21	this image shows a man giving an important speech and his supporters are listening to him give this speech.

For both contextualizing questions, Student 7 focused more on the government as whole. Her responses included the following: “it looks like protesters against the governments decisions and the man is trying to calm them down,” and, “it tells how people were so focused on how the

government made decisions.” Student 11 had a more general response as well, “This is the story about the african american community and them feeling like they are not important in the eyes of the gov.”

Image 2 elicited a variety of emotions that can be organized into three categories: negative emotions, namely sad or mad (see Table 4.18); positive emotions, namely “hopeful,” “patriotic,” or “happy” (see Table 4.19); and feelings of “wonder,” “curiosity,” and “interest” (see Table 4.20).

Table 4.18 Student Responses – Image 2, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
1	This image makes me feel mad inside.	This image made me mad because it's crazy that America would discriminate someone just by the color of their skin or by the way they talk or what religion they follow and support.
2	It makes me mad that people are being treated unfairly just because of their race or gender	the sign
13	It makes me feel kind of sad that even after years of creating the United States, people still treat others differently because of their racial background.	People holding megaphones in the background and someone holding a sign that says " Congress of Racial Equality".
16	This image makes me feel sad because the races do not get equal treatment despite being in America.	Some of the African Americans are quietly listening while whites are pushing through the mob.

Table 4.19 Student Responses – Image 2, Questions 4 & 5, Set 2

Student	How does this image make you feel?	What about the image made you feel that?
3	i makes me feel powerful and hopeful	because people are demanding their rights
8	Makes me feel good because there isn't segregation right now because blacks and whites are together. It is a big speech or election with many people there.	Seeing blacks and whites together and seeing a lot of people there. Also, that the man is getting pictures of him by the people so it must be important.
25	It makes me feel proud of America because people are standing up for what they believe in and are fighting against racism.	The large crowd holding signs, and the President himself holding the bullhorn.
26	This image makes me feel happy because people are taking control of their rights to try to get the same opportunities as others.	The emotion that I can see in the picture as well as people working together.

Table 4.20 Student Responses – Image 2, Questions 4 & 5, Set 3

Student	How does this image make you feel?	What about the image made you feel that?
4	it makes me feel wonder because i would like to hear what the man is saying because it looks like so many people are interested in what the man is saying	the people have questioned expressions on their faces and look like their really interested in what is going on
12	It makes me wonder why we hadn't given the African Americans equal rights.	The riot that was happening is proof that the African Americans were fighting for equal rights.
21	This image makes me feel interested because i would like to know more about what the man is talking about.	The crowd of people listening because they look very interested in the topic that the man must be talking about.

A couple students voiced that the image did not have an impact on their emotions, Student 19 mentioned that the image made him, “feel kind of pressured cause i honestly dont know really know what this is about so i feel like i should.” Student 27’s response illustrates an overarching social studies concept - change over time. In response to the question about how the image makes you feel, he wrote, “This image reminds us that things werent always the way they were. There was racial inequality and not everybody was treated the same just because of a trivial matter...the color of your skin.” In response to the follow up question, Student 27 did not focus on the image specifically. Instead he responded, “It makes me feel relieved that we are living in the world that we are living in.”

Two themes emerge from student responses concerning how the image illustrates citizenship. The first theme focused on people working together to fight for equality (see Table 4.21), the second theme focused on individual rights, particularly those outlined in the First Amendment, such as the right to speech and assembly (see Table 4.22). Fifty two percent of student responses (14/27) can be classified under the first theme, 44% of student responses (12/27) can be classified under the second theme. Student 15 responded that the image does not illustrate citizenship, writing, “It doesn’t people are fighting for it in this picture.”

Table 4.21 Student Responses – Image 2, Question 6, Set 1

Student	How does this image illustrate citizenship?
1	This image illustrates citizenship because both non-discriminated and discriminated people worked together to form racial equality for America's society.
7	the community came together to do this
16	It illustrates citizenship because the people make up the United States. The people are speaking about one of the American ideals, equality. It should be granted to all citizens.
20	It shows that true Americans would want every race to be equal. Though it wasn't equal then, and some could argue that they still aren't equal today (in events such as Ferguson and Eric Garner), stuff like this have put us a lot closer to reaching full equality.
24	This image illustrates citizenship because it shows that these people care about racial equality and want everyone to be equal no matter what skin color they are.

Table 4.22 Student Responses – Image 2, Question 6, Set 2

Student	How does this image illustrate citizenship?
4	It shows that people have freedom of expression and are aloud to say what ever they want and it looks like whatever the man is saying alot of people are agreeing with him
5	It portrays the right to gather, and protest.
11	they have to right to petition and freedom of speech
19	Well since it looks like they are standing up for something the want or believe in it shows citizenship because they are aloud to show their opinion
26	As citizens, these people are taking control of their rights such as freedom of speech and protest. They are trying to achieve full opportunity of citizens in the U.S.

Four student responses focused on how the image illustrates citizenship because it shows people getting involved in their government. Two specific examples include Student 10 who responded, “Showing how people are getting involved with our country. Theyre not just sitting back and having him do everything, they actually have opinions on things,” and Student 13 who responded, “It illustrates Citizenship by people wanting to take roll in the American Government because they waited so long to become a citizen yet they still can’t do the stuff normal citizens are able to do.”

Image 3

Image 3 is a photograph of an African American woman voting, housed in the Library of Congress's online prints and photographs collection (see Appendix E). Students provided a wide range of responses to the first question, "When and where do you think this image was taken?" The date the Library of Congress provides for the image is November 1964. Thirty percent of student responses (8/26) included, "1960s" or "the Civil Rights Era" in their response and forty-two percent of students (11/26) described the location as a voting poll, or a place where people vote (see Table 4.23). Three students described the time period as opposed to offering a specific date or place, highlighting it was taken after African Americans were granted the right to vote. Three students identified the image as being from the Woman's Suffrage Movement. For example, Student 22 wrote, "This photo was taken during the time that women were aloud to vote. I was taken at a large place for voting." Other student responses ranged from 1900s to 1970s, mentioning a variety of locations, such as Student 3 who wrote, "1940s? ellis island immigration," and Student 8 who wrote, "I think it was taken in the early 1900s. I think in a store."

Table 4.23 Student Responses – Image 3, Question 1, Set 1

Student	When and where do you think this image was taken?
13	It was probably taken after the 1960s because it seems like an African American lady because it seems like she is voting.
16	I think this image was taken after the amendment was passed that allowed blacks to vote. It was taken in the U.S. in a voting room.
19	I think this was taken when African Americans got teir rights and freedom. And in the US somewhere
26	I believe this pictue was taken at a voting poll in the 50s or 60s during the civil rights movement

When asked, "Tell me all that you can about this image..." sixty two percent of student responses (16/26) focused on women voting. Eleven of the 16 responses specifically mentioned African American or black woman voting (see Table 4.24). Four other students identified the

African American woman or one student labeled her as “a girl,” and described her engaged in various activities, such as Student 6 who responded, “I see many african americans and it looks like they are kinda relocating,” and Student 10 who responded, “This image shows an African American woman maybe buying something. She could also be bringing something.” Three students mentioned how the image is a representation of equality (see Table 4.25).

Table 4.24 Student Responses – Image 3, Question 2, Set 1

Student	Tell me all that you can about this image...
9	There's an African American lady voting at the table (I assume she's voiting or something because she's sticking a slip of paper into a slot in a box with the number 33 on it) There's a line in the doorway and a couple of bags/boxes/containers on the table behind her. They're all women.
13	The voting area is only for African Americans becuase the people in line seem to be the same race as the lady voting with only a few white Americans.
19	There is an African American women voting and there are two white women there and there is also many African American women waiting to come in and vote
25	There is an African-American woman voting, and people standing in line in a doorway, there are booths or bags in the background, and tables and chairs. The room seems to be very large.

Table 4.25 Student Responses – Image 3, Question 2, Set 2

Student	Tell me all that you can about this image...
1	In this image, an African-American woman seems to be voting for her first time and this picture can represent equality for rights of African Americans and women.
18	I see that there are all types of races voting at ballots telling me that African Americans have gained more rights, and also women.
27	The image was taken after the civil rights movement and during or after the womens suffrage movement. we know that this is after equal rights because one of the woman voting is african american. Everybody in teh picture look very proud which suggests that this is their first time doing this.

In describing the story Image 3 tells, 65% of student responses (17/26) can be categorized under the civic concept of equality, specifically equal rights (see Table 4.26). Approximately 27% of student responses (7/26) illustrate concrete thinking. Students focused on the actions they described when responding to the previous question, as opposed to what the image represents (see Table 4.27).

Table 4.26 Student Responses – Image 3, Question 3, Set 1

Student	What story does this image tell?
2	That African-Americans were able to finally vote and were equal
11	the story of African American women voting rights
16	It tells that African Americans, as well as women, are gettin equal opportunities. They are allowed to vote and take part in government.
26	This image tells the story of the equal rights/ civil rights movement. This tells of a minorities movement to achieve the same rights that most other citizens in the U.S. have.

Table 4.27 Student Responses – Image 3, Questions 2 & 3, Set 1

Student	Tell me all that you can about this image...	What story does this image tell?
3	there are lots of tables and what looks like a door with lots of people waiting outside it. in the middle of the room is three people standing around a table with a box that says 03 on it	it tells about people immigrating to america?
4	it looks like a lady is taking some sort of bag and getting it checked	how checking wasnt as intense as much as it is today
5	This is a safty instruction video and a women is showing them how to properly do certain things	How to properly take action and help a sick person
8	looks like they are waiting in line to get something from a girl.	That they are waiting in line and going to get something from the girl. She is bagging something

When asked, “How does this image make you feel?” the most common emotion mentioned was “happy.” Fifty four percent of student responses (14/26) include, “happy” in their response and seven additional students mentioned that it made them feel emotions such as, “good,” “glad,” “assured,” “amazing,” and “that our country is becoming better” (see Table 4.28). A majority of these responses mentioned equality or the right to vote as the reason for these emotions. However, it should be noted that four responses focused specifically on the woman’s smile and their response did not provide any indication that equality or the right to vote was the reason.

Table 4.28 Student Responses – Image 3, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
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1	This image makes me feel happy.	This image made me feel happy because African Americans and women were not able to vote then but now, they earned the right to vote without restrictions.
10	This makes me feel good for her. Usually in social studies it always says ow African Americans were discriminated against and this one looks happy	The woman looks content and is smiling
12	It makes me feel a little more assured that women are taking more action in that society	The woman are voting freely which means that women can finally vote
18	This image makes me feel happy that America had made the change and given the African Americans more rights and equality.	The fact that there is all races voting and not just white men. Women and African Americans are voting at these ballots.

Student 27 made a personal connection to the image. In his response, he focused on what the image represents for him as a minority. In responding to how the image made him feel he wrote, “It is amazing how far we have come.” When prompted further by the follow up question he wrote, “I myself am a Korean American and i know if there was not equal rights i would not even be here in the U.S. Because of eual rights here many other countries soon followed suit.”

The remaining five students provided a variety of responses, including, “netural again I’m not there so I don’t really have any feelings” (Student 11). Student 4 responded, “this image makes me feel like some racism is going on.” When prompted with the follow up question, “What about the image made you feel that?” Student 4 responded, “there is an african american getting her bag checked and it looks different from all the others.”

When asked, “How does this image illustrate citizenship?” forty-six percent of the student responses (12/26) fall under the civic concept of equality and more specifically minorities being granted the right to vote (see Table 4.29), whereas 31% percent of student responses (8/26) fall under the civic concept of voting and fulfilling your duty as a citizen to vote (see Table 4.30). While reviewing and analyzing these responses, the researcher wondered if

these students were implying equality in addition to voting by identifying the minority groups, women and African Americans. The remaining seven student responses do not fall under one of these two categories; instead they focus on helping others, coming together, becoming a citizen, and getting along (see Table 4.31).

Table 4.29 Student Responses – Image 3, Question 6, Set 1

Student	How does this image illustrate citizenship?
2	This hsows that citizens are finally equal and everyoine now can vote
9	Women finally have the right to vote and that gives them more rights as a citizen.
16	This image illustrates citizenship because it shows equality and oppotunity. The woman is able to take part in government affairs. The American ideals of liberty, equality, and opportunity are portrayed.
19	African Americans including all women are able to do what white men are able to do now

Table 4.30 Student Responses – Image 3, Question 6, Set 2

Student	How does this image illustrate citizenship?
13	she is taking up here citizenship by voting.
21	The woman is voting and that shows that she is a part of the united states.
22	it illustrates citizenship because it shows a women voting, which tells us she is a American citizenship.
26	This image illustrates citizenship because she is taking control of her rights to vote.

Table 4.31 Student Responses – Image 3, Question 6, Set 3

Student	How does this image illustrate citizenship?
3	people are coming to america to become citizens
4	it shows that their helping eachother
5	It shows how you can take action and become a working citizens
6	it shows have we sperate others because they are different because this looks like a seperation of african americans and the normal white
8	this image illistrates citizenship because it shows people working together and getting along with another race.
10	It shows how the caucasin poeple are being respectful even if the other person is african american
17	It illustrates citizenship because people want to help the community and give back

Image 4

Image 4 was from the National Archives DocsTeach collection. The title of the image, “Photograph of leaders of head of the Civil Rights March on Washington,” provides a description of what the image depicts (see Appendix E). Dr. Martin Luther King, Jr., is one of many individuals seen in the image. When asked, “When and where do you think this image was taken?” seventy-six percent of student responses (19/25) mentioned during the, “Civil Rights Movement,” “segregation,” or “Martin Luther King, Jr.” Of these responses, 44% attempted to provide a date, ranging from the 1940s to the 1960s. A majority of these responses listed the 1950s. The locations identified included, “a park,” “a city,” and even “Dr. Martin Luther King, Jr.’s March on Washington” (see Table 4.32). Twenty-eight percent of the student responses placed the image in the south, namely Alabama.

Table 4.32 Student Responses – Image 4, Question 1, Set 1

Student	When and where do you think this image was taken?
5	At a civil rights march in the 1950s
12	In the 1950s, when African Americans marched for racial equality a.k.a. Civil Rights March
22	This photo was taken in a street. it was taken during a civil rights movement by martin luther king jr
24	I think this image was taken at a protest that was about segregation. It was in the time period f heavy racism, and it looks like the protesters are listening to their leader.
27	This image was taken during one of Martin Luther's marches in Washington D.C.

The most frequent word used when responding to, “Tell me all you can about this image...” was “protest,” more specifically, “protestors” or “protesting.” The word was included in 48% of the student responses (12/25). In addition to variations of the word protest, words such as, “riot,” “rally,” and “march,” were used, as well as the phrase, “to end segregation” (see Table 4.33). The central figure students focused on was Dr. Martin Luther King, Jr. He was mentioned in 40% of the responses (10/25).

Table 4.33 Student Responses – Image 4, Question 2, Set 1

Student	Tell me all that you can about this image...
9	It's a crowd of people, protesting, maybe marching, and a majority of the crowd is African American. Maybe led by Martin Luther King? They're protesting for the end of segregation between the races.
13	African Americans are protesting and they want to end segregated schools. I think the person standing backwards is Martin Luther King Jr. himself.
18	There is a rally going on where African Americans are holding signs for non-discrimination, ending segregation, and having equal rights. This was taken during a time when African Americans were segregated in public places.
24	There are a number of African American protesters that are holding signs that say things like "end segregated rules" and "we demand voting rights now!" The leader in the front seems to be talking to them or motivating them.
25	There is a large crowd of African-American men and women holding hands and walking down a road holding hands. Martin Luther King and his fellow protesters are peacefully marching. There is a man in front of them all with his back towards the camera.

When asked, “What story does this image tell,” students tended to focus on the fight to end segregation (see Table 4.34), the hardships that many African Americans faced (see Table 4.35), and the need for equality (see Table 4.36).

Table 4.34 Student Responses – Image 4, Question 3, Set 1

Student	What story does this image tell?
10	This story shows how African Americans are treated so badly they have to protest for their rights
11	this tells the story of the civil rights movement and the struggles the African American people had to go through
27	This image tells the story of the difficult road to equal rights no matter of race.

Table 4.35 Student Responses – Image 4, Question 3, Set 2

Student	What story does this image tell?
3	it tells about the time when segregation was present and how many people were protesting to stop it
13	the inequality that was happening in the United States at the time. It tells how determined people are at stopping this racial preference. I also a White American standing there.
17	Segregation is going on in the United States these people are against it and are protesting for the end of segregation

Table 4.36 Student Responses – Image 4, Question 3, Set 3

Student	What story does this image tell?
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5	That these men want and deserve equal rights
7	That blacks should have rights too, they're just like us
22	It tells me that there was a change that needed to happen in american life

When describing the emotions elicited by the image, student responses highlighted a sense of empowerment as illustrated in the use of words such as, “courage,” “proud,” and “empowered” (see Table 4.37). Students also described a sense of happiness, as illustrated in words such as, “happy” or “good,” (see Table 4.38) and a sense of sorrow or empathy, as indicated in words such as, “bad,” “sorry,” and “sad,” (see Table 4.39). Twenty percent of student responses (5/25) illustrated a dichotomy of emotions as students listed both positive and negative emotions. The responses of Students 13 and 17 exemplify a dichotomy of emotions.

Table 4.37 Student Responses – Image 4, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
3	strong, courageous it	it is a group of people protesting for their rights
5	like i should join their cause and help out my peers	The fact that there is so much passion in these mens faces
14	It makes me feel proud.	That many people would stand up against the government and the police and everyone, all so that they could be treated equal.
25	Empowered, because it shows the people united and together.	The united mass of men and women marching together.

Table 4.38 Student Responses – Image 4, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?”
1	This image made me fell happy because the African Americans are protesting towards earning their full rights as citizens of the U.S. This also makes me feel happy because they are even closer than they were before towards supporting their families.	This image represents citizenship because African Americans are inching closer to earning their full citizenship living in the U.S. by earning jobs to support thier own families.
6	pround and happy t knw that there are people out there that are willing to fight in what is right even if it means going agianst the government	they are in a large group which shows streangth and they a standing proud with linked arems

13	It makes me feel happy and kind of sad that people have to fight for equality in this country even though it was a basic right promised in the Constitution.	The faces, because they are protesting in suits even though it looks like it's really hot outside.
17	Happy because people are standing up for there rights and sad that America still has segregation going on.	The crowds emotion and there posters

Table 4.39 Student Responses – Image 4, Questions 4 & 5, Set 3

Student	How does this image make you feel?	What about the image made you feel that?
4	this image make sme feel sorry for those people but happy because they are so courageous and trying to make a change	how theyre a big mob of people protesting for what they deserve
8	it makes me feel sad because segregation to me is very bad. i do like how they are trying to stand up for themselves. they have a lot of courage and bravery.	seeing the posters that talked about segregation
10	This image makes me feel sad for them. We always talk about in class how bad they had it and that just isnt fair	They dont have the rights to do what everyone else has and that shouldnt happen to anyone
16	This image makes me feel unhappy and I feel sorry for those who were labeled as inferior.	The fact that someone in America, the country that supports all genders, races, and religions is being considered an outsider makes me feel sorry.

In addressing how the image illustrates citizenship, 28% of students (7/25) identified the civic concept of exercising first amendment rights, particularly the freedom of speech and assembly (see Table 4.40). Twenty-four percent of student responses (6/25) focused on how people were working together (see Table 4.41). Other student responses focused on African Americans’ fight for equality, as well as the rights granted to them as citizens (see Table 4.42).

Table 4.40 Student Responses – Image 4, Question 6, Set 1

Student	How does this image illustrate citizenship?
2	Americans have the right of freedom of speech
5	These men are using there right to assemble and right to free speach to protest for there rights
14	They are using the freedom of speech and expression to gain equality

Table 4.41 Student Responses – Image 4, Question 6, Set 2

Student	How does this image illustrate citizenship?
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7	people are getting together and walking with each other for their rights
17	People are coming together for a common casue to help the nation get closer to there ideals
23	African americans are working together and protesting against harsh laws.

Table 4.42 Student Responses – Image 4, Question 6, Set 3

Student	How does this image illustrate citizenship?
16	This image illutrates citizenship because the African Americans are citizens of the United States and they should be granted the oppourtunities, freedoms, and rights that come with being a citizen.
19	Even though our country is suppose to be equal people are still fighting for their freedom, and rights in america. Even thoguh they might get in trouble they still protest
24	This image illustrates citizenship, because the people are fighting for their rights as a citizen
27	Equal rights goes hand in hand with citizenship/. How could you call yourself a citizen of the U.S. when you could not send your kids to get a good education or couldn't even use the same bathroom just because of your race?

Student 15 declared that the image does not illustrate citizenship, “It doesnt they dont even have right to go to the same school as white people.” Two student responses illustrated the historical thinking skill of change over time. Student 1 responded, “This image represents citizenship because African Americans are inching closer to earning their full citizenship living in the U.S. by earning jobs to support thier own families,” and Student 10 responded, “It shows citizenship because it shows how mch America has changed and accepted African Americans. Now we ave a colored president and comapring that to when they had little rights is amazing.”

Image 5

Image 5 was from the National Archives online educational resource, DocsTeach. The image is of a young woman at a Civil Rights March in Washington D.C., taken in 1963 (see Appendix E). When asked to describe when and where the image was taken, students provided a variety of responses (see Table 4.43). Twenty-two percent of the students (6/27) included the date, “August 28th” in their response. In the image, the young girl is carrying a banner and

August 28 is written on the banner. Of those six students, two of them did not include a year or a range of years. The other four students offered a range of years. Responses varied from the 1940s to 1980. Forty-one percent of the students (11/27) sourced the image during the Civil Rights Movement, either specifically stating the “Civil Rights Movement” or describing the period as a time when there was segregation and African Americans had to fight for jobs. Two students identified the time period as during the Great Depression. Fifteen percent of the students (4/27) located the image in Washington, D.C., while other students responses were more general, using words such as, “protest” or “march.”

Table 4.43 Student Responses – Image 5, Question 1, Set 1

Student	When and where do you think this image was taken?
8	when there was a lot of segregation in the country. August 28
9	It was taken August 28th of some year, maybe in the 1960-1980?
12	In the 1950s when the African Americans were looking for jobs.
16	I think this image was taken either during the Great Depression or during the time when African Americans were not given jobs. I think this was taken outside in a march when people were rallying for jobs.
25	I think this was taken around the 1940's and 50's during the civil rights movement, in Washington D.C

When responding to question two, “Tell me all that you can about this image...” a majority of the students focused on the central figure in the image, the African American girl. Seventy four percent of student responses (20/27) mentioned the girl. Of the twenty students who drew attention to her, four of them noted her as being a woman instead of a girl. Of the seventy-four percent of students who identified the African American girl, half of them illustrate concrete thinking. They described only the details that can be seen in the image (see Table 4.44). The other half of student responses included predictions, context cues, and inferences, illustrating higher-order thinking (see Table 4.45).

Table 4.44 Student Responses – Image 5, Question 2, Set 1

Student	Tell me all that you can about this image...
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3	its a girl with a flag that says march for jobs next to a fence and surrounded by other people
9	a young African American girl is holding a banner what seems to be near a fence. The little flag she's holding up seems to say "Marching for Jobs" and a "I was there" "Memorial"
13	I see this little girl holding a sign that says she will march for a job. She also seems pretty young to me. To the left, there is a picture of a memorial or something and it says "I was there"
17	There is a African America girl standing in a line behind a fence. She is holding a sign that says March for Jobs.

Table 4.45 Student Responses – Image 5, Question 2, Set 2

Student	Tell me all that you can about this image...
6	the girl in the picture is african american and i predict she is fighting for equaliy because she is african american and at the time they didnt have many jobs for these people
18	I see an African American holding up a sign that says march for jobs. She must be fighting for her rights.
25	There is a young African-american woman holding up a flag of some sort that is "advertising" a march for jobs in Washington D.C. I know this is Washington because there is a picture of the Lincoln memorial on the flag.
26	This woman is protsting for equal job rights. Her sign says "I was there" and it has a picture of the Lincoln Memorial too. This causes me to think that her sign is mentioning Martin Luther King Jr.'s "I have a dream..." speech.

When answering the question, “What story does this image tell?” students described a story of injustice. Included in their explanations were African Americans fight for equality, as well as a financial aspect that went along with such injustices, such as African Americans not being able to secure employment because of their skin color. Eighty-five percent of the student responses (23/27) addressed inequality, African Americans fight for equal rights, and the lack of job opportunities for African Americans (see Table 4.46).

Table 4.46 Student Responses – Image 5, Question 3, Set 1

Student	What story does this image tell?
1	This image tells a story of hardwork and determination of the African American people by rallying and protesting to earn their equal rights.
11	this tells the stoey about discrimination against the african americans
15	That African Americans back then couldn't really get any jobs and that they had to fight to get a descent job in the United States. It also tells that these people lived tough lives.

18	This image tells a story about people not backing down and always defending themselves and their rights.
25	It tells the story of the African-American people fighting for justice in America, and that all ages wanted equality.
26	This image tells the story of people's fight for equal rights in the United States. It tells the story of the Civil Rights Movement in the 1960's which was led (in great part) by Martin Luther King Jr.

In describing the emotions the image elicited, sixty-seven percent of students (18/27) responded, “sad.” Student 6 used the word, “heartbroken,” (see Table 4.47). When prompted to describe what about the image made them feel that way, 67% of these students (12/18) mentioned the African American girl. Students noted her facial expression and age as the reasons they felt sorrow (see Table 4.47). Twenty-two percent of the students (4/18) who responded sad provided a more general reason, such as racism or discrimination (see Table 4.47).

Table 4.47 Student Responses – Image 5, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
3	it makes me feel sad	the image reminds me of all of the racism and discrimination at that time.
7	it makes me feel sad	her facial expression
11	kinda sad because this girl looks younger than me but yet she has had to go through so much more than me	the look and age of the girl
17	It makes me feel sad because this little girl has to fight towards this ugly problem. She seems so little but looks so determined. In a way it makes me look up to her for her strength.	The fact that a little girl is holding up the sign and is participating in the march.
25	Kind of sad because the girl seems so sad and tired of the prejudice and racism she receives every day.	The little girl's expression and tired look.

When asked, “How does this image illustrate citizenship?” students focused on the fight or “march” for equality and what they perceive as a right to employment (see Table 4.48), as well as the use of rights, such as freedom of speech (see Table 4.49).

Table 4.48 Student Responses – Image 5, Question 6, Set 1

Student	How does this image illustrate citizenship?
3	it shows African americans fighting for their rights
9	that people have a right in the nation to have opportunity to jobs, and it seems that she's not happy with the lack of jobs because she's marching for jobs.
16	This image illustrates citizenship because the march for jobs is taking place at the memorial in the U.S. The citizens of America are not being guaranteed wages or jobs even though those are mentioned in the founding ideals. America is either lacking job slots to fill or are not employing some adults on purpose.
17	This illustrates citizenship because the girl is strong and proud and determined to make this country better by ending inequality and make us move closer to the ideals of America.

Table 4.49 Student Responses – Image 5, Question 6, Set 2

Student	How does this image illustrate citizenship?
2	American citizens have the freedom to march and speak out about how they feel.
11	she is showing her right to protest and the freedom of speech
14	She is exercise her right freedom of speech.
19	even young boys and girls have to go out and show their opinion on things in America

Student 15 responded, “It doesn't since black people can't get jobs and it does also since the people above them have so much power.” Students 16, 20 and 27 focused solely on the lack of employment in all their responses. They placed the image in the context of the Great Depression and focused on the story of poverty and the lack of job opportunities for Americans. They did not mention race, discrimination, or civil rights.

Image 6

In describing when and where Image 6 was taken, students offered a variety of locations and dates. According to the National Archives, the image was taken in 1967 at a rally protesting the Vietnam War (see Appendix E). No student mentioned the Vietnam War in response to question one or any of the reflection questions. Four students mentioned a protest in their response and one student identified the location as being at a rally. Of these responses, the time frame included anywhere from the 1960s to the present day (see Table 4.50). Other students

dated the image anywhere from World War II to the present day. Twenty-three percent of students (6/26), identified the time period as a time of war, three students specifically mentioned World War II and one student specifically mentioned the Cold War. “In a field,” was the second most common location offered, behind “protest” or “rally,” with twenty percent of students (5/26) including it in their response. Students 13 and 14 placed the image outside of the United States. Student 13 offered an explanation for why, “I think this image was probably taken recently in France because I don’t think American police would wear this uniform.”

Table 4.50 Student Responses – Image 6, Question 1, Set 1

Student	When and where do you think this image was taken?
5	Between the 1960s and the 1970s at a protest
20	at a protest from around 1970-now
25	Ii think this was taken in the 60's because that is when many young people were protesting violence and encouraging peace at that time. I also believe they were in Europe because soldiers in America wore that.
27	This image was taken during a protest in the 80's or 90's
5	Between the 1960s and the 1970s at a protest
17	Around present day and maybe during a rally.

When asked, “Tell me all you can about this image,” thirty-one percent students (8/26) used the word, “protest,” “protestors,” or “protesting,” in their response; two students mentioned a “peace offering” (see Table 4.51). Forty-two percent of student responses (11/26) mentioned the soldiers or “MPs” and 31% of students (8/26) described the police (see Table 4.52). The female holding or handing something to the officers was noted in 38% of student responses (10/26). Students 15 and 18 viewed the image as a rebellion. Student 18 wrote, “People are rebelling but the cops don’t care much because they are just standing there,” and Student 25 wrote, “I see white people rebelling.”

Table 4.51 Student Responses – Image 6, Question 2, Set 1

Student	Tell me all that you can about this image...
4	It loos like a protest or a peace thing
7	It looks like people are protesting for rights

11	this is a protest for something and it looks like they brought in the military and the protesters seem to be making peace with the military
13	It seems like a peace offering of some sort because the woman holding the rose seems like she's not so happy and so does the police. The man is holding some kind of sign that says something.

Table 4.52 Student Responses – Image 6, Question 2, Set 2

Student	Tell me all that you can about this image...
5	There are protestors trying to get the soldiers to join their cause, they are in a field, they are MP soldiers.
16	There are MP soldiers in their battle uniforms. The people are standing in front of them, probably thanking them for their service. One person is handing something to a soldier. Another is holding a camera.
19	There are a line of police officers and a line of young citizens. The citizens look like they are protesting.
24	There is a line of people facing what looks like a line of police. There is a girl holding something out to the police. There is a guy holding a sign. It looks like they are in a park

Two story lines emerged from student response to the question, “What story does this image tell?” One story line was focused on supporting and honoring the armed forces (see Table 4.53) and other one was focused on protesting or standing up for change (see Table 4.54).

Twenty-three percent (6/26) of students described the story of honoring American soldiers. Fifty percent of student responses (13/26) fall under the category of protesting, including protesting peacefully, against injustice, standing up for one’s rights, and to bring forth change.

Table 4.53 Student Responses – Image 6, Question 3, Set 1

Student	What story does this image tell?
1	I think this image tells a story of American citizens' support for the American soldiers and how they encouraged them to fight.
2	this image shows American citizens support for the troops and the country
10	This story maybe tells how the soldiers are coming home and people are excited to see them
16	This image tells the story of people who fight for their country and are honored for their service.

Table 4.54 Student Responses – Image 6, Question 3, Set 2

Student	What story does this image tell?
15	There was something the people didn't like so they did something about it.

19	This shows how young people can make a difference and stand up for what they believe in
20	It could show a story of protest
22	I tells the story of that people did not something thatw as happening in ae country so they wanted it to change.

A variety of emotions were listed when students were asked, “How does this image make you feel?” and an even greater variety of responses were offered in response to the follow up question, “What about the image made you feel that?” Students responded that they felt emotions such as, “confused,” “happy,” “disappointed,” “sad,” “nervous,” and even stated they did not know how the image made them feel (see Table 4.55). The two most common emotions elicited were happy and confused. Twenty-three percent of students (6/26) responded happy and nineteen percent (5/26) responded confused. Of the students who responded happy, four of them stated it was because the soldiers were being honored, one because it was a non-violent image, and one because the people were standing up for themselves. Of the students who felt confused, three felt confused because the soldiers had batons or were blocking the people, yet the civilians had flowers, two felt confused because they did not know what the protest and Student 19 stated she was confused because she did not know what the image was about.

Table 4.55 Student Responses – Image 6, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
11	like the whole thing in fergesion (sory dont know how to spell it) shouldnt have happend because it should have been a peaceful protest	the giel handing pout the flower and no one seems mad
13	It makes me kind of sad because the people could not work out a solution and they police is not willing to give in.	That everyone's face looks mad and that it seems like they have been standing there for quite a long time already.
17	This image makes me feel nervous about what is going on and what after effects will occur.	The fact that the soldiers are standing in line and there is a line of people who look determined and upset.
26	This image makes me feel intrigued because the people are making a risky choice in trying to get so close to the officers	The weapons that the soldiers/ officers have makes me fear for the safety of the protestors.

When asked, “How does this image illustrate citizenship,” a majority of student responses fall into one of two categories with individual rights as the overarching umbrella covering both categories. The first category illustrates the concept of standing up for one’s rights (see Table 4.56) and the second category illustrates the concept of exercising one’s rights (see Table 4.57). Nineteen percent of student responses (5/26) would fall in the first category and thirty-eight percent of student responses (10/26) would fall in the second category. Of those ten students, eight specifically mentioned, “right to protest.”

Table 4.56 Student Responses – Image 6, Question 6, Set 1

Student	How does this image illustrate citizenship?
1	This image can illustrate citizenship because it is showing that people are abupt to fihgt for their freedoms and rights.
3	citizens are standing up for their rights
17	citizens are standing up for their rights

Table 4.57 Student Responses – Image 6, Question 6, Set 2

Student	How does this image illustrate citizenship?
5	The people are using there right to protest and the soldiers have the right to a job and an opinion
11	the right to protest peacefully
20	It shows the American right to protest
26	This illustrates citizenship because they are using freedom of speech and protest

Student 24 responded that the image did not illustrate citizenship. She wrote, “This image illustrates the lack of citizenship, because the police aren’t allowing the people to protest.”

Image 7

Image 7 was taken from the public photo sharing website Flickr, and depicts a volunteer helping out in the aftermath of Hurricane Katrina (see Appendix E). A majority of students identified Image 7 as being taken during Hurricane Katrina (see Table 4.58). Fifty-six percent of student responses (15/27) specifically mentioned, “Hurricane Katrina,” three students responded,

“in 2005 in New Orleans” or “in 2005 in Louisiana,” one student identified the location as New Orleans, but named the year as 2006, and another student identified the year, 2005, but the location as being a classroom. The seven students who did not source the image in relation to Hurricane Katrina, placed the image in recent times at various locations, some were specific, such as Student 23 who wrote, “A teacher who is teaching about the USA government,” or Student 17 who wrote, “At a volunteer service project. Probably taken around current day.” Other responses were general, such as Student 18, who wrote, “2000s in America.”

Table 4.58 Student Responses – Image 7, Question 1, Set 1

Student	When and where do you think this image was taken?
2	2005 in New Orleans
4	early 2000 because the guy has a katrina shirt on showing he is apart of the hurricane katrina relief and cleanup also i think this was taken in a school somewhere or someplace that is holding a meeting for volunteers.
12	2005, in Louisiana when Hurricane Katrina struck
16	I think this image was taken after hurricane Katrina. I think it was taken in a place where relief volunteers sign up.
27	This image was taken at a hands of USA meeting where volunteers are going to help repair the damage that Hurricane Katrina caused.

When prompted, “Tell me all you can about this image,” 74% of student responses (20/27) included descriptors such as a “volunteer” and “help” after Hurricane Katrina (see Table 4.59). Some students went into detail, highlighting the whiteboard he is writing on and other students were brief, such as Student 2 who wrote, “A man is volunteering to help out with the disasters of the hurricane.”

Table 4.59 Student Responses – Image 7, Question 2, Set 1

Student	Tell me all that you can about this image...
1	Hurricane Katrina was on August 23, 2005. This man looks like he was a part of the Katrina Relief program. He looks like he is building some sort of plan to clean up damage from the hurricane
9	there's a man writing on a whiteboard and his shirt says "Katrina relief volunteer" and it seems like they're in a charity organization. He's in a room and seems to be adding something to what seems like a board of plans
14	It is a volunteer group called " Katrina Relief Volunteer" and they are planning

	something on how to help the survivors fo hurricans Katrina . They also are going to help rebuild the city and find lost people.
24	There is man with a shirt that says Katrina Relief Volunteer and has a website that is handsonusa.org. The man is writing on a board that has categories like cleanup, lost, and found.
27	A person is volunterring to with the damage that hurricane Katrina caused. He is also part of a larger relief organization called HANDS OF USA.

When asked, “What story does this image tell?” seventy-four percent of student responses (20/27) claimed it told the story of people helping each other out (see Table 4.60). In addition, three more students expressed that the image told the story of the aftermath of Hurricane Katrina.

Table 4.60 Student Responses – Image 7, Question 3, Set 1

Student	What story does this image tell?
3	it talks about the story of a volunteer serving his community and helping clean up after hurricane Katrina
10	It tells how people everywhere, even if they didnt know them, helped the people who suffered from hurrican Katrina
16	This image tells the story of people uniting and working together. People are willing to devote time and money to help people restart life after the destruction. They want to relieve stress.
24	This image tells the story of how people were volunteering to help cleanup and relieve all the damage done by Katrina
26	This image tells the story of people trying to aid those in need of help after a devastating storm

Image 7 elicited positive emotions from students. Eighty-two percent of student responses (22/27) identify emotions such as, “happy,” “good,” and “hopeful,” (see Table 4.61). Happy was the most common emotion listed, specifically mentioned in by fourteen students. When prompted with the follow up question, “What about the image made you feel that?” students focused on the story of people helping one another (see Table 4.61). Four of the students that responded the image made them feel happy also stated that the image made them feel sad. They felt sad for those who were affected by Hurricane Katrina (see Table 4.62).

Table 4.61 Student Responses – Image 7, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
6	good because i know that people are willing to take time out of their day to help others	the back of the mans shirt says it all
10	It makes he feel like theres hope in the world by the way some people but others before them	That this man is putting others before him
13	It makes me feel happy that these people still have hope and that they have people from other states to help them out.	That a guy is writing plans to restore the state.
21	Happy	many people wanting to help and volunteer for things even though they dont need to

Table 4.62 Student Responses – Image 7, Questions 4 & 5, Set 2

Student	How does this image make you feel?	What about the image made you feel that?
16	This image makes me feel happy because the man is devoting his time and money to the survivors of the hurricane. I also feel sad because I know many lives were lost.	The fact that the man is helping makes me happy because I realize that there are caring and unselfish people in this wold. I also know that people died in the disastrous event.
19	It makes me feel sad because it reminds me of the hurrican and how devistating it was but it makes me happy casue i know how muany people chose to help	SInce people are chosing to help others who suffered from lose and distuction
22	Happy and sad.	The fact that people died in the herican but what made me happy is that people showed up to help rebuild.
26	This image makes me feel happy because there are people willing to give up their time to help others. It also makes me feel sad for those who were affected by Hurrican Katrina	This relief center made me feel happy. Knowledge of the effects of Katrina made me feel sad for those affected

Student 27 did not specify an emotion, he wrote, “This image gives me mixed feelings.” In response to the follow up question, he wrote, “It is horrible that htis happened. But it is also amazing how the people of the U.S. came together to clean up the mess.”

Eighty-eight percent of student responses (24/27) explained that Image 7 illustrates citizenship because it shows people helping others in need. Twenty of the twenty-four responses

specifically used the word “help” or “helping” in their explanations (see Table 4.63). The other students focused on people coming together, for example, Student 9 wrote, “People working together to fix the damage that an unstoppable force had caused, and that's being a great citizen to other citizens.”

Table 4.63 Student Responses – Image 7, Question 6, Set 1

Student	How does this image illustrate citizenship?
1	This image illustrates citizenship because it shows that they were caring and helping for the others who suffered during Hurricane Katrina.
11	by people stepping in in time of disaster to help the town
16	This illustrates citizenship because the people are uniting and helping each other recover from a tragic event. They are workin together like citizens should.
20	helping out others without want of money or other motives beside to help
27	Many people wanting to help after hurricane Katrina and clean up shows their support for the united states

Students 5, 7, and 23 did not interpret the image as being part of a relief effort or occurring in light of a natural disaster. Student 5 focused on the University of Arizona ball cap the man in the image is wearing and interpreted the image in each question as a man working at his job. He felt the image illustrated citizenship because it demonstrated, “using his right to a job, adequate wage, and maximum working hours.” Students 7 and 23 interpreted the image as someone teaching about the United States. They both stated the image illustrates citizenship because people are learning about America.

Image 8

The title of the image is, “Same Sex Marriage Vote in Minnesota Senate,” and according to the source, Image 8 was taken on May 13, 2013 in St. Paul, Minnesota (see Appendix E). When asked, “When and where do you think this image was taken?” students who included a date placed the image in the present day (see Table 4.64). The earliest date provided was by Student 11 who wrote, “2000-present.” Thirty-three percent of student responses (9/27) included

the phrase, “recently” or “very recently.” Additionally, Students 3, 7 and 13 described the period as, “close to the present,” “not that long ago,” and “taken a few years ago,” respectively. In regard to where the image was taken, a couple students named a city or state, such as Student 1, who wrote, “taken in Philadelphia,” a couple other students identified a more relative location, such as Student 22 who wrote, “It was taken during a feild trip to a building.” Twenty-six percent of students (7/27) identified the location as at an event, protest, or movement for marriage equality (see Table 4.64).

Table 4.64 Student Responses – Image 8, Question 1, Set 1

Student	When and where do you think this image was taken?
2	I think this image is in Philidelphia around 2012
10	This image was taken very recently in a state that doesnt allow same sex marriage
14	It was taken in 2013 at the voting for same-sex marriage in the capital
24	In recent years in a city on the north east coast judging by the statue of a patriot in the back
25	I believe this image was taken at a state capital in the late 2000's or early 2010's

When prompted, “Tell me all you can about this image,” seventy-four percent of students (20/27) included supporting marriage equality in their response (see Table 4.65). In addition, Student 11 wrote, “This is where someone is suporting the lgbtqa movement.” Of these responses, some were general, such as Student 12 who wrote, “They guy is supporting homosexual marriage,” and some students were more specific, including details from the image in their response. For example, six students described the orange T-shirt the central figure of the image is wearing that reads, “I Support the Freedom to Marry.” Other students described the man’s smile, the buildings, and five students pointed out the bus in the background.

Table 4.65 Student Responses – Image 8, Question 2, Set 1

Student	Tell me all you can about this image...
4	It looks like a man is handing out flyers about gay marriage and maybe how the law is about to be passed or talked about
9	there's a man handing out what seems to be a petition, and he's wearing a shirt saying "I support the freedom to marry." There are people around him and it seems like

	there's a small monument in the back ground and buildings so I can assume it's near the east coast. School bus is in the background so school trip also being witnessed?
18	I see a man supporting the right of free marriage
24	There is a happy looking guy wearing a t-shirt that says I support the freedom to marry. There are a few people surrounding the man who is also handing out flyers

In describing the story the image tells, seventy percent of students (19/27) focused on the “right to marry” or “freedom to marry” (see Table 4.66). Of those 19 students, four students explained that people do not or did not have the right to marry. In addition, three students responded that it tells the story of equal rights. Student 27’s response falls into both of these accounts. He wrote, “This image tells the story of how it used to be illegal to marry of the same gender and it tells us how far we have come for truly equal rights.” Student 16 focused on the American ideal of freedom in choosing whom you marry. She wrote, “This image tells the story of a man who is trying to get support for an American ideal, freedom. He wants people to wear buttons that state that they support people choosing their own spouse, whether it be male or female.” Student 13 focused on how society has changed in regard to marriage equality and identified it as a growing concern in our present day society. He wrote, “That society has changed about gender marriage in the United States and that this topic is a growing concern.”

Table 4.66 Student Responses – Image 8, Question 3, Set 1

Student	What story does this image tell?
8	The right to marry and how he is supporting the right to marry
20	A story of people supporting marriage equality
24	In my eyes this story tells about the fight to legalize gay marriage. This man is trying to get people to be on his side and vote to legalize it.
26	This image tells the story of equality/the want for equality in all aspects of American society.

When it comes to identifying emotions Image 8 elicited, fifty-nine percent of students (16/27) responded with positive emotions (see Table 4.67). The most common response was, “happy,” mentioned specifically by eleven of the sixteen students who described positive emotions. Forty-four percent of students (7/16) described that it made them feel happy because

the man is standing up for his rights or because they feel people should have the right to choose who they want to marry. When asked the follow up question, “What about the image made you feel that?” eighty-one percent of the students (13/16) focused on the smile of the central figure of the image, or they described how happy he and the people around him appear. The other three students explained they felt these emotions because of the concept, describing it as, “the right to marry.” Student 13 wrote that he has no feelings toward the image. Other students provided a variety of responses including, “pride,” “anger,” how personal the image was to them, and uncertainty because of the American ideal of equality is not being expressed (see Table 4.68).

Table 4.67 Student Responses – Image 8, Questions 4 & 5, Set 1

Student	How does this image make you feel?	What about the image made you feel that?
7	it makes me feel happy because a man is standing up for our rights	because hes smiling and seems very happy
9	It makes me feel happy	The guy is smiling and it seems like the people around him also agree with his opinion so it's a pretty joyous picture.
12	Makes me feel good because people should have the liberty to chose their sexuality.	the guy
20	good I guess	because some people believe that little things like your sexuality (whether you like the opposite gender, same gender, both, none, ect.) should determine if you can get married or not. In some countries, being open about your sexuality could lead to you being killed. One person being supportive could lead a chain of acceptance for things that shouldn't seem weird in the first place.
25	Happy because people are standing up for what they believe in.	The man laughing and his shirt and the crowd of people that are supporting equal marriage rights.

Table 4.68 Student Responses – Image 8, Questions 4 & 5, Set 2

Student	How does this image make you feel?	What about the image made you feel that?
6	proud that people are sticking up for what they beleive in yet anger that socity has gotten so bad that it is now telling us who	the man has a smile on his face which shows pride in his cause and the fact that he has to go out and do this makes me

	should marry who	anger it shoule be already taken care of
11	this is a moe personal image because i have a gay family member that has been put in this situation	that i have a family member that is gay
26	This image makes me feel unsure because if the U.S. is a free country, based off of the ideal of equality, why can't people marry who they want to marry?	Support for the "freedom to marry" made me feel this way. The rallying aspect of this picture made me feel this way
27	People should have the right to marry whoever they want to. Love is something that can not only be defined by liking someone of the opposite gender.	Before people couldnt do this unless they wanted to be a outcast. But after the recent movements and laws made they can.

In addressing how Image 8 illustrates citizenship, a majority of student responses can be organized into three categories. The first two categories fall under the umbrella of the civic concept of individual rights. Students focused on fighting for or gaining rights and then using civil rights, such as the freedom of speech. The third category illustrates the civic concept of people coming together and supporting one another. Twenty-six percent of student responses (7/27) fall into the first category - fighting for or gaining rights (see Table 4.69). Twenty-six percent of student responses (7/27) fall into the second category - using civil rights (see Table 4.70). Twenty-two percent of student responses (6/27) fall into the third category - coming together to help and support one another (see Table 4.71). Students 8 and 12 allude to the freedom of speech, however their responses do not specifically mentioned it. Student 8 wrote, “Them debating about the freedom to marry and how its important to them and how they either support it or dont.” Student 12 wrote, “He is speaking up for people who cant.” Three students described the image illustrates citizenship because of equal rights, the freedom to marry whoever (see Table 4.72).

Table 4.69 Student Responses – Image 8, Question 6, Set 1

Student	How does this image illustrate citizenship?
1	This image illustrates citizenship because people are earning their right to marry freely.
9	This image illustrates citizenship because many people of the LGBTQ and etc.

	community is shunned upon because of their marriages and many states don't allow their marriages. It makes them feel less like a person, and people helping them gain their rights back definitely shows citizenship, because they're also helping a community gain their own feeling of citizenship.
24	This illustrates citizenship because it is a person fighting for a right.
26	This illustrates citizenship because the people are demonstrating their want and need for equality. These citizens are trying to achieve all aspects of equality, liberty, opportunity, and equal rights

Table 4.70 Student Responses – Image 8, Question 6, Set 2

Student	How does this image illustrate citizenship?
3	it illustrates citizenship because they guy in the orange shirt has the right to speak for and suppor whatever he wants
5	This man is using his freedom to assemble and to protest so he can gain a whole new freedom
11	that they ae using their right to freedom of speech to get the opion of marriage
19	This shows citizenship because these teenagers are able to fight for what they want peacefully and let aloun they are able to protest, or make a petition

Table 4.71 Student Responses – Image 8, Question 6, Set 3

Student	How does this image illustrate citizenship?
4	it shows everyone coming together to make a change
7	because people are coming together to do something as citizens
21	people are supporting eachother no matter what
23	People are supporting other feeling for others whether its a man liking a man, a women liking a women, or a women liking a man

Table 4.72 Student Responses – Image 8, Question 6, Set 4

Student	How does this image illustrate citizenship?
20	with American citizenship, we are given many freedoms. the freedom to marry whoever should be one of those
25	It demonstrates that everyone has equal rights in America no matter what.
27	This image states how poeple can marry who they want.

Detailed Description of the Case – Images & Reflection Questions

The participating teacher and researcher developed a schedule based on students participating in the engage activity once a week. Students viewed and reflected upon one image per week for eight weeks. There was one exception to this routine. The first four images were viewed and then spring break occurred. Students are not in school during this time. The week

after spring break, the routine of participating in the engage activity once a week commenced. Therefore, this aspect of the study took nine weeks to complete.

As described in the methodology, the participating teacher made arrangements for a cart full of Lenovo ThinkPads to be in her classroom each time the students were scheduled to participate in the engage activity. There were a few instances throughout the duration of the study when the ThinkPads did not work well. An example would be during the week students viewed Image 3. On March 2nd when Class B was participating in the engage activity, two of the ThinkPads were extremely slow to start. To remedy the situation, one student used the teacher's laptop to complete the online survey, and another student borrowed a ThinkPad from a student who had already completed the survey. There were a couple other incidents when students experienced difficulty with their ThinkPads and would borrow ThinkPads from classmates who had already completed the survey or they would use the teacher's laptop. Each week, students completed the survey within a time span of 5-10 minutes. After a couple weeks, some students demonstrated that they no longer needed the direction sheet. Upon arriving to the classroom, they would grab their assigned ThinkPad, log on and access the survey monkey site before the researcher had time to distribute them. The same web address, with the exception of the last character, which indicated which image the survey was based on, was used for each survey. By the fourth week, some students learned the pattern of the web address for the surveys.

The participating teacher and researcher were present each time the students viewed the images and responded to the reflection questions. There were a couple incidents when the participating teacher intervened to encourage students to stay focused and complete the surveys. For example, on March 9th, when students from Class A were viewing and responding to Image 4, two female students were talking about a homework assignment instead of completing the

survey questions. The participating teacher walked over to the students and asked them to focus on the study until they had responded to all the questions. She also reminded them they were to individually complete the survey. Another time the participating teacher intervened was on March 27th, when students from Class B were viewing Image 5. It was taking Student 27 a longer amount of time than his peers to complete the survey. The researcher noticed that instead of looking at the images and reflection questions on his computer screen, he continuously looked at the wall and other students. The participating teacher went over to the student, reminded him that there was no right answer, and asked him to focus on completing the survey. All instances of the ThinkPads not working properly or interventions by the participating teacher were recorded in the researcher's field notes and included in the appendices (see Appendix G)

The researcher had little interaction with the students during the eight weeks they participated in the engage activity that involved viewing the images and responding to the reflection questions. Each week, she distributed the directions sheet at the beginning of the class and reminded them of the following: that there was no right or wrong answer, their responses would be kept confidential, and that their responses would not be evaluated for a grade. Once all students completed the online surveys and put away their ThinkPads, she thanked the participants and proceeded to the front office to check out. There were two incidences when students asked the researcher questions. On March 3rd, while students from Class A were viewing and reflecting on Image 3, Student 6 asked the researcher, "What do you do if you have no idea?" The researcher responded to try her best and answer the questions however she could. On March 10th, while students from Class B were viewing and responding to Image 4, Student 27 frequently paused while completing the survey. His ThinkPad was not working that day, so he was using the participating teacher's laptop. Once he was done with the survey, he explained to

the participating teacher what he recently learned about the research process in his science class, particularly the placebo effect. He then turned to the researcher and inquired what the study was really about, wanting to know about the deception he assumed was involved the study. The researcher reiterated the research question and explained that she was interested in studying how middle school students understand citizenship through civic images. She also informed the student there would be a debriefing period at the end of the study when she would address all questions.

Focus Group Interviews

Class A

As described in Chapter 3, students participated in a focus group interview following the engage activity that involved viewing the images and responding to the reflection questions. During the focus group interview, students sat in chairs surrounding two tables pushed together. They were positioned in a half circle facing the front of the classroom. Eleven students from Class A were present for the focus group interview. The order students sat in the half circle from left to right is as follows: Student 13, Student 1, Student 4, Student 8, Student 10, Student 3, Student 11, Student 6, and Student 9. Students 7 and 14 sat side by side at the table in the middle of the half circle. Student 12 did not participate in the focus group interview because he was absent when the class viewed and reflected on Image 6. Student 1 did not participated in the focus group interview because he was absent from school the day it was conducted. Student 5, who is enrolled in Class A, ended up participating in the focus group interview with Class B. Student 5 attends courses at the neighboring high school, therefore some days of the study he participated with Class A and some days with Class B.

The researcher began the interview by asking students to describe their experience with the study. Initially there were blank faces and students looked at each other as opposed to the researcher. Student 9 started the conversation by stating that it was interesting. She clarified her response by explaining how the images were in chronological order. She said, “It was kind of interesting to see the pictures in order...it was kind of going throughout history, like from the past to the present.” Student 9’s observation was the first time the researcher realized the images were presented in chronological order. This act was not intentional by the researcher or the researcher’s advisor when the images were selected for the study. However, in terms of when they were taken, the images were shown to students in chronological order. The minor exception to this would be Image 3. Images 2, 4, and 5 were taken in 1963 and Image 3 was taken in 1964.

Student 11 described a similar experience as Student 9. She felt as if the study provided a review of the events they had already studied in their social studies courses. She described the experience as a “refresher.” The researcher prompted the student further, inquiring if knowing the context helped when viewing the image, to which Student 11 replied, “Yes.”

After a couple minutes of students looking at each other or the floor and no students volunteering to speak, the researcher moved on to the next question. For this question, the participating teacher assisted the researcher by displaying the images one by one in order of how they were presented to the students during the study. When asked which image most represented citizenship, students mention the following images: Image 1, Image 2, Image 4, Image 6, and Image 7. Student 4 expressed it was Image 1 (see Appendix E) because, “it shows...this family from a farm...giving their who life savings...to help support the war and...help America get through the war.”

After Student 4 finished her response, Student 9 declared that no one image represented citizenship more than another. She expressed, “They all have something to do with people taking part of the community and fitting in...and helping the cause.” Student 7 then spoke and expressed that Images 2 (see Appendix E), 4 (see Appendix E), and 6 (see Appendix E) most represented citizenship because in these images a lot of people came together as a whole and, “it looked like they were all doing something...together.”

Student 10 spoke up and declared that Image 7 (see Appendix E) most represented citizenship because it showed how people were helping other people. She went on further to explain, “People were...helping other people with the hurricane relief and...they...didn’t even know the people they were helping, they just all came together to help them.”

When no other students spoke up, the researcher asked students to define citizenship. Students 11, 9, 3, 6, 7, and 4 offered a response. Student 11 said, “The right to a good life...basic human rights.” Student 9 explained, “The right to fit in with the rest of the community, the right to...help others and be helped...” Student 3 said, “Being able to have rights and...freedom to be a citizen, and live how you want.” Student 6 explained that citizenship was like being a part of family. Student 7 said, “It’s just coming together as a whole...like a community.” And Student 4 expressed, “Like playing a role...being a part of...a community...being part of something.”

Their responses highlight three concepts of citizenship: individual rights and freedoms, coming together as a community, and helping others in need. The most common response is the idea of a community, people coming together. It was mentioned by five of the six students who answered the question. The transcript of the focus group interview with Class A is included in the appendices (see Appendix H).

Class B

During the focus group interview students sat in chairs surrounding the same two tables pushed together. They were positioned in a half circle facing the front of the classroom. The interview consisted of ten students from Class B and one student from Class A. Student 5 participated in the focus group interview with Class B because it fell on a day he was present for the Guided Study course. Student 5 is officially enrolled in Class A. He attends advanced math classes at the high school, therefore depending on the high school schedule, he would participate with Class A and Class B throughout the study. The order students sat in the half circle from left to right is as follows: Student 19, Student 24, Student 22, Student 17, Student 25, Student 27, Student 16, and Student 5. Students 23 and 21 sat side by side at the table in the middle of the half circle. Student 20 did not participate in the interview because she was absent when the class viewed Image 4. Student 26 did not participate in the interview because he was absent when the class viewed Images 1 and 4. Finally, Student 15 did not participate in the focus group interview because he was absent the day the interview was conducted.

The researcher began the interview by asking students to describe their experience with the study. While the researcher was speaking, all students were looking at the researcher with the exception of Student 24, her eyes were on the ground. However, she immediately raised her hand to respond. She commented, “It was interesting because we got to see like different events...some things we had study in class and other things we didn’t, so we had to...actually think about it and...think of what was happening in the image.”

Student 25 spoke next and described how the images offered different perspectives. He said, “I thought there was...a lot of differences in the images...not all of them were focused on...one point in time...each image had...a different perspective you could look at.” Student 27

raised his hand while Student 25 was talking. When called upon, he pointed out the chronological order in which the images were viewed. He said, “The time period kept on increasing...it started from slavery now to present time.” The researcher explained to the students that this was interesting to her because it was not intentional.

Similar to what occurred during the focus group interview with Class A, after a couple minutes of students looking at each other, the wall, or their hands and no students volunteering to speak, the researcher moved on to the next question. Again, for this question, the participating teacher assisted the researcher by displaying all the images one by one in order of how they were presented to the students throughout the study. The researcher asked the students which image they felt most illustrates citizenship and why. As soon as all the images were viewed, Student 25 raised his hand and described Image 4 (see Appendix E). “I thought the one with all the people marching together...illustrates citizenship because...citizens...work together and...for a common cause.” The researcher verified with the student he was indeed speaking about Image 4 by asking if he was talking about the image with Dr. Martin Luther King, Jr.

Student 24 then raised her hand and expressed she felt Image 8 (see Appendix E) most illustrated citizenship because, “it showed him...fighting about something he thought was right.” The researcher asked Student 24 to clarify what she thought he was fighting for, to which Student 24 responded, “Same sex marriage.”

Student 5 then raised his hand and expressed how the images where people were in a group illustrated citizenship because, “they were using the right to assemble or the right to protest.” The researcher asked Student 5 if there was any image in particular, to which he responded, Image 4 (see Appendix E) and Image 2 (see Appendix E).

Student 27 then raised his hand and said, “The one where the African American woman is voting. Because everyone has equal rights, and the right to vote.” He was referring to Image 3. Student 23 agreed with Student 27 and described further, “it’s a woman voting and she’s also African American, so it shows civil rights...”

When asked to define citizenship, five students offered a definition. First, Student 17 focused on people coming together for a common cause. She responded, “A group of...people coming together for a common cause to...help better our country.” Student 5 spoke next and said, “It’s kind of like nationalism...you perform for your country. It’s like your life will always be a part of the country.” Following his response, Student 24 expressed it was about, “fighting for what’s right in our country or what needs to be right.” Student 19 then expressed a similar idea, but focused more on personal preference, “being able to fight for what you want or what you believe.” Last, Student 25 addressed the question and echoed similar ideas to his peers. He said, “Belonging to your country and...having equal rights for everyone and everyone’s the same and everyone’s together.”

Their responses highlight the following civic concepts: supporting your country, fighting for equal rights, exercising individual rights, belonging to your country (community), and equal rights. The transcript for the focus group interview with Class B is included in the appendices (see Appendix H).

Detailed Description of the Case - Focus Group Interviews

The focus group interviews were conducted back-to-back, Class B on April 23, 2015 and Class A on April 24, 2015. The researcher was able to secure the time to transcribe and reflect on the focus group interviews immediately after the interviews were conducted, on April 25th, and 26th, 2015. The researcher’s reflections are important for transparency and to support replication

of the study. At times, the researcher experienced difficulty asking only open-ended questions, specifically when prompting students to clarify their responses. In addition, the researcher experienced difficulty not performing as the students' teacher, especially after spending the previous eight weeks with the students while they viewed and analyzed the images. Throughout both interviews, the researcher frequently praises the students for their responses, for example, responding with, "Good," or "That's awesome that you picked up on that, very cool."

In reviewing the transcripts (see Appendix H), there are times when the researcher offered more information than necessary, such as revealing to the students in Class B that she did not intentionally put the images in chronological order. If one were to examine the chronological order of the images closer by examining the dates, they will note that Image 3 is slightly out of order. Images 2, 4, and 5 were taken in 1963 and Image 3 was taken in 1964.

Not all students appeared to be engaged in the interviews, as there were students who did not participate, nor did they turn to look at their classmates who were speaking. These students did not cause any interruptions, as they sat quietly and looked at the researcher, wall, floor or their hands. There were also students who did not speak, yet, still seemed engaged in what was being said based on their movements. They would nod their head or look at the classmate who was speaking. All of the students appeared engaged on the second question, when asked to view the images and decide which one most represented citizenship. All students in both Class A and Class B looked intently at the screen to view the images.

Students were polite and professional. No student interrupted another student, nor did any student belittle or judge another student's response. There were instances when a student would follow up from another student's comment, such as in Class B's interview. When asked which image most represented citizenship, Student 23 had a similar answer to Student 27, both citing

the image of the African American woman voting and both indirectly expressing it symbolized equality as their reasoning. Student 23's answer was more descriptive, as she noted the fact that the person in the image was not only a woman, but also an African American.

As discussed in the methodology, interviews are guided and purposeful conversations (Kvale, 1996; Yin, 2003) that possess the ability to provide a deeper analysis because they allow the researcher to understand the case through the eyes of the interviewees (Yin, 2003). By conducting the focus group interviews, the researcher was able to gain further insight regarding the students' experience with the study, their ability to analyze the images, and their conceptions of citizenship.

Individual Interviews

In an effort to collect more data and gain further insight to address the research question, the week following the focus group interviews the researcher conducted individual interviews with eight students, two females and two males from each class, and the participating teacher. Interviewees were asked the same questions as in the focus group interview. As described in the methodology, students selected to participate in the individual interviews were randomly selected. A brief analysis of each individual is provided in the following sections. Transcripts for each individual interview can be found in appendices (see Appendix I).

Individual Interview #1 – Student 19

Student 19 explained to the researcher that as the study went on, she understood the images more and gained a better understanding of how to answer the questions. She says, "...as it...went on, I understood...the picture more and understood...what I was supposed to say and since it was...the same questions over again, I knew...how to answer them." She informed the

researcher that she related the images to previous learning and that the images in the study reminded her of the images she sees in her current social studies course. When prompted by the researcher if seeing images helps her understand the curriculum and why, Student 19 explained, “I think it’s just a different way of...getting it, cause I’m better with...looking at stuff and remembering what it looks than...remembering...the date or something.” This seems to illustrate how images serve as a mode of representation and can be used to help students learn content. It also demonstrates how students learn new material by relying on previous knowledge, outlined in Constructivism.

Student 19 identified Images 3 (see Appendix E) and 8 (see Appendix E) as being the ones that most represented citizenship. She selected these images because, “they’re being able to do something that...other people think is really wrong or...is not as wrong...is not the right thing and they want something else...a new step up...being able to have more rights.” After prompting by the researcher, Student 19 clarified she selected these images because they represent equal rights.

When asked to define citizenship, Student 19’s definition remained focused on equality. She said, “When people are like equal and are able to do the same things as everyone else...no matter...what they like or what they wear, or what they look like that they’re...able to do the same things.” Clear parallels between her definition and the civic concepts Image 3 and 8 represent can be seen as she specifically references, “what they look like” and how people are, “able to do the same things,” which would include voting and marriage equality. The comments made by Student 19 seem to indicate that the images helped inform her definition of citizenship.

Individual Interview #2 - Student 16

Student 16 expressed that she found the study interesting because she learned about different aspects of history. She felt the experience opened her mind to events that have occurred in the past, specifically identifying the following, “racial discrimination...rights that citizens should get...reminded me that sometimes people didn’t get those rights in the past and it wasn’t fair and sometimes some people faced...discrimination...because of their race or gender.” Her response demonstrates how images serve as a mode of representation and can support student learning of new content, as well as help students to gain a deeper understanding and perspective of content they have previously learned.

Student 16 selected Image 3 (see Appendix E) as the image that most represents citizenship because it illustrates individual and equal rights. She says,

When you’re a citizen you should get the right to vote and...she’s African American, so lots of times they weren’t allowed to vote or they were segregated in public places...it’s very important that they get the right to vote especially because of their race and the fact that they’re citizens in the United States.

Her definition of citizenship aligned to her explanation for why she selected Image 3. She informed the researcher, “I think citizenship is fighting for what you believe is right and everyone deserves equal opportunities as citizens of the United States.” Her response seems to indicate that the images helped Student 16 develop her definition of citizenship.

Individual Interview #3 - Student 27

Student 27 also described his experience in the study as interesting, because he felt the images built upon one another, displaying a progression of the fight for equality. After prompting by the researcher to explain what came to mind when he looked at the images, Student 27 expressed it reminded him how far society has come. He said, “How far we’ve come

from...especially...one of the first pictures...there were riots and...a woman couldn't vote and then you had the picture of the...African American woman voting...it was cool." The images served as a mode of representation, illustrating the progression of the fight for equal rights.

When asked which image most represented citizenship, he selected Image 3 (see Appendix E) because it demonstrates how discriminated groups have gained equal rights. He says, "This was a big turning point, I mean, women couldn't vote and now they can, and...African Americans couldn't vote..." He continues by defining citizenship in expressing his reasoning for selecting Image 3, "...this is what it means to be a citizen...to vote and to have equal rights that sit in our Constitution."

When asked by the researcher to define citizenship, he describes how citizenship is an abstract concept and therefore difficult to define. He informed the researcher he felt it was difficult to answer the question, "How does this image illustrate citizenship," when viewing the images. He told the researcher, "That was...one of the harder questions on...your quiz because...this is not something that is easily defined in two or three words. This is much...advanced." He continues and explains that citizenship, "means to have the same and equal rights as everybody else." The researcher prompted Student 27 further by asking if seeing the images helped him come up with his definition. He expressed that they reminded him of it, and then got personal. He explained to the researcher, "At this time we kind of take a lot of things for granted, especially the right to vote." Student 27 went on further to explain that, "If it wasn't for this...I probably wouldn't be here." When asked by the researcher to clarify, he said, "All these things..." and waved his hand over the images and specifically pointed to Image 4 (see Appendix E) and Image 2 (see Appendix E).

It should be noted that Student 27 identifies as Korean American. He expressed a similar sentiment when responding to the reflection questions for Image 3. When asked, “How does this image make you feel?” he wrote, “It’s amazing how far we have come.” In response to the follow up question, “What about the image made you feel that?” he wrote, “I myself am a Korean American and i know if there was not equal rights i would not even be here in the U.S. Because of eual rights here many other countries soon followed suit.” His comments in the reflection questions and the interview seem to indicate that the images helped him formulate his definition of citizenship and make a personal connection.

Individual Interview #4 - Student 25

Student 25 informed the researcher that his experience in the study was, “eye-opening.” He went on to explain how viewing the images deepened his knowledge. He explains, “I didn’t know that...some of those movements had as much people...in them...and...people working together. I didn’t realize there was...that much community in citizenship until I really...looked at the pictures...” The researcher prompted Student 25 to clarify if the images taught him more about citizenship. He responded they did, “because...before...I thought citizenship was just, oh you belong to this country, but now I kind of realize you’re in a community instead of just, belonging to it and you work together, that’s pretty much what being a citizen is about.”

When asked which image most represented citizenship, Student 25 selected Image 4 (see Appendix E) because it displayed people of all races working together for the same goal. He explains,

There’s like lots of men and women and it’s not just African American people or just like...Caucasian people, they’re all...together and they’re walking together, and they want the same, they’re working together for the same goal no matter what their differences are.

His selection and explanation parallel his response to the first question when he explained how viewing the images showed him that being a citizen is being part of the community. His comments illustrate how images can serve as a representation of knowledge.

When asked to define citizenship, Student 25 continued his focus on community and expanded to include equal rights. He says, “Citizenship is...belong to a community and being accepted and equal, with equal rights, no matter what your religion, race...it’s being accepted and being equal into a community and working together to a common goal...” The researcher prompted Student 25 further by asking, “If I was to ask you that question nine weeks ago, before we started the study, do you think your answer would be the same?” To which Student 25 replied, “No, I’d probably say, being a citizen is being...a member of a country, or a person living in the country.” The researcher then proceeded to ask Student 25 directly if seeing the images helped frame his new definition, to which he confirmed by responding, “Yea, yes, it did.”

Individual Interview #5 - Student 7

In describing her experience with the study, Student 7 revealed that it taught her about historical events. She pointed out to the researcher how she felt the images went in chronological order and some of the events she did not know happened. She voiced, “It was kind of cool to learn new things.” When prompted further by the researcher to expand on how the images helped her understand history better, Student 7 replies, “...like the Black Movement...with Martin Luther King...I’ve...never seen those pictures before and so...it kind of...impacted me on like how many people it actually...touched...” Her explanation appears to demonstrate how the images support student learning and deepen understanding of historical events.

Student 7 selected Image 6 (see Appendix E) as the image that most represented citizenship because, “there’s...a bunch of people coming together to...make a change...as

citizens they're like doing something all together." After further prompting by the researcher, she explains further how the people came together to make peace and the flower represents peace. Student 7 demonstrates abstract thinking by drawing a conclusion about the symbolism of the flower.

Her definition of citizenship matches her reasoning for selecting Image 6; she even uses some of the same terminology. She says, "Citizenship to me would be...the coming together...if you broke it down...a community...coming together to do something or make a change."

Individual Interview #6 - Student 6

When asked to describe her experience in the study, Student 6 expresses how it was an interesting process and that she appreciated being asked her opinion. She explains further how she often feels people think, "we're too young (made quotation marks with her hands when stating 'too young') to understand, but we really do have opinions about our government..." She also expresses how the images provided a clearer picture for her of "historical things" that she might have missed in social studies. This seems to indicate that the viewing the images deepened her understanding.

Student 6 selected Image 8 (see Appendix E) as the image that most represented citizenship because of the topic, "gay marriage." She explains her selection by describing citizenship as being, "part of a family," and how in a family people are different, people fight, and there are issues, yet, "we'll all stick together...we support each other even though we don't agree with each other." When asked to clarify her analogy of the family, Student 6 compares the parents of a family to the government. She explains further,

Let's just say...gay marriage was the kid who was gay, some parents are not really okay with that and the government...they're not really doing anything

about gay marriage...and they're not being shown as equals...and they...have as much right as the government does.

Through further prompting by the researcher, Student 6 reveals that her comparison is drawn from her experiences, friends, and current events.

Student 6 defines citizenship as, "...being together as a whole...yet not so close...we're still apart." She goes on further, "...I would define it as, like if I had a stone...I have a crack in it, yet it's still glued together." After being prompted by the researcher, Student 6 reveals her feels the role of a good citizen is to support others, attempt to understand role of the government, and to support what you believe in.

The responses and explanations Student 6 offered throughout the interview, do not indicate that viewing the images helped inform or develop her definition of citizenship or deepen her understanding of the concept. While she expresses how the images helped her understand events in history, her definition of citizenship and her analogy of the family, appears to be drawn from her experiences and relationships, as opposed to viewing the images.

Individual Interview #7 - Student 13

When asked to describe his experience in the study, Student 13 expressed how it felt like a "whole new perspective," because he has never been asked to answer questions, "about pictures that, illustrate citizenship," or about his feelings regarding images of historical events. In an attempt to gain more insight into his experience, the researcher asked Student 13 if the images helped him understand citizenship or history. To which Student 13 replies, "They kind of helped me understand both because...since I had to think about what citizenship was to me, in the picture it helped me...understand what citizenship was and it...helped me learn...the past of the event."

Student 13 selected Image 1 (see Appendix E) as the image that most represented citizenship. He explains because it looked like they were going to war, specifies World War I, and continues,

They're trying to help the United States win along with the ally, and then they're buying liberty bonds and supporting the country. And...being part of a citizen is like being part of the country, which you have to contribute and help out, so I thought this would be...the most representative of citizenship.

Student 13 reaffirms his definition when asked to define citizenship. He declares, "Citizenship is...being part of a country and contributing...part of your life, to helping out...a greater cause...just being a good person in the country is what represents citizenship." Image 1 highlights a couple using their savings to purchase liberty bonds. In the background is the a sign, "Your dollars will win the war." Student 13's response about "contributing" and "helping out a greater cause" seems to be motivated by what can be seen in this image.

Individual Interview #8 - Student 14

When describing his experience in the study, Student 14 took a different approach than the other seven students who were individually interviewed. His initial response was to explain what happened, describing to the researcher how each morning they would, "come in and get out computers and we would answer surveys about citizenship of America." After questions of clarification, Student 14 describes how images of the Civil Rights Movement reminded him of a book he read, *The Watsons Go to Birmingham*. Student 14's initial response to the first question illustrates thinking at the concrete level. Instead of describing the experience as a whole or what he learned from the experience as the other students did, he described the procedures of looking at the image and answering the questions.

When asked which image most represented citizenship, Student 14 initially states, “I think they all represent citizenship.” He then selects Image 1 (see Appendix E) as the one that most supports citizenship. When asked to explain why this image stood out, Student 13 explains, “Cause they’re participating in their nation...trying to fight the war.” The researcher continues further by asking Student 14 to define citizenship, to which he replies, “A person using their rights that they have to...help their community.”

Student 14’s responses to selecting which image most represents citizenship and then defining citizenship do not align. While he does express how all the images represent citizenship, he also references the fact that he was asked to answer questions about citizenship in his initial response to the first question. Therefore, based on the content of his responses, the conclusion cannot be drawn that the images helped develop or support his understanding of citizenship.

Participating Teacher Interview

At the conclusion of the research study, the participating teacher was interviewed. The researcher asked the participating teacher similar questions as the other student interviews, including: describe your experience in the study, which image most illustrated citizenship and why, and to define citizenship. The researcher also asked the participating teaching to provide any insight regarding the students’ engagement levels throughout the study, particularly when the researcher was not present at the research site.

To begin, the participating teacher described her experience in the study as a positive one for both her and the students in her Guided Studies classes. She explained how the students were excited and motivated to participate. She said, “They were very motivated and they really thought it was something special that they got to be a part of, so that was neat to see from the very beginning.” She also described how viewing the images and answering the reflection

questions aligns with her instructional strategies. “The study itself is a lot like what we do in social studies...looking at primary sources or photographs...” She went on further to clarify,

It was neat to watch them really ponder over the questions. You could tell they really took their time in looking at an image...most of the students really tried to...solve the puzzle of the picture and use all those historical inquiry skills to answer the questions.

After expressing how she felt the students used their historical inquiry skills and tried to, “solve the puzzle of the picture,” the researcher prompted further by asking, “Did you notice if they ever talked about the study, like outside of when I was here?” The participating teacher then informed the researcher that sometimes after she would leave the research site, the students would discuss the image together, asking each other what they thought it was and who was in the image.

At this point in the interview, the researcher laid out all the images the students viewed and asked the participating teacher to choose which image most represented citizenship. Initially, the participating teacher expressed difficulty in selecting one. She says, “They’re all such amazing images, and they tell, just great stories about our country and about citizenship, so that’s a really hard question.” She then selected Image 4 (see Appendix E). She justified her decision by informing the researcher, “I think I’m always drawn to the Civil Rights Movement, so the picture of the march with many people just because of the power of a combined voice of the Civil Rights Movement.” She went on further to explain:

There’s so much going on in our country right now...around those same issues that our country is just still struggling with that piece as well, so trying to find a way to use a positive voice versus...more of a negative influence of a voice...to keep us moving forward.

The researcher then asked the participating teacher which image she thought the students selected as the one that most represents citizenship. To which she pointed to Image 3 (see

Appendix E) and explains, “I think when kids think of maybe basic citizenship they think of that opportunity to vote and the responsibility to vote.” She continues, “Or I would say the ones where there are lots of people, gathered together and that community voice.” After prompting by the researcher, she explains, “I think for kids this age, they feel more power in a group versus that single act...and I think they see it almost as a movement rather than one individual action.” The researcher continues the interview by asking the participating teacher to place herself back in time to when she first started teaching twenty years ago and to think about if her answer would be the same as it was today. To which the participating teacher acknowledges how it is a “great question” to think about how students conceptions of citizenship has “evolved over time,” yet she answers, “I don’t know.”

The researcher continued the interview by asking the participating teacher to provide her opinion and analysis of how students have changed in the last couple decades. To which, the participating teacher replies, “I’m always amazed at how kids seem to be maybe further along the line of social acceptability than other generations.” She continued, “Like the I support the freedom to marry picture, it would just be very intriguing to see what their responses were to that and what their...idea of social justice at that point in time.” She also commented on students’ ability to identify the layers of citizenship, particularly involving equal rights, “...for them to be able to pick out the layers maybe, of citizenship...like to see an African American woman voting and to see the layers of that, not just that’s it’s a woman, but also an African American woman.” Finally, the participating offers insight regarding the role previous knowledge plays in analyzing the images. She says,

I do think that sometimes, depending upon if they’ve studied that time period of history, they’re going to have a different experience with the photograph than if they haven’t. Like I have no idea if they would be able to reference the picture of

the Vietnam War... and you make peace not war, versus... probably not maybe knowing who Robert Kennedy is, maybe a Kennedy, but not Robert Kennedy...

She continues by clarifying, “I think that’s really, really important for kids to have that historical background for them to be able to understand what they’ve seen.”

The researcher concluded the interview by asking the participating teacher to consider the changes in the state standards and if she would be willing to use images as part of her instructional strategies. When asked, “Would you be willing to...use these in the classroom or would you be motivated after this study to use these in the classroom?” The participating teacher replied, “Absolutely.” The researcher prompted further and asked, “...Thinking about how the Kansas standards have changed and the emphasis more on primary source documents, would these assist the students in reading those documents, if there were images that went along with them?” To which the participating teacher replies, “Absolutely...I truly believe that a picture is worth a thousand words, and they’ve got to have that historical context with the photograph...either from primary, or from...information they already know or from other documents to support that...” She then concludes by declaring, “I think photographs are extremely powerful, extremely powerful in the classroom.” The transcript of the interview with the participating teacher is included in the appendices (see Appendix J).

Detailed Description of the Case - Individual Interviews

The individual interviews were conducted the following week after the focus group interviews. Interviews with students from Class B and the Participating Teacher were held on April 29, 2015. Interviews with students from Class A were held on April 30, 2015. Students who participated in the individual interviews were not informed they were randomly selected until the day of the interview. The purpose of the interviews was to gain further insight from the

students' perspective and experience in the study. One-on-one interviews offer a different environment than focus group interviews. While participating in the individual interviews, classmates cannot distract students, and they are not able to remain silent, relying on peers to respond. Of the students who participated in the individual interviews, three students (Students 13, 14, 16) did not contribute during the focus group interviews; therefore the researcher was able to gain additional information from these students. Of the five students (Students 6, 7, 19, 25, & 27) who did speak up during the focus group interviews, the researcher was able to gain clarity and develop a deeper understanding of their experience and perspective from the individual interviews.

As with the focus group interviews, the researcher secured time immediately following the individual interviews to transcribe them. Transcripts (see Appendix I) were completed by May 4, 2015. The researcher asked open-ended questions and was more conscientious about refraining from leading questions. When prompting students for more information, the researcher relied on phrases such as, "Can you expand on that?" However, there were times when the researcher may have asked leading questions, or voiced too many of her own thoughts, in an effort to gain clarity. An example is in the interview with Student 6. In an effort to understand her analogy, the researcher asked, "So this strikes a chord with you, because...symbolizes this ideas that we are all different but equal?" Another experience occurred during the interview with Student 27. The student was explaining his experience, and in an effort to gain clarity the researcher responded, "So, it was nice to see the progression." In addition, the researcher inadvertently made revisions to the question that asks students to define citizenship. During the interviews with Students 16, 27, 6, and 13, the researcher added context to the question. In each

interview the researcher says something to the effect of, “Somebody stops you on the street and says, ‘What is citizenship?’ how would you define it?”

In reflecting upon the individual interviews in comparison to the focus group interviews, the researcher did not behave as a classroom teacher as frequently, such as positively reinforcing student comments with phrases such as, “Good,” as she had done with the focus group interviews. In reviewing transcripts (see Appendix I), the researcher noted that a majority of the students went into more detail during the individual interviews than in the focus group interviews.

Conclusion

The purpose of this study was to explore a phenomenon by observing, describing, and analyzing middle school students’ conceptions of citizenship through viewing and reflecting on civic images. The results presented in this chapter address the research question, how do suburban middle school students understand citizenship through civic images? Student responses to the reflection questions, as well as data collected during the interviews illustrate the various definitions of citizenship that exist among individuals. A review and summary of the results as well as discussion surrounding how the study contributes to broader fields of research are presented in the following chapter.

Chapter 5 – Summary and Discussion

This dissertation outlined and described a qualitative case study aimed at exploring how suburban middle school students understand citizenship through civic images. This study was warranted by the continued and persistent emphasis on civic education as the purpose of social studies education, despite unclear and inconsistent definitions of citizenship and a desire to identify alternative resources that support student learning. As an aid to the reader, this final chapter begins by restating the research problem and reviewing the methodology. Following discussion includes: summary of the results, interpretation of findings, scholarly significance of the study, recommendations for educators, and suggestions for additional research.

Problem Statement

The purpose of this study was to address the research question, how do suburban middle school students understand citizenship through civic images? To meet this purpose, the researcher explored a phenomenon by observing, describing, and analyzing middle school students' conceptions of citizenship after viewing and reflecting upon eight civic images. As discussed in Chapters 1 and 2, this research study was motivated by competing and changing approaches concerning the pedagogical, political, and philosophical means to teaching social studies, as well as the opposing definitions of citizenship that exist within the field.

The adoption of the Common Core Standards (2010), and other state standards, such as the Kansas State History Government and Social Studies Standards (2013), place new challenges and expectations on teachers. An emphasis on the use of non-fiction primary sources to teach students historical thinking and literacy skills continues to grow in an effort to prepare students

to achieve on national and state assessments that evaluate student learning in the context of these standards. Often these primary sources are long, archaic, historical documents. This generates a need for social studies educators to find alternative primary sources that scaffold and support students' understanding these documents. Images are an accessible resource for students. While images have been studied when it comes to gaining knowledge and skills in history, there was a gap in the research in regard to studying the use of images in civic education.

This study also met the need of continuing to add to the debate concerning the conception of citizenship. Citizenship is an abstract concept and therefore, as one of the students involved in this study stated, "not something that is easily defined in two or three words" (Student 27). A greater need to explore how civic images can be used to support student understanding of abstract concepts, particularly citizenship, exists. The purpose of this study was to meet these needs and contribute to broader fields of research regarding civic education and the use of images to support student learning.

Review of the Methodology

Due to the nature of the research question and purpose of the study, to explore a phenomenon, a case study approach was used (Creswell, 2007; Denzin & Lincoln, 2000). As discussed in Chapter 2, middle school students enrolled in public school will experience civic education prior to, during, and after middle school. According to the constructivist learning theory, these experiences will influence students' conceptions of citizenship. Therefore, a case study research approach, shaped by constructivist learning theory, was deemed the appropriate means to address the research question.

The researcher relied on observations, written responses, and interviews of middle school students enrolled in an eighth grade Guided Study course at a public school in a large suburban

school district within a northeastern county in the State of Kansas, to address the research question. Students enrolled in two Guided Study courses weekly engaged in analyzing civic images by responding to a series of reflection questions. The reflection questions were adapted from the Historical Thinking Skills Chart developed by the Stanford History Education Group (2006). The skills outlined in this chart, including sourcing, contextualizing, corroborating, and close reading, are designed to support the development of historical thinking while analyzing primary and secondary sources (Martin & Wineburg, 2008).

To provide a thorough understanding of the research question being explored, data were collected through a series of methods, including classroom observations, records of student generated responses to the reflection questions following exposure to the images, focus group interviews, and individual interviews. The research participants are divided two classes, identified as Class A and Class B throughout the study. Prior to students analyzing the images, the researcher spent two weeks observing the students in their educational environment, the Guided Study class. Following classroom observations, the students spent eight weeks viewing and reflecting upon civic images; analyzing one image per week. Once all images selected for the study were viewed, the researcher conducted a focus group interview with each class. Following the focus group interviews, the researcher randomly selected two males and two females from each class to participate in an individual interview. In addition to the individual student interviews, the researcher interviewed the participating teacher to gain her perspective and insight gleaned from the study.

Summary of the Results

Images and Reflection Questions

Based on the learning and development theories of Piaget, Vygotsky, and Bruner discussed in Chapter 2, as well as the discussion surrounding the cognitive capabilities that emerge in adolescence, particularly the development of higher-order thinking skills and onset of civic identities, a majority of the students involved in the study met and some students even exceeded a typical adolescent's ability to analyze images, think abstractly, and conceptualize citizenship. The varying levels of students' cognitive abilities became apparent when reviewing, organizing, and analyzing student responses to the reflection questions. While a majority of students clearly demonstrated an ability to analyze images by answering questions that required them to source, contextualize, and close read with much detail and clarity, a handful of students seemed to struggle in developing answers to the questions, occasionally offering vague or no response.

"When and where do you think this image was taken?" was the reflection question that elicited the most limited and vague responses. More information and descriptions were offered in response to the question, "Tell me all that you can about this image..." These two questions allowed the student to consider the context and purpose of the image. When comparing the responses to these questions across the images, it became apparent that students offered more accurate and detailed information when sourcing and contextualize images they had already studied, such as the image from World War I and the images depicting familiar events of Civil Rights Movement. They also offered more accurate and detailed information when describing the context of images that occurred in their lifetime, such as the image depicting the volunteer for Hurricane Katrina. Image 2, the image of Bobby Kennedy speaking to a crowd, and Image 6, the female demonstrator offering a flower to a police officer, drew the most inconsistency and

historical inaccuracy. Students seemed to struggle the most with Image 2, as no student accurately identified the central figure, Bobby Kennedy, and only a few students correctly identified the location and general time period. For Image 6, only a handful of students were able to place the image in the right time period and no student mentioned the Vietnam War. A factor worth noting is that at the research site, the district social studies curriculum does not include the Vietnam War and Bobby Kennedy until the United States History curriculum designed for students in the 11th grade.

Clearer distinguishers of varying cognitive abilities became apparent when analyzing the students' responses to the question, "What story does this image tell?" This question stems from the objectives, "the student should be able to infer historical context from document(s) and recognize that document reflects one moment in changing past," (Stanford History Education Group, 2006). While a majority of the students displayed inference skills by discussing what the images represent in the context of historical events or civics, about a third of the students focused more on explaining the elements of the image, such as the actions depicted, or did not provide a response. This did not occur with every image. Among this subset of students, the ability to draw inferences was present with the images that appeared to be more familiar, for example Image 4 (see Appendix E). When describing the story the image tells, these students mentioned the story of segregation, equal rights, or people working together to gain equal rights.

A couple isolated responses among these students illustrate abstract thinking or seem to indicate that the student is on the brink of being able to think abstractly. Student 5's responses to this question across the images serve as an example. He illustrates concrete thinking in response to Image 7 (see Appendix E) by focusing specifically on the actions displayed in the image. Student 5 interpreted the image as a man working. He writes, "That many people have to take

responsibility seriously when at a job.” However, for Image 1 (see Appendix E), he wrote, “The peer pressure around buying liberty bonds in America during WW1.” While he is describing the actions, he is also discussing the broader story of the peer pressure involved to give your savings to support the war effort. For Image 4 (see Appendix E), he focuses on the story of equality, writing, “That these men want and deserve equal rights.”

Other students exceeded the researcher’s expectations in terms of their cognitive abilities. When responding to the question, “What story does this image tell?” these students’ responses focused on how the images illustrate change over time or how the image represents cultural and societal changes. For example, Student 13’s response to Image 8 (see Appendix E), “That society has changed about gender marriage in the United States and that this topic is a growing concern,” and Image 3 (see Appendix E), “It tells us that Whites are finally accepting African Americans, but they’re taking it step-by-step.” Student 25’s responses serve as another example. For Image 4 (see Appendix E), he wrote, “It tells the story of the African-American peoples fight to end segregation,” and for Image 6 (see Appendix E), he wrote, “The story of people that want change in their country.”

Conclusions about the students’ ability to close read the image, visual literacy, can be drawn from their responses to the fourth and fifth reflection questions, “How does this image make you feel and what about the image made you feel that?” These questions were adapted from the question, “What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?” (Stanford History Education Group, 2006), categorized as the close reading skills (see Appendix C). Students expressed a variety of emotions.

For a majority of the images, the emotions elicited could be categorized into positive emotions, particularly “happy,” as it was most frequently mentioned, and negative emotions,

particularly, “sad,” or “mad.” The reason behind the emotion, addressed in the fifth question, is more telling of students’ abilities to close read. One must examine if their reasoning for the emotion was focused on what the image represents or if it is based on specific characteristics, such as facial expressions of the people in the image. An example of student responses focused on what the image represents would be Student 18’s analysis of Image 3. When asked, “How does this image make you feel,” he wrote, “This image makes me feel happy that America had made the change and given the African Americans more rights and equality.” In response to “What about the image made you feel that?” he explains, “The fact that there is all races voting and not just white men. Women and African Americans are voting at these ballots.” An example of student responses focused on various elements of the image would be Student 24’s response to the same image. When asked how does this image make you feel, she wrote, “This image makes me feel happy,” and when asked to explain why she wrote, “The African American women is smiling while she is taking or putting something in the box.” When addressing these two questions, approximately one-fourth of students described what the image represents as the reason for the emotions the image elicited.

Approximately two-thirds of students described elements of the image as the reason for the emotions the image elicited. The remaining students responded the image did not elicit any emotions or that they were confused by the image. It is important to note that students can be classified into these categories based on their responses a majority of the time. There were students who for one image described what the image represented, and for another image described the elements of the image.

All students involved in the study demonstrated the ability to engage in higher order thinking, specifically making connections and thinking abstractly, as evident in their responses to

the question, “How does this image illustrate citizenship?” This question provided an avenue for the students to construct an interpretation of the image, based on their conceptions of citizenship. In reviewing and analyzing student responses to this question, themes of civic concepts emerge, including: supporting your country; exercising individual rights; fighting for equal rights, working together - community, and helping those in need. Each image appears to provoke one or more conceptions of citizenship based on these themes. Student responses regarding how the image illustrates citizenship for Images 1 and 8 were the most consistent. For Image 1 (see Appendix E), 81% of student responses can be classified under the concept of supporting your country. For Image 7 (see Appendix E), 88% of responses can be classified under the concept of helping those in need. Student responses for Images 2, 3, 4, 5, 6, and 8 were split fairly evenly between two or three concepts of citizenship. For example addressing how Image 2 (See Appendix E) illustrates citizenship, 52% of student responses fall under the concept of working together to fight for equality and 44% fall under the concept of exercising individual rights, particularly the right to speech and assembly. Another example would be Image 8 (see Appendix E). When addressing how it illustrates citizenship, 26% of student responses would fall under the concept of fighting for equal rights, 26% would fall under the concept of exercising individual rights, and 22% of student responses would fall under the concept of working together – community supporting one another.

The data collected from the student responses’ to the reflection questions after viewing civic images, demonstrates middle school students abilities to analyze images and think abstractly, as well as how images serve as representations of knowledge. Clear themes that align with the civic concepts identified by civic experts in the Framework of Measured Civic Concepts (see Appendix D) used to classify the images emerged, particularly “Civic Duties and

Responsibilities – civic and political engagement,” “Human Rights – civil liberties necessary to free political participation” and “Civil Society - Pluralism and diversity in the society”

Interviews

The interviews provided the researcher with an ample amount of information to address the research question. The students’ descriptions of their experiences support the research concerning visual learning theory and constructivism discussed in Chapter 2. In addition, the responses also support the research that middle school students have developed higher-order thinking skills. They can and do think abstractly. Finally, the definitions of citizenship provided by the students address how middle school students understand citizenship through civic images.

When asked to describe their experience, a majority of students expressed how participating in the study deepened their knowledge of social studies. For example, during the focus group interviews, Student 11 described the experience as “a refresher of social studies,” and Student 25 expressed how it “deepened” his understanding of the historical events as well as citizenship. Other examples can be drawn from the individual interviews. Student 19 explained how the images in the study reminded her of the images she sees in her social studies class, Student 27 discussed how viewing the images reminded him of the progression of the fight for equality, and Student 25 described how viewing the images deepened his understanding of historical events, as well as changed his definition of citizenship. These examples demonstrate how images serve as a mode of representation, as outlined in the iconic stage of Bruner’s (1966) visual learning theory. As described in the review of literature, during the iconic stage learners rely on images to transform new concepts or information based on learning they previously acquired. Bruner’s theory is grounded in constructivism. The information gained from the

interviews seems to indicate that the students connected new information the images presented with previously acquired knowledge.

The variance of cognitive abilities can be seen in the students' responses to the interview questions. While a majority of students explained how the experience deepened their understanding of social studies, or widened their perspectives, two students focused on the actions they engaged throughout the study. For example, during the individual interview with Student 8, when asked to describe his experience in the study, he explained how each morning they would get out a computer and answer surveys about citizenship. During the individual interview with Student 6, she expressed her gratitude for being asked her opinion about the images and concept of citizenship. Another example occurred during the focus group interview with Class B. When asked which image most represented citizenship and why, Student 23 and Student 27 both selected Image 3, the one of the African American woman voting, and they both expressed because it symbolized equality as their reasoning. However, Student 23's answer appears to be on a deeper level, as she noted the fact that the person in the image was not only a woman, but also an African American. Her response implies the two layers of discrimination, gender and race, which had once denied people the right to vote.

When asked to determine which image most illustrates citizenship, all of the images, with the exception of Image 5 (see Appendix E) were selected. Image 3 (see Appendix E) and Image 4 (see Appendix E) were selected most frequently. When analyzing student reasoning for their selections, the same civic concepts of: supporting your country; exercising individual rights; fighting for equal rights, working together - community, and helping those in need, that became apparent in analyzing responses to the question, "How does this image illustrate citizenship?" emerged.

When asked to define citizenship, two themes illustrating civic concepts emerged. The first concept is centered on equal rights and the second concept is centered on community. Within these two concepts, ideas of fighting for equal rights, being accepted, a sense of belonging, and helping others are present. The concepts are not mutually exclusive, as exemplified in Student 25's definition, "Citizenship is...belonging to a community and being accepted...with equal rights, no matter what your religion, race...it's being accepted and being equal into a community and working together to a common goal." In addition, students defined citizenship as having and exercising individual rights, fighting for rights, and belong to or performing for your country.

The results of this study indicate that images can be used as a primary source to help scaffold and support student understanding. The data reveals that the middle schools students involved in this study possess the cognitive abilities to analyze civic images as evident in their ability to engage in the historical thinking skills of sourcing, contextualizing, and close reading. The data also indicates the students involved in this study are capable of abstract thinking. The results of this study indicate that viewing the civic images supported the students understanding of historical events and civic concepts, as well as informed their definitions of citizenship.

This study met the needs presented in the problem statement to explore how civic images can be used to support student understanding of abstract concepts, as well as of add to the debate on the conception of citizenship. The results of this study indicate that images should be used in civic education.

Discussion of the Results

Interpretation of findings

The continued and persistent emphasis on civic education as the purpose of social studies education, despite inconsistent and varying definitions of citizenship, and a desire to identify alternative resources that support student learning, motivated the researcher to design this dissertation aimed exploring how suburban middle school students understand citizenship, an abstract concept, through civic images. The researcher was interested in studying middle school students due to their emergence into the cognitive threshold of formal thinking. According to Inhelder and Piaget (1958), who coined this stage as formal operational thinking, a distinguishing characteristic is the ability to think abstractly. Their research found the capacity for abstract thinking emerges and develops in adolescence and continues to strengthen throughout one's life. This study afforded the researcher the opportunity to gain insight concerning formal operational thinking by exploring the cognitive abilities of the middle school students involved. The results of this study indicate that civic images support student learning of abstract concepts, such as citizenship, as well as support student understanding of historical events and civic concepts. The results also indicate that middle school students possess the ability to engage in visual literacy, as indicated in their ability to analyze an image as a primary source, in a similar fashion to how they analyze a document. Finally, the results of this study add to the debate on the meaning of citizenship and if civic behaviors among younger generations are eroding or evolving, by providing insight regarding how the students involved in this study define citizenship.

Data collected from all aspects of the research study, particularly the interviews, provided the researcher with much insight, supporting the conclusions that viewing civic images informed students' conception of citizenship and supported their understanding of historical events and civic concepts. When asked to describe their experience in the study during the interviews, all

but one student expressed how viewing and reflecting upon the images deepened their understanding of history and helped them develop a better understanding of citizenship. As exemplified in Student 13's comment when describing the images, "They kind of helped me understand both because...I had to think about what citizenship was to me, in the picture it helped me...understand what citizenship was and it...helped me learn...the past of event," and Student 25's comment when describing his experience in the study, "I didn't know that...some of those movements had as much people...in them...and...people working together. I didn't realize there was...that much community in citizenship until I really...looked at the pictures."

During the interviews, students informed the researcher that the order in which the images were viewed was chronological. This was surprising, as it was not intentional. When designing the surveys and determining which image would be seen each week, the researcher did not notice the images would be viewed in a chronological fashion. The minor exception to the chronological order is Image 3. It was taken a year after Images 2, 4, and 5. However, in terms of historical eras, Images 2-5 would all be considered part of the Civil Rights Movement that occurred during the 1960s. In addition to highlighting the chronology, students expressed how the images appeared to build upon one another, showcasing the progression of equality in America, as exemplified by Student 27's comment, "It was very interesting to...see all these pictures, especially the ones from the past and how they built up from...the past until the present time."

Data collected from the interviews seem to indicate that the images helped inform and develop students' definitions of citizenship. When asked to define citizenship, almost all of the students' definitions are represented in the image they selected as the one that most represents citizenship. Students who selected Image 3, an image depicting an African American woman

voting, focused on equal rights and equal opportunities when defining citizenship. The definitions of citizenship these students offered include the following: “When people are like equal and are able to do the same things as everyone else...no matter what...what they like or what they wear, or what they look like that they’re able to do the same things,” (Student 19); “...fighting for what you believe is right and everyone deserves equal opportunities as citizens of the United States,” (Student 16); and “means to have the same and equal rights as everybody else,” (Student 27). Students who selected Image 4, an image showcasing the leaders at the head of the Civil Rights Movement marching on Washington, D.C., focused on people working together as a community in their definitions of citizenship. For example, “Citizenship is...belong to a community and being equal into a community and working together to a common goal,” (Student 25), and “It’s just coming together as a whole...like a community,” (Student 7). Students 24 and 6 selection of Image 8, an image depicting a man gathering petitions wearing a t-shirt that says, “I Support the Freedom to Marry,” also serves as an example. Their definitions of citizenship focused on fighting for individual rights and supporting others, “fighting for what’s right in our country or what needs to be right,” (Student 24), and “supporting others...supporting your other fellow citizens,” (Student 6). Another clear example can be inferred from Student 13’s responses. He selected Image 1, an image from the World War I Museum’s online collection, titled, “Liberty Bond Plea,” as the image that most represents citizenship. He then defined citizenship as, “Being part of a country and contributing...part of your life, to helping out...a greater cause...just being a good person in the country is what represents citizenship.” Image 1 depicts a couple giving their savings to Uncle Sam to contribute and help with the war effort.

Indications from the results of this study support Bruner's (1960; 1966) visual learning theory. As discussed in the review of literature, images serve as a mode of representation. Bruner (1966) claims that images play an essential role in how learners store and encode information into memory. The results of this study seem to indicate that the images assisted the students in assimilating new concepts and acquiring knowledge by stimulating previous learning. In doing so, the students were able to develop a sense of understanding of the civic concepts represented in the images.

Scholarly significance of the study

This study supports the belief that images can be used as a valuable resource for social studies educators to help their students develop tangible definitions and deepen their understanding of complex, abstract, and transformative concepts, such as citizenship. This study also provides insight into a concept that is overwhelmingly supported in the research and standards as the purpose of social studies education - citizenship education. In addition, this study adds to the debate over the meaning of citizenship, and whether civic behaviors are declining or evolving. Finally, the results of this study provide insight into middle school students' cognitive abilities.

Images Support Student Learning

The results of this study seem to indicate that images support student learning of history and civics and deepen their understanding of abstract concepts, such as citizenship. This adds to the research discussed in the review of literature on the use of images in the classroom, specifically: how images engage students in meaningful learning experiences (Thomas, et al., 2008), help students develop an understanding of historical relationships (Garnett, 2005),

promotes the inquiry process (Desai, et al., 2010), and allow students to develop deeper interpretations by identifying design elements and symbolism present in images (Youngs, 2012).

As expressed by the students and participating teacher during the interviews, the images helped the students to develop a deeper understanding of the historical events and civic concepts depicted; stimulate previously acquired knowledge, reinforce previous learning; and make connections to their personal lives. The images also seemed to afford the students the opportunity to feel empathy toward others and a desire for social justice, most notably equal rights for all citizens.

In the participating teacher's classroom, where the study was conducted, posters hang on the wall illustrating the values the teacher and resource used to teach the social studies curriculum emphasize. These values: democracy, rights, liberty, opportunity, and equality, were prevalent throughout the students' responses to the reflection questions and during the interviews, especially rights, opportunity, and equality. This study was grounded in a constructivist approach to teaching and learning; students construct their own knowledge from the information presented to them in their educational environment. The prevalence of the values emphasized in the students' educational environment and curriculum seems to indicate that throughout this study, students viewed the civic images and constructed their own conceptions of citizenship based on how they interpreted the image in combination with previously acquired knowledge and their current surroundings.

Evolving Concept of Citizenship

In the analysis of the data collected from student responses to the reflection questions, particularly, "How does this image illustrate citizenship?" and in the analysis of student responses during the interviews, particularly when answering, "Which image most represents

citizenship and why?” the same themes emerged: supporting your country; exercising individual rights; fighting for equal rights, working together - community, and helping those in need. These themes support the various conceptions of citizenship identified by Dalton (2008b) as the duty-based and engaged citizen. The argument appears to be in stronger support for the concept of the engaged citizen.

As discussed in the review of literature, Dalton (2008b) synthesized the differing conceptions of what it means to be a good citizen into two, the duty-based citizen and the engaged citizen. The behaviors characterizing the concept of the duty-based citizen include: the responsibility to vote in elections, never evade taxes, serve in the military, obey the law, and keep watch on the government. The behaviors characterizing the concept of the engaged citizen include: being active in civil society groups, understanding others, choosing products for political reasons, helping those who are worse off in the world, and helping those who are worse off in America (Dalton, 2008b). Dalton (2008b) further specifies the characteristics of engaged citizenship to include seeking more direct means of contact with policy makers, contentious political action, political consumerism, self-expression, and displaying social concerns, particularly in regard to the welfare of others.

The civic concept of supporting your country that emerged from the results support the concept of duty-based citizenship. Specifically, students involved in the study, discussed voting and purchasing liberty bonds during times of war, as characteristics of virtuous citizenry represented in the images. The civic concepts of exercising individual rights; fighting for equal rights, working together - community, and helping those in need, support the concept of engaged citizenship. Social concerns, particularly in regard to equal rights and helping those in need were prevalent in their responses to how an image illustrates citizenship. In addition, students focused

on the “fight” for equality, standing up for what you believe, and using ones’ individual rights to fight for equal rights for all citizens.

When asked to define citizenship, the civic concepts identified above seemed to merge into two distinct concepts. The first concept is centered on equal rights and the second concept is centered on community. Present in students’ definitions are the ideas of fighting for equal rights, being accepted, a sense of belonging, helping others, having and exercising individual rights, fighting for rights, and belong to or performing for your country. The concept of equality seems to support Dalton’s (2008b) argument that a more assertive definition of citizenship, one that includes the concern and action toward social issues and the welfare of others, identified as the engaged citizen, exists within the ideals of the younger generations. While civic actions of middle school students were not explored in this study, their ideals of civic actions and behaviors were explored. The students who participated in this study expressed ideals of citizenship that support the argument that members of the younger generations are not ignoring their civic duties, nor are they disinterested in community and social affairs, instead they are redefining what it means to be a good citizen (Dalton, 2008b; Digital Youth Project, 2008; Howe & Strauss, 2000; Westheimer & Kahne, 2004a).

The second concept of community, characterized by the students involved in this study as people working together, supporting one another, and having sense of belonging, seems to counter Putnam’s (2000) claim that people are pulling away from one another, isolating themselves, and as he coins it, “bowling alone.” As with the concept of equality, the civic behaviors political analysts, such as Putnam (2000), Macedo et al., (2005) and Flanagan et al. (2009), cite were not examined in this research study. This study explored ideals and concepts of citizenship held by the students who participated, as opposed to actions.

Adolescent Development & Abstract Thinking

An understanding of how students receive, store, and construct new knowledge, as well as influential work in educational psychology, framed this dissertation. As discussed in the review of literature, the adolescent years are a critical time period in human development, physically, cognitively, socially, and emotionally; a period characterized by significant change and the quest to establish one's identity (Keating, 2004; Meschke, et al., 2011; "Middle School", 2006; Scriven & Stevenson, 1998; Steinberg, 2005; Zaff, et al., 2008). Civic values are included in the set of values and beliefs established during this formative period. The results of this study indicate that students value equality and community.

Developmental theories and research claim the need to belong to a group is a driving force behind the behaviors and thought processes of adolescents. This study supports this claim as indicated in the concept of community that emerged when defining citizenship (Erikson, 1963, 1968; Meschke, et. al, 2011; "Middle Schools," 2006; Scriven & Stevenson, 1998). Students involved in this study frequently included being part of a community, belonging to a community, and being accepted in your community regardless of race, religion, sexuality, and gender, in their responses to the reflections questions and throughout the interviews. The participating teacher provided much insight regarding this need to belong when describing which image she thought the students would select as the one that most represents citizenship,

I would say the ones where there are lots of people, gathered together and that community voice ... Kids this age, they feel more power in a group versus than single act...I think they see it almost as a movement rather than one individual action.

The participating teacher provided further insight into the concept of equality that emerged as a result of this study. When describing how she felt students have changed since she began teaching 20 years ago, she says, "I'm always amazed at how kids seem to be... further

along the line of social acceptability than other generations.” She goes on further to discuss how she would be interested to see their responses to the reflection questions when viewing Image 8, the image depicting the man supporting the freedom to marry, as well as Image 3, the one depicting the African American woman voting. She clarifies,

The I support the freedom to marry picture, it would just be very intriguing to see what their responses were to that and what their idea of social justice at that point in time...for them to be able to pick out the layers of citizenship, like to see an African American woman voting and to see the layers of that, not just that's it's a woman, but also an African American woman.

As indicated in the data collected, students involved in the study did view Image 8 as an issue of social justice, describing it as a representation of the “right to marry,” or “freedom to marry.” Student 26 exemplifies this when describing how the images made him feel, “This image makes me feel unsure because if the U.S. is a free country, based off the ideal of equality, why can't people marry who they want to marry?” Students also picked up on the two layers of equal rights represented in Image 3, indicated in its popularity among students as the image that most represents citizenship and more importantly in their explanations for why, exemplified by Student 27, “This was a big turning point...women couldn't vote and now they can, and African Americans couldn't vote...this is what it means to be a citizen...to vote and to have equal rights that sit in our Constitution,” and Student 23, “It's a woman voting and she's also African American, so it shows civil rights.”

In addition to providing further information regarding characteristics and values that develop in adolescence, this study highlights the cognitive abilities that arise and develop. Cognitively, adolescents gain the capacity for higher order thinking skills, including the ability to think abstractly. The results of this study highlight the transition from egocentric thinking tied to present, based on concepts of identity, reversibility, and compensation, identified as the Concrete

Operational Stage, to thinking capable of reasoning, abstraction, and envisioning long range social consequences, identified as the Formal Operational Stage (Elliot, Kratochwill, Littlefield Cook, & Travers, 2000; Inhelder & Piaget, 1958; Piaget 1972). This is exemplified in the variance of cognitive abilities displayed in student responses to the reflection questions, as well as during the interviews. While a majority of students involved in the study displayed higher-order thinking, focusing more on what the images represent, such as how they illustrated change over time, or more abstract civic concepts, such as equal rights, there were a handful of students who demonstrated concrete thinking, focusing more on the tangible items of the study, such as describing the procedure of the study when asked to describe their experience in the study, or not being able to identify or define any emotions when asked how the images made them feel.

Vital to the research question was the adolescent's ability to think abstractly, as no concrete definition of citizenship exists. The results of this study seem to indicate that the students could and did engage in abstract thinking, best exemplified in their abilities to describe the story the images told, how the images illustrated citizenship, and in providing definitions of citizenship. In terms of entering the cognitive development stage of formal operational thinking, the variance of cognitive abilities displayed seem to indicate that some of the students have walked through the doors and entered this stage, and others are still standing in the doorway.

Summary of Key Findings

The results of this study provide a substantial amount of information to address the research question, as well as generate opportunities for future research. To summarize, the most significant findings seem to indicate the following:

- 1) The civic images informed and developed students' conceptions of citizenship. When asked to define citizenship, a vast majority of the students' definitions are represented in the image they selected.
- 2) Images assisted the students in assimilating new concepts and acquiring knowledge by stimulating previous learning. The results of the study indicate that by viewing and analyzing the images, the students developed a deeper understanding of the historical events and civic concepts depicted and made connections to their personal lives. This supports the notion that images serve as representations of knowledge (Bruner, 1960, 1966).
- 3) Background knowledge supported students' visual literacy skills. Student responses were more articulate and displayed more depth with images they had previously studied or that occurred in their lifetime.
- 4) The most prevalent concepts of citizenship that emerged from the data include: supporting your country; exercising individual rights; fighting for equal rights, working together – community; and helping those in need. These concepts support Dalton's (2008b) concepts of duty based and engaged citizenship.
- 5) Among the students involved in the study, obtaining and exercising the rights and freedoms granted in Amendment One of the United States Constitution is valued as an important aspect of their understanding of citizenship. A majority of the students discussed or mentioned exercising or gaining these freedoms, such as the freedom of speech and assembly. This unexpected finding deserves further exploration.

- 6) Equality and community emerged as the two overarching themes when defining citizenship. This supports the research discussed in the review of literature regarding the characteristics and values present in the adolescent stage of human development.
- 7) This study supports the research that younger generations are redefining citizenship and future research could indicate that they are also redefining community. The results of this study indicate that a sense of community and belonging is important to adolescents, countering arguments that younger generations are isolating themselves. With the influx of social media and changing communication styles in today's world, community may look different and require a new definition. Further research is needed to explore evolving concepts of community.
- 8) Students exceeded the researcher's expectations in terms of adolescents' cognitive abilities, particularly in displaying the historical thinking skill of change over time. The students identified the chronological order in which the images were presented. For a majority of the students involved in the study, the images represented a progression of the fight for equality.
- 9) Among the students who participated in the study, varying levels of cognitive abilities were present. Based on the research discussed in the review of literature, some students exceeded the researcher's expectations in terms of their ability to think abstractly, and some students demonstrated they are still residing in the concrete operational stage of cognitive development. Of the students who displayed more concrete thinking, they still provided some responses that indicate they are on the brink of formal operational thinking. The vast majority of the students involved in the study engaged in higher order thinking and displayed the ability to think abstractly.

10) The images afforded the students the opportunity to feel empathy toward others and a desire for social justice, most notably concerning equal rights for all citizens. Further research that explores the development and various levels of empathy among adolescents, the role student backgrounds' play in developing empathy as well as how their background influences the lens in which they view the images, is warranted.

Recommendations for Educators

This study supports the use of images as instructional resources to teach students abstract concepts. The results of this study also support using images as primary sources to teach students historical thinking skills, particularly sourcing, contextualizing, close reading, and interpreting meaning. As discussed in Chapters 1 and 2, recently adopted standards, specifically the mass states' adoption of the Common Core State Standards (2010) and the National Council for Social Studies' College, Career, and Civic Life Framework (2013) place a strong emphasis on critical thinking processes and inquiry, as opposed to the acquisition of content knowledge. The Common Core Standards (2010), and other state standards, such as the Kansas State History Government and Social Studies Standards (2013), emphasis the use of non-fiction primary sources to teach students historical thinking and literacy skills. The reflection questions from this study were adapted from the Stanford History Education Group's Historical Thinking Skills Chart (2006), designed to support the development of students' abilities to analyze primary source documents and their literacy skills.

Based on the results of this study, civic images can be used to support adolescents' understanding of concepts. Data collected from the students involved in this study, particularly descriptions regarding how the images deepened their understanding, opened their eyes to new

perspectives, and stimulated prior knowledge, indicate that images should be used by social studies educators to support and foster student learning. Adolescents live in a visual culture, they speak a visual language, exemplified by Student 19, who when explaining how the images help her to better understand her social studies curriculum, said, “It’s just a different way of getting it, cause I’m better with looking at stuff and remember what it looks like than remembering the date or something.”

The students involved in the study were not the only ones to acknowledge the value of civic images in the classroom. When asked if the images would assist students in reading primary source documents, the participating teacher responds,

Absolutely...I truly believe that a picture is worth a thousand words...they’ve got to have that historical context with the photograph...either from...information they already know or from other documents to support that but...I think photographs are extremely powerful, extremely powerful in the classroom.

Civic images provide educators with a plethora of primary sources to use in conjunction with or as an alternative to long, archaic, historical documents. Analyzing civic images can be used to teach students critical thinking and literacy skills, as well as to deepen their understanding of abstract concepts.

Suggestions for Additional Research

Inherent in this study was the potential to spark future research questions. As discussed in the problem statement research on the use of images to support student learning has been more frequently examined in the social studies discipline of history. This study helped fill the gap in the research regarding the use of images in other social studies disciplines, most notably, civics. However, based on the results of this study, particularly how much students indicated they learned from the images, further research could be conducted in the discipline of history to

examine how images from watershed events, such as the Civil Rights Movement, help students develop a deeper understanding of the significance and influence of such events. In addition, an unanticipated finding that could spark future research questions involved the students highlighting the chronological order in which the images were presented to them. This study could be replicated to see if the results differ when images are presented out of chronological order.

Another unanticipated finding that warrants future research is the inclusion of obtaining and exercising the rights and freedoms granted in the United States Constitution, most notably those in the First Amendment, in students' conceptions of citizenship. A majority of the students discussed or mentioned exercising or gaining these freedoms, such as the freedom of speech and assembly, in their responses to the reflection questions and during the interviews. Future research could explore this concept of citizenship in depth by highlighting various images that illustrate these freedoms or could expand to include images and documents from Supreme Court cases in which these freedoms were contested, argued, and ultimately redefined.

In terms of civic education, additional studies could continue to close the gap by exploring the effectiveness of using images for particular and more focused units of study, such as the separation of powers within the three branches of government or the evolution of presidential powers and responsibilities. Other disciplines within the field of social studies, such as economics, psychology, and sociology could study how images influence and support student understanding of abstract concepts.

Two additional unanticipated findings worth researching further is the empathy demonstrated by a couple of the students involved in the study and how students' backgrounds influence their perspectives when viewing the images. A few of the responses to the reflection

questions, particularly the question, “How does this image make you feel?” and a couple comments made during the interviews seem to indicate that students placed themselves in the shoes of the individual or individuals depicted in the images. For example, when describing how the image from World War I, which portrayed a couple using their savings to purchase liberty bonds, made them feel, Student 25 wrote, “The image makes me feel unsure, because I probably wouldn’t give away my life’s savings to buy a war bond.” Student 24 wrote, “This image kind of makes me feel like I am the people giving Uncle Sam their money. I am feeling torn between giving up my money and using it to buy my family the necessities.” When responding to how Image 4, which highlights civil rights leaders marching on Washington, made him feel, Student 5 wrote, “like i should join their cause and help out my peers.” When discussing how Image 5, an image of a young African American woman at a civil rights march, made her feel, Student 11 wrote, “kinda sad because this girl looks younger than me but yet she has had to go through so much more than me.” A research study could be conducted to explore how images support the development of empathy among adolescents or measures of capacity for empathy influence how students view and interpret images.

In addition to demonstrating empathy, the results seem to indicate that the students involved in the study made personal connections to the images. When discussing how Image 3, the image of the African American woman voting, made him feel and illustrates citizenship, Student 27 remarked, “It’s amazing how far we have come...I myself am a Korean American and i know if there was not equal rights i would not even be here in the U.S. Because of equal rights here many other countries soon followed suit.” During his individual interview, while explaining that citizenship means having, “the same and equal rights,” he clarified his definition by pointing to the images depicting the Civil Rights Movement and explained, “If it wasn’t for

this...I probably wouldn't be here." Student 6 described citizenship as being, "part of a family," and explained that she constructed her definition from her experiences, friends, and current events. A research question could be, how do personal connections to images influence student learning?

Further research could explore how students' backgrounds, particularly demographics such as gender, ethnicity, and socio-economic status, influence their perceptions and interpretations of civic images. One could explore how these characteristics shape the lens in which the images are viewed and understood, as well as to what extent the ability to make personal connections support understanding the concepts represented in civic images.

Conclusion

This dissertation contributes to the academic research available concerning the following: use of images to support student learning, particularly in developing an understanding of abstract concepts; how middle school students define citizenship, adding to the debate on the competing definitions of citizenship; and the cognitive abilities of adolescents. In addition, the unanticipated findings spark questions, encouraging future research.

While a single case cannot speak for all suburban middle school students, this study would suggest that civic images help inform and develop students' conceptions of citizenship. Based on the results of this study, it is the recommendation of the researcher that social studies educators use civic images as part of their instructional strategies to fulfill the purpose of their field – citizenship education.

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Appendix A - Informed Consent Forms

Student Participants

KANSAS STATE UNIVERSITY

INFORMED CONSENT FORM

PROJECT TITLE: Exploring Citizenship through the Lens of Suburban Middle School Students and Civic Images

APPROVAL DATE OF PROJECT: 1/12/2015 EXPIRATION DATE OF PROJECT: 1/12/2016

PRINCIPAL INVESTIGATOR: CO-INVESTIGATOR(S): Dr. Thomas Vontz: Kelly Wessel

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS: XXX-XXX-XXXX

IRB CHAIR CONTACT/PHONE INFORMATION: Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
Jerry Jaax, Associate Vice President for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

SPONSOR OF PROJECT: Kansas State University, School of Education, Department of Curriculum & Instruction

PURPOSE OF THE RESEARCH: The purpose of this study is to explore a phenomenon by observing, describing, and analyzing middle school students' conceptions of citizenship in light of viewing and reflecting upon on civic images. The aim of this study is to address the research question, how do suburban middle school students understand citizenship through civic images?

PROCEDURES OR METHODS TO BE USED: Data will be collected through classroom observations, viewing images and responding to reflection questions through the web 2.0, Survey Monkey, and interviews.

LENGTH OF STUDY: Twelve Weeks

RISKS ANTICIPATED: There are no known risks or discomforts anticipated.

BENEFITS ANTICIPATED: By participating in this study, the subjects have the opportunity to strengthen their abilities to analyze a primary source. This is an essential skill necessary to meet national and state curriculum standards and perform well on local, state, and national assessments.

EXTENT OF CONFIDENTIALITY: Confidentiality of the research subjects will be maintained throughout and after the conclusion of the study. Student names, school name of the research site, and names of the participating teachers will not be included in any part of the description or results of the study. All data and records will be securely stored on

the researcher's personal computer and password protected. Student responses to the questions will be collected via the online tool Survey Monkey. The researcher has an account with survey monkey, that is password protected, which ensures protecting confidentiality of the research subjects. Only the researcher will have access to the students' direct responses. Survey Monkey has the ability to export the subjects' responses directly to an excel spreadsheet, in which the researcher will save with password protection. Any interviews conducted will be recorded with a video or audio recording device in possession of the researcher. Once the interviews have been completed, the recording will be downloaded to the researcher's personal computer, password protected, and deleted from the recording device's storage space.

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

Participant Name: _____

Participant Signature: _____

Date: _____

Witness to Signature: (project staff) _____

Date: _____

Parent/Guardian Consent Form

KANSAS STATE UNIVERSITY

INFORMED CONSENT FORM Parental/Guardian Informed Consent

PROJECT TITLE: Exploring Citizenship through the Lens of Suburban Middle School Students and Civic Images

APPROVAL DATE OF PROJECT: 1/12/2015

EXPIRATION DATE OF PROJECT: 1/12/2016

PRINCIPAL INVESTIGATOR: CO-INVESTIGATOR(S): Dr. Thomas Vontz; Kelly Wessel

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS: XXX-XXX-XXXX

IRB CHAIR CONTACT/PHONE INFORMATION: Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
Jerry Jaax, Associate Vice President for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

SPONSOR OF PROJECT: Kansas State University, School of Education, Department of Curriculum & Instruction

PURPOSE OF THE RESEARCH: The purpose of this study is to explore a phenomenon by observing, describing, and analyzing middle school students' conceptions of citizenship in light of viewing and reflecting upon civic images. The aim of this study is to address the research question, how do suburban middle school students understand citizenship through civic images?

PROCEDURES OR METHODS TO BE USED: Data will be collected through classroom observations, viewing images and responding to reflection questions through the web 2.0, Survey Monkey, and interviews.

LENGTH OF STUDY: Twelve Weeks

RISKS ANTICIPATED: There are no known risks or discomforts anticipated.

BENEFITS ANTICIPATED: By participating in this study, the subjects have the opportunity to strengthen their abilities to analyze a primary source. This is an essential skill necessary to meet national and state curriculum standards and perform well on local, state, and national assessments.

EXTENT OF CONFIDENTIALITY: Confidentiality of the research subjects will be maintained throughout and after the conclusion of the study. Student names, school name of the research site, and names of the participating teachers will not be included in any part of the description or results of the study. All data and records will be securely stored on the researcher's personal computer and password protected. Student responses to

the questions will be collected via the online tool Survey Monkey. The researcher has an account with survey monkey, that is password protected, which ensures protecting confidentiality of the research subjects. Only the researcher will have access to the students' direct responses. Survey Monkey has the ability to export the subjects' responses directly to an excel spreadsheet, in which the researcher will save with password protection. Any interviews conducted will be recorded with a video or audio recording device in possession of the researcher. Once the interviews have been completed, the recording will be downloaded to the researcher's personal computer, password protected, and deleted from the recording device's storage space.

PARENTAL APPROVAL FOR MINORS:

The subjects in this research study are minors therefore parental/guardian consent is necessary. Please review the terms of participation listed below. If you approve, sign next to the parental signature line.

TERMS OF PARTICIPATION: I understand this project is research, and that my student's participation is completely voluntary. I also understand that if my student decides to participate in this study, he/she may withdraw at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which they may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to allow my student to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

Participant Name: _____

Parental Signature: _____

Date: _____

Witness to Signature: (project staff) _____

Date: _____

Appendix B - Letter to Parents/Guardians

January 5, 2015

Dear Parent/Guardian of *Name of Middle School of Research Site** 8th Grader,

Hello and Happy New Year! My name is Kelly Wessel and I serve as *Name of School District's** K-12 Social Studies and Diversity Coordinator. It is quite an honor to work with such exceptional teachers, such as *Participating Teacher** at *Name of Middle School**. This semester, I would like the opportunity to learn from your student enrolled in her guided study course by asking them to participate in a research study. The purpose of the research study is to meet the dissertation requirement for my PhD in Curriculum and Instruction at Kansas State University.

My research study is focused on exploring how middle school students understand citizenship in light of viewing and reflecting upon civic images. Data will be collected through a variety of methods, including classroom observations, asking students to view images that have been vetted by civic experts and respond to a series of reflection questions adapted from the Stanford History Education Group's Historical Thinking Skills Chart, and interviews. The timeline for the study is approximately 12 weeks, as I will only be in the classroom once a week. The amount of time your student would be involved in the study on any given day is approximately 15 minutes.

As the social studies coordinator for our district, it was important to me to design the study that will benefit our students and teachers. Images serve as a primary source that can support students' understanding and interpretation of historical events. By participating in this study, your student will have the opportunity to strengthen their abilities to analyze and interpret a primary source. This is an essential skill necessary to meet national and state curriculum standards and perform well on local, state, and national assessments.

The enclosed informed consent form will provide you with more information regarding the study. There are two points I'd like to highlight. The first is that confidentiality is of utmost importance to the study. Student names, teacher names, the name of the school and the district will not be included in any part of the description or published results of the study. All data and records will be securely stored on my personal computer and password protected. The other point I'd like to bring to your attention is that participation in the study is completely voluntary. There will be no penalty, nor will your student be at any disadvantage, for not participating.

Quality academic research is essential to improving and enhancing our abilities as educators. We can learn so much from our students. If you are willing to allow your student to participate in my research study, please sign the informed consent form and have your student bring it to their guided study course. A copy of the form will be sent home for your records.

If you have any questions regarding the study, please feel free to contact me at 913-239-4108 or *school district email for researcher**.

Thank you for your consideration.

Respectfully yours,

Kelly C. Wessel
*Name of School District**
K-12 Social Studies & Diversity Coordinator

**To protect confidentiality of the students, all identifying names have been omitted.*

Appendix C - Historical Thinking Skills Chart

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Appendix D - Framework of Measured Civic Concepts

- I. Constitutionalism
 - A. Rule of Law
 - 1. Due process
 - 2. Equitable enforcement
 - 3. Equal protection of the law
 - 4. Equal justice under the law
 - B. Limited Government
 - 1. Powers are enumerated
 - 2. Powers are separated and distributed among different departments or branches
 - 3. Checks and balances system among the departments or branches
 - 4. Decentralization of power throughout the state
 - 5. Accountability to the people through a democratic electoral process
 - C. Constitutional Government
 - 1. Constitution, framework for government, usually a written document
 - 2. Government functions within the framework
 - 3. Government both empowered and limited to achieve ordered liberty
 - 4. Separation of powers with checks and balances to both empower and limit government
 - 5. Independent judiciary with power of judicial review to maintain limited govt.
 - D. Forms of Constitutional Government
 - 1. Federal System (Federalism)
 - 2. Confederal System (Confederalism)
 - 3. Unitary System
- II. Representative Democracy
 - A. Popular Sovereignty
 - 1. People as source of authority for government
 - 2. Government by consent of the governed, the people
 - B. Electoral Democracy
 - 1. Free, fair, competitive, regularly scheduled elections
 - 2. Inclusive eligibility to vote for representatives in government
 - 3. Indirect majority rule by the people through their elected representatives
 - 4. Inclusive participation by the people to influence representatives in government
 - 5. Two or more political parties
 - 6. Accountability of representatives to the people
 - C. Public Policy
- III. Citizenship
 - A. Citizen, legal status
 - 1. Natural citizen
 - 2. Naturalized citizen
 - B. Civic Identity
 - 1. Common attribute of citizens
 - 2. Common bond of a civic community
 - 3. Commitment to common civic culture
 - C. Civic Dispositions
 - 1. Characteristics of the good citizen
 - 2. Civic virtue
 - 3. Civic morality
 - D. Civic Duties and Responsibilities

1. Civic and political engagement
 2. Loyalty to the state and government
 3. Commitment to the common good
 - E. Rights of Citizenship (Exclusive to the status of the citizen)
 1. Voting for Representatives in Government
 2. Qualification to hold certain high government offices
- IV. Human Rights
- A. Political and Public Rights
 1. Voting
 2. Political participation beyond voting
 3. Civil liberties necessary to free political participation
 - B. Personal and Private Rights
 1. Freedom of conscience
 2. Right to be left alone (privacy)
 3. Personal pursuit of happiness
 4. Private property rights
 - C. Economic and Social Rights
 1. Social security and welfare entitlements
 2. Right to an education
 3. Right to minimum income
 4. Right to safe working conditions
 - D. Rights of Accused Person
 - E. Ongoing Issues on Government's Responsibilities for Rights
 1. Political and personal rights: what should the government be constitutionally prohibited from denying to individuals?
 2. Economic and social rights: what should the government be constitutionally empowered to provide for individuals
 3. Equality and fairness for all the people in their exercise of rights and receipt of entitlements: How do we know when justice is achieved in the distribution of rights and entitlements?
 4. Right to dissent
- V. Civil Society
- A. Pluralism and diversity in the society
 1. Free expression and exercise of various individual and group interests
 2. Freedom of association
 3. Multiplicity of social and cultural and political identities
 4. Voluntary civil associations or non-governmental organizations
 5. Regulation of society by government to prevent either anarchy or tyranny
 - B. Private Sources of Social-Political Power and Resources
 1. Nongovernmental organizations and institutions as private sources of support for the common good
 2. Nongovernmental organizations and institutions as countervailing forces against despotic tendencies in government
 - C. Open and Free Social Order
 1. Flexible social class structure
 2. Equality of social opportunity
 3. Upward mobility based on merit
 4. Freedom within a context of regulation by government in a representative democracy
- VI. Market Economy
- A. Free Market
 1. Freedom of exchange
 2. Protection of private property
 3. Productive use of capital
 4. Regulation by the government to prevent either economic anarchy or monopoly capitalism

- B. Private Sources of Economic and Political Power and Resources
 - 1. Non-governmental economic organizations and institutions as private sources of power for the common good
 - 2. Non-governmental economic organizations and institutions as countervailing sources of power against the despotic tendencies of government
 - 3. Freedom of opportunity for individuals to obtain and cultivate economic capital
- C. Open and Free Economic Order
 - 1. Equality of economic opportunity
 - 2. Economic rewards based on merit
 - 3. Economic freedom within a context of regulation by government in a representative democracy

VII. **Examples of Non-Democracy**

- A. Totalitarianism/Socialism/Communism
- B. Authoritarianism
- C. Autocracy
- D. Absolute Monarchy
- E. Aristocratic Oligarchy
- F. Theocracy
- G. Non-democratic Republic

Appendix E - Civic Images

Image 1 – A Liberty Bond Plea



Image 2 – Negro Demonstration in Washington, D.C. Justice Dept. Bobby Kennedy Speaking to Crowd.

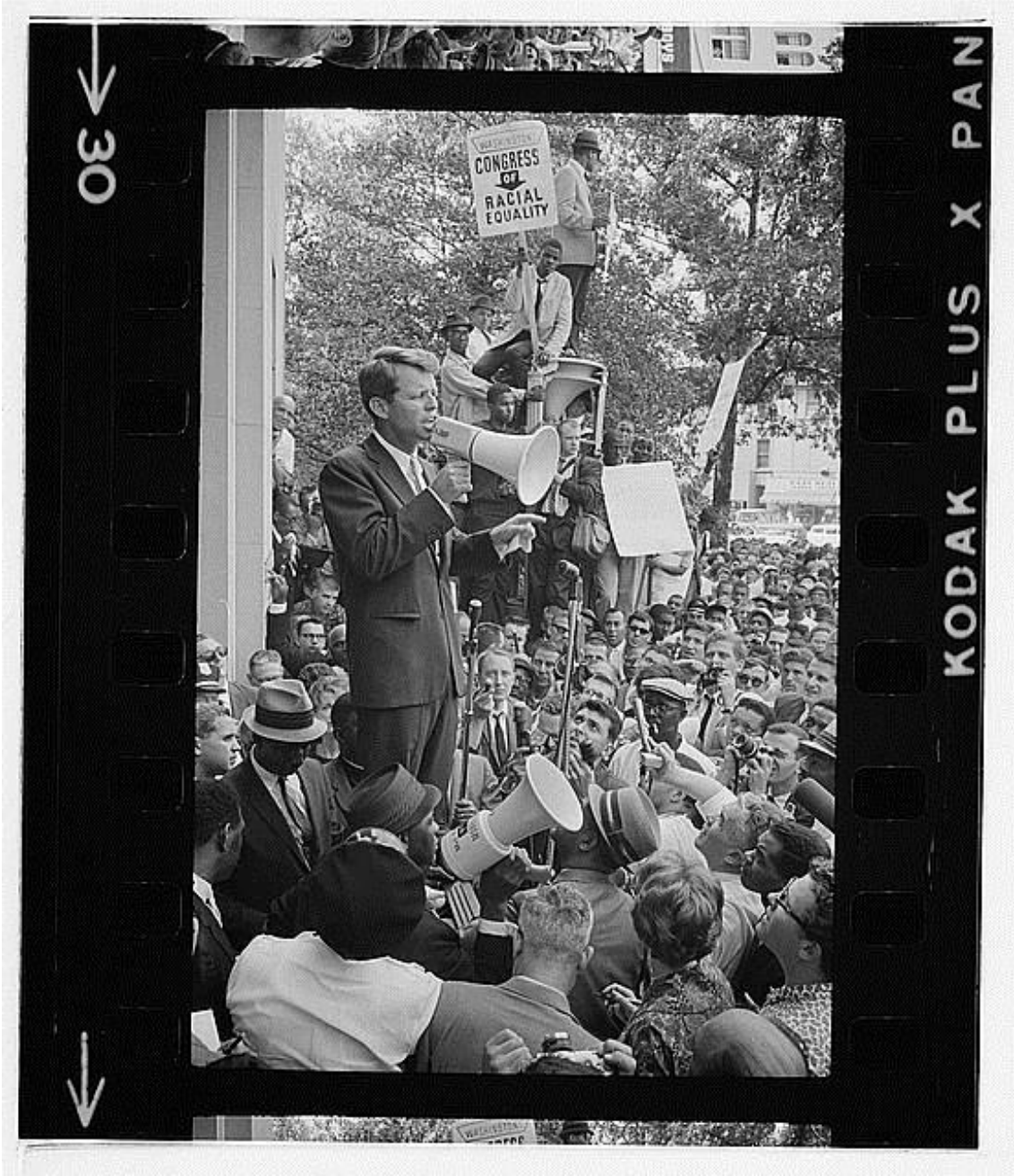


Image 3 - Negro Voting in Cardoza (i.e., Cardozo) High School in [Washington,] D.C.



Image 4 - Photograph of Leaders at the Head of the Civil Rights March on Washington, D.C



Image 5 - Photograph of Young Woman at the Civil Rights March on Washington, D.C., with Banner



Image 6 - Photograph of Female Demonstrator Offering Flower to Police Officer



Image 7 – Katrina Relief Volunteer



Image 8 - Same Sex Marriage Vote in the Minnesota Senate



Appendix F – Field Notes from Observations

Class A - Observation 1

Thursday, February 5th, 2015
8:35 – 9:20am

Introduced myself and briefly explained purpose for being in the classroom.
Students were all engaged, looking at me.
Asked if there were any questions, none.

Teacher handed me consent forms signed by students and guardians.

Five students were absent today due to NAP testing.

Boys in the back working on math homework.
Girl in center table – reading Harry Potter

Teacher walked around the room, checked on student work, and asked what students were involved in doing.

Asked boys about math homework, “Are you all in the same math class?”
Asked girl reading Harry Potter book about how she’s enjoying it, where she’s at in the series.

Two students went to the library to work on computers located there.

Set up of room
Desks put together in pods, four chairs around tables. Two tables in the back with two chairs facing the front of the classroom.

Textbooks in center of the tables along with pencil boxes that hold supplies.

Boys working on math homework at back table are whispering and working together.

Walls of the classroom are covered with inspirational posters, essential questions for unit, historical images, and posters with the values & definition of those values illustrated throughout the History Alive resource (democracy, rights, liberty, opportunity, equality) and student social contracts for each class. Book shelf in the back of the classroom with additional resources and children’s books.

Boy asked permission from teacher to leave to go get calculator. Teacher said left. Boy left and return within two-three minutes.

Boys at back table whispered questions about math homework... lots of “she said...”

Teacher asked the class about turning in “enrollment forms.” She received an email from the counselor that 20% of the students had not turned in their enrollment forms.

Two cabinets and ten drawers line the south wall. Boy got up, looked through a drawer to get a supply and sat back down.

Boys got quiet and worked on math homework. One boy using phone as calculator and ruler.

Classroom was silent expect for sound of teacher typing on computer and students putting away papers from 8:50 – 8:55

One boy at back table listening to music (one ear bud in).

Girl who was drawing asked to go to the bathroom 8:54am. Teacher said yes. Student left.

One student (girl) started to organize papers (9:04am).

Teacher left to go to the restroom (9:04am).

One student had a spray tan and teacher asked about what was on her hand. Student discussed it was for a cheer competition over the weekend. Another student piped in about how hard it is to self tan. Conversation lasted less than a minute (9:05)

Boys continue to whisper...”do we have a test today in reading?”

One boy who was working on math homework, finished, started reading Maze Runner.

Another boy working on math finished, started drawing with colored pencils found in the pencil box in the center of table.

Girl who was drawing/working on journal assignment finished. Turned it in to teacher and started playing on iphone, eating crackers.

Boys at back table started talking about projects in class, “constructing a box.” 9:08am.

Girl who was organizing stopped, started drawing and listening to music (9:08).

Students move freely throughout the classroom. Boy who was drawing went to multiple tables to look in pencil boxes for color pencil he wanted.

Teacher returned from restroom (9:09) and checked email. Then went through binder of materials at desk.

Students silent again 9:10am. Working or reading at their tables.

One boy across from where I’m sitting keeps making eye contact (one reading Maze Runner).

Teacher called student to desk (girl), asked her question regarding History Alive resources and student returned to table, looked through her binder, and returned to teacher desk to show her completed work.

Another student (9:13), girl, got up and gave teacher a picture. Teacher smiled and said thank you. Short conversation between teacher and student – too far away and voices too soft to hear.

Class got silent again (9:14am). All students engaged in something individual at tables (reading, drawing, listening to music, etc.)

Girl student returned from library (9:15am), started organizing materials.

At end of class period (9:18am) 2 out of the 9 students in the classroom were working on homework. Rest were reading, drawing, organizing materials, listening to music, playing game on phone)

Teacher made announcements (9:20am) - Teacher reminded students that NAP testing would be over tomorrow, back to normal schedule. Reminded them of p/t conferences next week – only three day school week for them. 50 degrees tomorrow. Asked any questions from anyone? No students responded. Boy at library returned (9:20). Bell rang, “bye guys, have a good day.” students packed up and left. About four students said, thank you as they left.

Class A – Observation 2

Second Day – 2.11.15

11 students present today. One student absent.
1 student left to go to LMC

Girls at table in front of me all working on homework.
Boys next to me working on homework, one working on project
Girl at table in front of boys playing on phone.

Girl at front table by teacher is organizing

Mixed group in front of room by door, two students working, one student playing on phone.

Students are up and getting supplies, glue to work on project. Two girls at table talking about participating in track.

8:44 student took planner to teacher and left.

At front table, student is assisting another student with calculator.

Teacher left 8:55am to go to office. Student asked to go to LMC before she left.

Noise level high, students working together. Last day before five day weekend for students due to p/t conferences.

One student was doing nothing, T asked, “STUDENT, what are you working on? Are your learning targets done for Mr. TEACHER?” S got out piece of paper. STUDENT, then asked neighbor boy, “What are you working on?” Reached out with ruler to touch boy. Still not working on anything.

8:59am - Three students at front table playing silent football. At the table next to them, two students talking about time when student cut another student’s hair. Other student is working on project still.

9:01am – 8 students in class, only three are working on assignments. Noise level is high because all students, even if working on assignment, are talking.

9:02 teacher returned from office, went to get tea. Teacher was absent yesterday due to cold/congestion. Still not feeling well but p/t conferences today. Cannot miss.

One student who left returned to class, started helping another student (girl who was talking about cutting another student’s hair) with math homework. Standing over her. After two minutes, returned to seat. Student said, “Thank you,” and put homework away.

Table in front of me, three girls, sharing advice on homework for science. One student is finishing assignment, other is playing on phone.

Teacher is at desk, going through materials/textbook.

Teacher asked out, "Is anyone else grieving the Daily Show?" Some students replied with "Mom and Grandma are." Talked a bit about news with Jon Stewart and Brian Williams.

9:08am Teacher said to class, "Alright you have about 12 minutes." Class immediately got quiet. Two girls staring into space. Two students working on their assignment/project for ELA. One boy watching the other two work.

Three students at the front table continue to play silent football.

Girls at table in front of me, put away school work, all three got out their phones.

Boys at table next to me started talking again, other students join in. Talking about when their birthdays are...and how lots of people have birthdays in February.

9:11am, Teacher asked one of the students who was playing silent football to take the recycling to large recycling bin in the school.

Teacher started to walk around and check in on students. "What are you reading?" Asked about boys working on the project, "Are these book reports for ELA?" Student explained the project and all the work they have to do, "Easy but time consuming." Teacher asked the boys to work for only three more minutes and then asked them to clean up so that resources can get put away and paper put in recycling.

Checked in with another student who's reading Harry Potter book, inquired about Harry Potter club happening in the school.

9:14am student who took recycling returned. Started playing silent football with other two students at her table again.

Two girls at middle table continue to stare into space. Teacher asked the girl playing silent football about state of locker. Said, "It's odd to not see you working on things." Teacher went over to table to talk to students about getting work done in advance due to the short school week. Students only in school Monday – Wednesday.

9:16am told boys to start clean up. Papers all over the table, glue sticks out, rulers, etc. Students started to clean up papers. Teacher commented, "This may be the most work you've ever done during guided study...however time is coming to an end. Let's get things cleaned up." Student is moving around the room, returning supplies and throwing away papers.

Students playing silent football started to stand up and get more active. Teacher said, "hey, hey, hey..." and students sat down.

T asked students, “anyone going anywhere over the long weekend?” One student responded going to Iowa for another cheer competition. Discussed results of the cheer competition in OK last weekend.

Students are talking to one another at respective tables.
9:20am bell rang, students got up and left.

Class B – Observation 1

Friday, February 6, 2015

11 students present

Researcher introduced herself to students.

Teacher opened class reminding them of library guidelines. Informed them she would be signing passes to the LMC and list what they would be working on while there. Reminded them if they do not do what they need to do, they will return to classroom.

Student – went to band room

Three students stayed in class.

One worked on homework, one listened to music and played on phone.

Teacher had mini conversations with each student before leaving.

Student entered the classroom late – spends first hour at the high school taking an advanced math class. Teacher asked student how time at the high school was. Student explained it was spirit week and awkward because he was not wearing the spirit wear for the high school, but wearing Oklahoma Thunder sweatshirt. Explained he was going to OK tonight to see them play, then going to Iowa to celebrate his grandma's 90th birthday. Teacher talked to him a bit about the plans (apprx 6 minutes). Asked student about New Orleans changing their mascot. Another student piped in to talk about the pelican mascot. Student kept talking about basketball, showed teacher pictures of Collision and talked about his recent contract. Then teacher asked student what he can work on today. He went to locker to get book.

Another student came in to make up a test.

Students are concerned about a holocaust survivor that comes to visit their school. Her documentary is up for an award, people vote online. Students were monitoring the votes as they came in, claiming how many votes she was up throughout the block. Kept signing in with fake emails to cast more votes. Teacher mentioned that this is why the US has not gone to email voting.

Student left to go get other students who were working on a poster in the hallway to advertise voting for Sonya.

Two boys returned from library (8:53am) – one got out math homework to work on, another messed with pen, then left again to go get a planner. Returned, then asked to go to the library to work on a movie project (8:58am)

Girls working on poster in the hallway returned (8:55am). One started drawing, another got out phone and ear buds.

9:00am – now 6 students enrolled in class present

Student working on math homework next to me finished, checked planner, and put away supplies. Has ear buds in. Went to teacher to ask to go see math teacher. Teacher nodded, student left (9:01am).

Girl at front table who was playing with phone, now drawing. Other girl still playing with phone.

9:06 - six students in the classroom, completely silent. No talking.
Teacher is working on computer at her desk.

9:09 – Teacher checked in with student taking test. Told him he had 13 minutes left. Then teacher left to go to the restroom.

9:10am student completed test, got up, put it on teacher's desk, went to sharpen pencil.

9:10 am teacher returned from restroom.

9:11 student returned from library.

One student got up to ask another student for assistance on assignment.

Two students were playing games on their phones, teacher noted and asked them to put their phones away. Reminded them of the expectation, that phone are to be used for school related activities only, not games. Students put the phones away,

Teacher dismisses class at 9:20am.

Class B – Observation 2

February 10, 2015

Teacher is absent today. Emailed researcher in advance and informed substitute would be present.

All students are present today.

5 students left to go to the LMC.

One student entered classroom to get textbook. Another student in the class joined the visiting student to work on an assignment together, “learning targets” assignment for SS.

1 student went to bathroom

Class started at 8:35, students were loud and talking to each other. By 8:39 students were quiet and working on assignments

7 students remained in the classroom at 8:39, rest left to go to other places. 4 students working quietly on SS, three on ELA assignments.

Substitute teacher sat in back at Teacher’s desk, viewing materials on desk and substitute plans.

One student listening to music on his phone while he worked.

8:43 student asked substitute permission to visit another classroom. She said, “yes.” He left.

Returned by 8:45am. Another student returned from LMC. Got out phone and played with phone.

Noises came from a phone in the back of the room. Students looked up, student quickly turned phone to silent. Student began whispering with boy next to him. Asking questions concerning his math assignment. Then started to play with supply box. Put away math homework and got out ss homework.

Another student entered classroom to return textbook (8:51am), placed textbook down and left.

8:51am 8 students in the classroom, 6 are working on assignments, 2 are playing on phones.

Teacher is not interacting with students, on teacher’s computer, typing.

8:53 am, announcement came in over intercome, “Attendance please.” Substitute teacher said, “Everyone is here, sorry.”

Student asked to leave to go get a supply. 8:54am. Returned at 8:59am

8:55am – student completed assignment and got out phone and started scrolling on phone.

Another student working on math assignment used phone as calculator.

Student put away assignment, went up to teacher and asked to go to locker. Teacher said yes.

8:59am returned to class.

8:57 – only six students remain in class. 5 working on assignment, one playing on phone.

8:59, student not in class, walked in, returned textbook and left. In class less than a minute.

9:02 – 8 students in class, all working on assignments.

9:04, student male students in back started talking. Two female students in the front started talking. Lots of laughing from female students.

Teacher continues to sit at desk looking at computer screen. Not looking at students.

Student who came in at start of class to work on SS with another student, left. Then student who was in the class and working with her got permission to leave as well. 9:11am.

9:12am two students ask to leave, write pass on planner and ask teacher to sign. One student packs up all stuff and leaves, the other just takes their phone.

9:13am – 4 students remain in the class. One working on assignment, two females talking and looking at phone, one male at another table looking at phone. Teacher is looking at tablet at teacher desk. Says, “shh...” to the girls, does not look up from tablet. Girls stop talking for about 10 seconds, then whisper. Still laughing and playing with phone.

9:14am – student who left at the beginning of class returns from LMC. Opens binder and reviews materials in binder, looks like notes.

9:15am Teacher gets up and opens door to classroom. Returns to teacher’s desk. Looks at tablet again.

9:17 another student who left at beginning of class, returns, puts stuff down, grabs binder and leaves again. Teacher does not look up from tablet at desk.

9:18am – 5 students in class, one sleeping, one reviewing notes, one working on assignment, one playing on phone, one reading.

Only two students who remained in the class the entire time.

9:20am - bell rings, class dismisses. Students get up, grab materials and leave. Teacher goes out into the hallway to greet students for the next class.

Appendix G – Field Notes from Images & Reflection Questions

Appendix – Field Notes

Field notes from students participating in engage activity: viewing images & responding to reflection questions. Notes were taken on notepad application on researcher's Ipad, emailed the day taken and then combined into one word document. The researcher formatted the field notes for readability purposes. Formatting included the following: Organize images and classes (bold print), italicize each class name for each image, correctly spell and capitalize, "ThinkPad," add "am" at the end of times as all data were collected in the morning, and write out short hand word, "because" from "b/c." Finally, the researcher replaced student names with student identification numbers. If a student identification number is missing, researcher did not catch the student name and therefore cannot identify the specific student mentioned.

Image 1

Dates: 2.19.2015 (Class B); 2.20.2015 (Class A)

Students using Lenovo ThinkPads to access online surveys.

Class B

Students grabbed computers and logged on. Participating teacher explained that initial log on would take longer than subsequent times when log on. Teacher assigned each student a specific ThinkPad to help expedite the log on process in the future weeks. Students were logged on and accessed survey by 8:38am. Students finished in time range from 8:48am to 8:55am.

Class A

Students were started by 8:37am. Computers on tables, students logged in & went to website for survey. Student 5 goes to the neighboring high school on certain days for math class. Participating teacher informed researcher they may be days he is not present or he may take the survey with the other class. Student 5 is officially enrolled in Class A. Students worked quietly, researcher & participating teacher walked around the room. Assembly today at 9am, before we started teacher let students know there was plenty of time to do the survey, informed them not to feel rushed. First student finished at 8:49am.

Participating teacher informed researcher that guided study classes are split in terms of social studies teachers between two 8th grade teachers (herself and participating teacher for the pilot study).

When students finished, returned ThinkPad to cart. Recorded number of computer they used. Will use the same ThinkPad each time. Students completed survey between 8:49-8:55am.

Image 2

Dates: 2.26.2015 (Class B); 2.27.2015 (Class A)

Class B

One student came in late, 8:43. Got him logged on & started.
Students logged on with same computer as last time. Expedited process, did not take students as long to log in.

Participating Teacher informed research of the exact number of students in her social studies courses versus the participating teacher from the pilot study (other SS teacher the research site).
Number break down is as such:

Class A: 6/14 in Participating Teacher; 8/14 in Pilot Participating Teacher
Class B: 9/13 in Participating Teachers; 4/13 in Pilot Participating Teacher

Students started at 8:36pm, began to finish at 8:44am.

Class A

Couple students had a bit of difficulty logging on initially.

One student's ThinkPad shut down in the middle of the survey. He restarted his computer and was able to access the survey again - last student to finish at 8:50am

No students absent today.

One student's ThinkPad was loading for more than five minutes, teacher asked student to come over and use her computer instead.

First students to finish around 8:43.

Once students finished, they either started working on homework or went to the LMC.

Image 3

Dates: 3.2.2015 (Class B); 3.3.2015 (Class A)

Class B

Student 20 absent today. First absence.

Two computers slow to start.

Researcher and teacher walked around the room while students responded to questions. Of the two computers taking a long time, teacher asked student if they wanted to use her computer instead. Put the ThinkPad up and logged on her computer.

Student 23 could not get her computer working, so when Student 21 finished, she passed her computer to Student 23 and then she was able to log on using a different internet browser, Firefox. Student 23 did not start the study until 8:45am.

One student, Student 27, took the longest to complete the survey. Spent a few moments staring at the image. Finished at 8:50am.

After students complete the activity, continue on with their guided studies activities, such as visiting library, restroom, working on learning targets for social studies, etc.

Class A

Student 14 came in late. Still completed study.

One student could not log on, so used the teacher's computer.

Couple other netbooks were slow, so had students log off on the ones that did work, then log on with their user name and use the netbook.

One student, Student 6, asked for this image, "What do you do if you have no idea?" I told her to do her best and answer as she could.

Image 4

Dates: 3.9.2015 (Class A); 3.10.2015 (Class B)

Class A

Wireless connection to the building is down. Cannot access the online survey. Will try again in 10 minutes. Students worked on homework or read. At about 8:55am, were able to make contact with one of the Wi-Fi servers. Students logged on and completed questionnaire. Two students ended up using the teacher's computer because they could not get their ThinkPad to operate. One student borrowed another ThinkPad from a student once she was done. Used a different web browser (Firefox) to open survey and was able to access it.

Students 24 and 21 talked during the study. Student 23 focused on homework assignment for another class - teacher asked her to refocus on the study until she was done. Students 15 and 18 talked throughout the questions. Asked them to focus and individually complete the survey.

Week prior to spring break - students only have three days of school. Weather change as well. Went from 20s/30s to 60s/70s this week.

All students were done by 9:02am.

Class B

Students 20 & 26 absent today.

Students logged on with no issues today.

First student finished at 8:41am.

Students have the routine down. Walk into the room, get out laptop, log on and go to website. Some have even figured out the address for the survey because only difference is the last number.

Student 18 came in late at 8:49am. Got started on the survey immediately.

Student 27 asking about the study, wanting to figure out exactly what it is. Took him the longest to answer the questions. Talked to the participating teacher a bit about research process. He learned about the placebo effect and shared what he learned. Asked about the deception involved in the study, stated he was trying to figure it out.

Image 5

Dates: 3.26.2015 (Class A); 3.27.2015 (Class B)

Class A

All students present. When researcher walked in the room, all students had ThinkPads out and ready to go. Took students about 10 minutes to complete questions. No issues with Internet or

logging on.

Class B

Took an additional 5 minutes to get started because computers were not in the classroom. Two students went to go get computers and started study at 8:40am. One ThinkPad would not let a student log on, so student got another ThinkPad. Finally got logged on at 8:47am, finished at 8:55am.

Another student had an issue with the ThinkPad blocking the survey site. Opened a new browser but it was still blocked. Student went to use the teacher's computer. Other students started to follow in terms of finishing. Wrapping up between 8:48-8:52

Student 27 kept looking off into space, then would return to the questions. Seemed to struggle, started looking around at other students. Then would return to computer screen and stare at it. Same student who previously inquired about what the study was about - wanting to know where the "deception" lied in the study. 8:59am teacher went over to talk to the student and asked him to focus and reminded him there is no right answer. He was continuing to stare off into space to look at other students. He refocused on the questions and finished at 9:00am.

Students started to finish by 8:46am.

Image 6

Dates: 4.2.2015 (Class A); 4.3.2015 (Class B)

Class A

Students all present, no issues logging into ThinkPads to access surveys.
All students worked quietly, started to finish around 8:41am.

Class B

Student 12 absent. Today, another set of laptops, Dell computers, was in the room to assist with state assessments. Students used dell computers in room.
Teacher got students focused. Reminded them no right answer, individual work.
Started by 8:37am. Students all finish at various times, starting with 8:43am and last one at 8:46am.

Image 7

Dates: 4.9.2015 (Class B); 4.10.2015 (Class A)

Class B

Students walked in immediately grabbed ThinkPads. Started at 8:36am. Teacher reminded them to work individually and quietly.
All students are present. Students began to finish at 8:41am.
One student's ThinkPad was taking a long time to start up, moved to laptop computer stationed in room. Last student to finish at 8:51am.

Class A

Students logged on immediately. Some did not even wait for the directions slip.

Teacher thanked students for concentrating on the survey and image. One student struggled to get logged on to her ThinkPad. So logged on to laptop in the room.

Student 5 took the survey yesterday with Class B, due to conflicting schedule with attending high school math class.

Students started at 8:35am, first student finished at 8:39am, second student at 8:40am.

Students finished at various times between 8:39am and 8:47am.

Image 8

Dates: 4.15.2015 (Class A); 4.16.2015 (Class B)

Class A

Researcher and participating teacher arrived at research site together. Were at a district meeting for a committee they both serve on. Participating teacher had a substitute scheduled for the rest of the day with the exception of the Guided Study class.

ThinkPad cart was in the room, students grabbed their computer and logged on. No issues with the computers working and no student behavior issues.

All students presented. Students started at 8:36am and started to finished at 8:43am. Last student finished at 8:51am.

Class B

All students present. No issues with ThinkPads.

Students started at 8:36am and first student finished at 8:44am. Last student finished at 8:52am.

Appendix H – Transcripts from Focus Group Interviews

Class A

Interview date: April 24, 2015/8:35 – 9:00am

Set up: Students are in chairs surrounding two tables pushed together. They are positioned in a half circle facing the front of the classroom. Order of students from left to right is Student 13, Student 1, Student 4, Student 8, Student 10, Student 3, Student 11, Student 6, and Student 9. Students 7 and 14 are seated side by side at the table in the middle of the half circle. Researcher is seated in front of students, under video camera. The video camera, a Canon Vixia HR R52, is set up on a tripod to capture interview. Prior to recording, students were asked to select a seat. Researcher did not assign seats. The researcher did make sure all students were in lens' view prior to the start of the interview. The participating teacher sat at her desk to the right of the camera. The participating teacher was sent a PowerPoint presentation just prior to the interview. The presentation includes 9 slides. The first slide is blank and is up at the start of the interview. The remaining 8 slides display the images in the order in which students viewed them throughout the study.

Prior to interview, students were instructed to be honest, not worry about the camera, and reminded that no one would see the video except for the researcher. Researcher also reminded the students anonymity would be respected and all identifying information would be kept confidential.

Researcher: “So, here’s my first question, I just want you to describe your experience in the study, what was it like to be in the study or you can talk about the images, just describe your experience being in the study.”

Initially, lots of blank faces, students looked at one another. Student 7 turned around to look at student behind her. Student 14 next to Student 7 looked at Student 7 and started to giggle. Students 1, 13, and 10 looked at Student 7 when she turned around. Once Student 7 started to giggle, other students giggled.

Student 9 spoke up: “It was kind of interesting to like see all the pictures in order.” Students 13, 1, 4, and 8 looked at Student 9 when she spoke. Students 3, 6, 11, 7, and 14 looked at the floor or their hands.

Researcher: “Okay, what made it interesting?”

Student 9: “Like cause it was kind of going throughout history, like from the past to the present (gestured with hands – held left hand up and brought right hand to left hand, then moved left hand back in incremental movements), and like to see how like which problems were occurring as the time went on (moved both hands up and down). It was pretty interesting.”

As student 9 responded, Students 7, 1, and 13 nodded their heads.

Researcher: “Good, okay. Other folks, describe your experience.” Students 1 and 7 turned to look at students.

Student 11: “It was kind of like a refresher cause some of the things we had already learned from past social studies classes, so it was kind of just like going back to what we knew.” Students 13, 1, 4, and 8 looked at Student 11 as she spoke.

Researcher: “Do you think that helped you look at the images, knowing a little bit about the context?”

Student 11: “Yea.”

Students 13, 1, 7, 3, and 4 nodded their heads.

Researcher: “Good, good. Other thoughts?”

Students stared at researcher, started to look at one another and fidget in chairs. Student 11 turned around and looked at the cabinets. Students 7 and 4 started to giggle. Students 8, 6, 3, and 9 looked at the floor. Students 1 and 13 looked at their hands.

Researcher: “Okay, we’ll go to the next question. And what were going to do is, I’m going to show you all the images, actually Ms. Teacher is going to help me, because she’s going to go through the PowerPoint, and these are the images in the order that you saw them. I want you to decide which image most represents citizenship (..) and think about the why, cause when you tell me, I also want you to tell me the why, okay. (...) So, here we go (...) Image 1 (..), Image 2 (..), Image 3 (..), Image 4 (..), Image 5 (..), Image 6 (..), Image 7 (..) , Image 8 (..).” Researcher read off image numbers as participating teaching clicked through PowerPoint to display each image. Students stared at PowerPoint that was projected on screen in front of the classroom. Once images were seen in order, students viewed the images again in reverse order. All students kept their eyes on the screen for the duration of the images being shown.

Researcher: “Then we’ll go through them one more time to go back to the white screen. So here’s 8 (.), 7 (.), 6 (.), 5 (.), 4 (.), 3 (.), 2 (.), 1 (..).” All students kept their eyes on the screen for the duration of the images being shown.

Researcher: “Okay, you don’t have to give me the number, if you can’t remember the number, you can just kind of tell me the description of the image too. So which image most represents citizenship and why?”

Students look at each other, pause among the group for three seconds.

Student 4: “I think number one (Liberty Bonds Plea) because like it shows like this family like from a farm and like giving their whole life savings to like help support the war and like help America like get through the war.” Students 6, 7, 14 looked at Student 4 while she spoke. Other students looked at the floor or their hands.

Student 13 nodded head when Student 4 was done speaking.

Student 9: “I don’t believe one image (held up number 1 with finger) has like more citizenship than the other images (moved left hand in a crescent) because they all (made a circle with hands) have something to do with people taking part of the community and fitting in and like, just...” Student paused and looked at Participating Teacher.

Note: while Student 9 was talking, Students 1 and 13 were looking at her. Other students were looking at the floor, their hands, or the wall.

Participating Teacher: “You’re fine. I was just telling someone not to come in.” All students turned their attention to Participating Teacher.

Student 9 continued: “and like just fitting in (circling with hands) and helping the cause (made two circles with left hand). Student 4 nodded in agreement.

Researcher: “Uh – hu, or whatever cause. Student 9: “Yea, whatever cause.”

Researcher: “So really, that you see that as helping out as really part of citizenship, is that, yea, and just contributing?”

Student 9 nodded.

Researcher: “Good.”

Student 7: “I feel like images 2 (Bobby Kennedy speaking to crowd), 4 (Civil Rights March), and 6 (Female protester hands flower to officer) were like really close to citizenship cause they all came together as a whole, cause there were a lot of people in each picture and it looked like they were all doing something like together.” Students 1, 13, and 8 looked at Student 7 while she spoke. Other students looked at the blank screen or researcher.

Researcher: “Okay, good.”

Student 10: “I thought image 7 (Hurricane Katrina volunteer) because it showed how people were like helping other people with the hurricane relief and like they didn’t, they maybe like didn’t even know the people they were helping, they just all came together to help them.” Students 1, 8, 6, 13, 4, and 9 looked at Student 10 while she spoke.

Researcher: “Good. Anyone else want to share their thoughts?”

Students looked at floor, hands, wall, or screen. No eye contact with researcher.

Researcher: “Okay, last question. How would you define citizenship? What is your definition of citizenship?”

Students looked around. Student 1 looked at the floor, Student 13 looked at the wall.

Student 11: “The right to a good life I guess. (.) Like basic human rights.” Students 1, 13, 4, and 8 looked at Student 11 while she spoke.

Student 9: “Like the right to fit in with the rest of the community, the right to like help others and be helped and stuff.” Students 1, 4, and 6 looked at Student 9 while she spoke.

Student 3: “Umm, I would say, (.) it’s like just being able to have rights and like freedom to be a citizen, and live how you want.” Students 14, 4, 6, 9, 1, and 13 looked at Student 3 while he spoke.

Student 6: “I kind of see it as a family, just umm, like, I guess you could say, I’m like a citizen of my family, I’m a part of them, we and (..) like we have our differences and stuff, equality, and all these problems, but I (..) mean families fight, so I don’t know, I just it’s find it a comparison really when put together (student used hand gestures while speaking. Made a circle with left hand).” Students 13, 1, 4, and 8 looked at Student 6 while she spoke. Other students looked at floor or wall.

Researcher: “Anyone else want to share their definition of citizenship?” Pause for three seconds.

Student 7: “I mean it’s kind of like what they all just said (student leaned back in chair and brought up right arm), I feel like it’s just coming together as a whole (brought hands together and interlaced fingers) like I said with the pictures, like, (.) yea...” Students 13, 1, and 4 looked at Student 7 while she spoke.

Researcher: “Like people coming together, the community, the nation, just rallying...can you kind of expand on that a bit?”

Student 7: “Like I don’t really know (rolled eyes, brought right hand up and made gesture with open palm), like probably like a community or something, I guess would be like (.) kind of fracturing it down.” Students 13, 1, and 4 continued to look at Student 7 while she spoke.

Student 4: “Or like another thing could be like playing a role, like being a part of a like a community, or like (.) being a part of something.” Student 13 craned to see Student 4 while she spoke. Students 6 and 7 looked at Student 4 while she spoke.

Researcher: “Alright, anyone else?”

Students looked away from the researcher. Eyes diverted to the wall, floor, or hands in lap.

Researcher concluded the interviewed and thanked students for participating.

Class B

Interview date: April 23, 2015/8:35 – 9:00am

Set up: Students are in chairs surrounding two tables pushed together. They are positioned in a half circle facing the front of the classroom. Order of students from left to right is Student 19, Student 24, Student 4, Student 22, Student 17, Student 25, Student 27, Student 16, and Student 5. Students 23 and 21 are seated side by side at the table in the middle of the half circle. Note: Student 5 has a unique schedule due to his attendance at the high school in the morning for advanced math class and their block schedule. Because of this arrangement, he is not consistently with Class A or B. He was present during the Class B when their interview was scheduled therefore he participated in their focus group interview.

The researcher is seated in front of students, under video camera. The video camera, a Canon Vixia HR R52, is set up on a tripod to capture the interview. Prior to recording, students were asked to select a seat. Researcher did not assign seats. The researcher did make sure all students were in camera lens' view prior to the start of the interview. The participating teacher sat at her desk to the right of the camera. The participating teacher was sent a PowerPoint presentation just prior to the interview. The presentation includes 9 slides. The first slide is blank and is up at the start of the interview. The remaining 8 slides display the images in the order in which students viewed them throughout the study.

Prior to interview, students were instructed to be honest, not worry about the camera, and reminded that no one would see the video except for the researcher. Researcher also reminded the students anonymity would be respected and all identifying information would be kept confidential.

Researcher: "Alright, so the first thing that I would like you to do is just to kind of describe your experience in the study (..), so you spent eight weeks looking at images, what was that like every week?" All students eyes were on researcher with the exception of Student 24, her eyes were on the ground.

Student 24 raised her hand. Researcher: "Yea..."

Student 24: "It was interesting because we got to see like different events (made gesture with hands – open up to semi-circle) and some things we had study in class (brought hands together) and other things we didn't, so we had to kind of like actually think about it and like think of what was happening in the image."

Students 23, 21, 5, 16, and 22 looked at Student 24 while she spoke. Other students looked at floor or researcher. Student 25 raised hand while Student 24 was talking.

Researcher: "Good, good, yea..." Researcher acknowledged Student 25.

Student 25: "I thought there was like a lot of differences in the images, like not all of them were focused on like one point of time, like each image had like a different perspective that you could look at." Students 23, 21, 5, 16, 17, 19, and 24 initially looked at Student 25 while he spoke.

Students all faced the front before he finished speaking. Other students looked at researcher or screen the entire time.

Researcher, “Good, yea...” Acknowledged Student 27 who raised hand.

Student 27: “The time period kept on increasing, like it started from slavery now to present time.” Students 17, 21, 24, and 22 turned to face Student 27 while he spoke.

Researcher: “That’s interesting. I didn’t even intentionally do that, it just kind of happened that way. So I’m wondering if just that’s how we think historically.” All students turned to face researcher.

Researcher: “Good deal (.). What else, anyone else want to talk about their experience?” Students all glanced around at each other, looked off to the wall or their hands if they made eye contact with another student or researcher.

Researcher: “No, okay...”

Researcher: “Alright well now what we’re going to do is I’m actually going to show you the images (...) well, actually Ms. Participating Teacher is probably going to push them through...”

Participating Teacher: “mmmhmm.”

Researcher: “We’re going to look at them and this is the order in which you saw them, okay. And I want you to think about which image most illustrates citizenship, okay, and then I’m kind of going to ask why. So, which image most illustrates citizenship and why.” Researcher read off image numbers as participating teaching clicked through PowerPoint to display each image. Students stared at PowerPoint that was projected on screen in front of the classroom

Researcher: “So (.) here’s Image 1 (.), here’s Image 2 (.), here’s Image 3 (.), here’s Image 4 (.), 5 (.), 6 (.), 7 (.) , 8 (...). And then if you want to just scroll back through them.”

Participating teacher jumped to image 7 before directed: “Oh sorry.”

Researcher: “That’s fine, that totally works (.). And then just go back through them (...) and then just go back to the white screen.” Students viewed the images again in reverse order. This time the researcher did not number the images. All students kept their eyes on the screen for the duration of the images being shown.

Researcher turned to students: “And you don’t have to remember the number, you can just describe it if you want (...). Okay (.), so which image most represents citizenship?”

Student 25 (raised hand): “I thought the one with all the people marching together kind of illustrates citizenship because like citizens like work together and like for a common cause (.) and so like kind of the Americans, kind of see like a community come together.” Students 21, 23,

and 19 turned to look at Student 25. Student 22 nodded while Student 25 spoke. Other students looked at floor or white screen.

Researcher: “The one with Dr. King, the civil rights (*image 4*)?” Student 25 nodded: “Mmmhmm.”

Researcher: “Okay, good.”

Student 24 (raised hand): “I think the last image (*Student with ‘I Support The Freedom to Marry shirt*) does cause it showed him like fighting about something that he thought was right.” Students 21, 23, 17, 5, 27, and 19 turned to look at Student 24.

Researcher: “What was it about that image that you thought that he was fighting for, what is it about that image that you gave the impression?”

Student 24: “Same sex marriage.”

Researcher: “Yea, cause he had the t-shirt one and looked like he was trying to gather some petitions or signatures. Good.” Student 23 nodded.

Student 5 (raised hand): “I thought the ones were the people were like in a group, cause they were using like the right to assemble or the right to protest.” Students 19 and 24 looked at Student 5 while he spoke.

Researcher: “Any of the ones where they were in a group, or is there one specific that...”

Student 5: “Like, the one where they are marching (*image 4*), or there’s another they are in a big group where someone is giving a big speech and they are around him (*image 2*).” Student 24 looked down, Student 19 continued to look at Student 5.

Researcher: “Mmmhmm...Senator Kennedy. (..), yea, good, uh – huh...” Student 27 raised his hand.

Student 27: “The one where the African American woman is voting (*image 3*). Because everyone has equal rights, and the right to vote.” Students 24 and 23 nodded.

Researcher: “Mmmhmm...yea, right. It’s a pretty powerful image. (.) Did you guys pick up on that box, I didn’t know because the voting booths have changed so much.” Students 19, 23, and 24 nodded.

Student 23: “Umm, I thought the one with African American woman voting was the most like citizenship (pauses, looks down), because it’s a woman voting and she’s also African American, so it shows civil rights and probably happened in 1920s.” Students 19 and 24 looked at Student 23 while she spoke.

Researcher: “Awesome, that’s very cool that you picked up on both of those. (.) Good deal. Anyone else want to share which image they felt like most illustrated citizenship?” Students glanced around the room and looked at each other. Students 22, 27, and 25 made eye contact and started to giggle.

Researcher: “Alright, so now here’s my last question for you. I want you to think about what is your definition of citizenship. And if you would share it with me that would be great.”

Student 17 (raised hand half way): “A group of like people coming together for a common cause to like help better our country (used hands to make semicircle, shrugged shoulders up).” Student 23 turned to look at Student 17 while she spoke.

Researcher: “Okay, who else would be willing to share their definition of citizenship?”

Student 5: “It’s kind of like nationalism, like you perform your country. It’s like your life will always be a part of the country.” Student 19 looked at Student 5. Other students looked at wall, hands or floor.

Student 24 (raise hand): “I think citizenship is fighting for what’s right in our country (.) or what needs to be right “(turned eyes down). Students 16, 5, and 23 turned and looked at Student 24 while she spoke.

Student 19 (raised hand halfway): “Umm...being able to fight for what you want or what you believe. Or you aren’t punished for like what you believe in.”

Researcher: “So like having that freedom...” Student 19 nodded. Student 25 raised hand while Student 19 was speaking.

Researcher pointed to Student 15.

Student 25: “Belonging to (.) your (.) country (..) and like having equal rights for everyone and everyone’s the same and everyone’s together.” Student 22 nodded.

Researcher: “Okay, good. (..) Anyone else wiling to share what they think about citizenship?” Long pause. Students 21, 19, 27, and 25 looked at researcher, other students looked across the room, at their hands in their laps, or at the screen. Alright guys, thank you.”

Researcher concluded the interviewed and thanked students for participating.

Appendix I – Transcripts from Student Individual Interviews

Interview #1 – Student 19

Student Interviewed: Student 19, Class B, Female
April 29, 2015; 8:38am

Duration of interview: 4:29 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited for their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. The first question that I have for you is just I want you to describe your experience in the study.”

Student 19: “Umm (...) at first I was kind of like (...) oh just like (...) it was kind of not confusing but like (.) I didn’t really know what to like say as much, and then as it like, went on, I understood like the pictures more and understood like, what I was supposed to say and since it was like (.) the same questions over again, I knew like how to answer them (.) better.”

Researcher: “Did it help to have the same questions over and over, like the same (.) every week?”

Student 19: “Yea, cause like you knew what to expect, so it’s not like you had to like think harder for one or easier for a different one, so it was like...”

Researcher: “Okay. When you saw the pictures did you think about stuff that you had learned in class or did you just kind of, try to (.) pull stuff from your memory? Did it spark anything besides just what was in the picture?”

Student 19: “Umm, well, I kind of just like related it to like anything that I’ve learned in social studies before, not just this year, but like previous years. Cause I’ve tried to like go back and like look for clues like the (.) things that we have on, like the things that *Mrs. Participating Teacher** shows us sometimes, so, sometimes they’re like close to the same pictures that she shows us, so it kind of like (.) relates, so.”

Researcher: “When she shows you pictures, does it help you understand (.) the material?”

Student 19: “Yes.”

Researcher: “It does?”

Student 19: “Uh huh.” (nods head)

Researcher: “Okay, do you know why maybe, or it just?”

Student 19: “I think it’s just a different way of like getting it, cause I’m better with like looking at stuff and remembering what it looks than like (.) remembering (..) like the date or something.”

Researcher: “Okay, good deal. I have the images that you looked at (.) over the course of the eight weeks, so I’m going to lay them out for you here (...) and I want *you* to (..) tell me (..) which image, and you can just describe it, *most* represents citizenship for *you* and why.” (Researcher lays out images on table).

Student 19: “Umm (...) (looks over images) I think all of them really show citizenship, like it’s kind of hard (..) but (.....) cause I mean citizenship can mean different things for different people, so it’s kind of like hard, but I think like the most thing is the one with the African American woman voting (diverts eyes to Image 3) or the man like, umm, like not protesting but like looking almost for like votes or petitions.”

Researcher: “With the I support the freedom to marry, this guy right here?” (points to Image 8).

Student 19: “Yea...yea...”

Researcher: “Okay.”

Student 19: “And (...) cause like (.) they’re being able to do something that (.) is (.) like other people probably think is really wrong or like is not as wrong, like is not the right thing and they want something else (.) so like (..) it’s like a new step up, like they’re being able to like have more rights I guess.”

Researcher: “Okay, so when you say, can you expand a little bit on (..) other people, do they might think it’s wrong, can you clarify that a little bit for me?”

Student 19: “Well, umm, say (.) like a white, umm, like, a high up (..) really higher person, they may not like it (.) because they think, maybe they like had a slave or something so they think

that, uh, African Americans should stay the way they used to be, and like lower than everyone else.”

Researcher: “Okay, so something that I pick up on both of these is (...) that they deal with (..) equal rights, is that (...)”

Student 19: “Yea (..) yea (..)”

Researcher: “Am I pulling that from you accurately?”

Student 19: “Yea.” (student nods head)

Researcher: “Okay, good deal. Well one thing that you said, and I like this, is that there are multiple definitions of citizenship and that it depends on, each person has their own, right; so, what would be *your* definition of citizenship?”

Student 19: “I think citizenship means like (..) when people are like equal and are able to do the same things as everyone else (.) in like the country or world or something, (..) and like no matter like what they like or what they wear, or what they look like that they’re like able to do the same things.”

Researcher: “Okay, excellent. Good deal. Thank you.”

Interview #2 – Student 16

Student Interviewed: Student 16, Class B, Female

April 29, 2015; 8:44am

Duration of Interview: 2:24 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited for their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face each student during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured; using two devices was for backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. Would you describe for me your experience in the study?”

Student 16: “Umm, I thought it was very interesting cause I got to look at images I haven’t seen before, and learn about different parts of history and see things that, opened my mind to things that have happened in the past.”

Researcher: “Okay, um, when you say opened your mind, can you expand on that a little bit? Did the images help you do that or (...)?”

Student 16: “umm (..) yea (..) um, some of them focused (.) on racial discrimination and some of them focused on, umm, rights that citizens should get, and so it (.) reminded me that sometimes people didn’t get those rights in the past and it wasn’t fair and sometimes some people faced (..) um (.) discrimination and things because of their race or gender or something like that.”

Researcher: “Mm-hmm, good, okay. Alright, I’m going to lay out all of the images that you looked at (..) over the eight weeks that we did the study and I want you to think about which image *most* represents citizenship, and you can move them around (researcher lays out images) if you want to so you can see, of all these images, which one do you think *most* represents citizenship?”

Student looks over images.

Student 16: “I think it’s the one with the woman voting.”

Researcher: “The African American woman voting, right here?” (points to Image 3).

Student 16: “Mm-hmm, yes.”

Researcher: “Tell me what is it about this image then that represents citizenship?”

Student 16: “Umm, when you’re a citizen you should get the right to vote and another thing is that she’s African American, so lots of times they weren’t allowed to vote or they were segregated in public places, so it’s, umm, very important that they get the right to vote especially because of their race and the fact that they’re citizens in the United States.”

Researcher: “Mm-hmm, okay, good deal. So thinking about then (..) if this image is what most represents citizenship and then, equality being a big part of that, equal rights...”

Student 16: “Mm-hmm...”

Researcher: “...what would be your definition, somebody stops you on the street and says, ‘hey, what is citizenship, how would you define it?’”

Student 16: “I think citizenship is fighting for what you believe is right and everybody deserves equal opportunities as citizens of the United States.”

Researcher: “Okay, thank you.”

Interview #3 – Student 27

Student Interviewed: Student 27, Class B, Male

April 29, 2015; 8:48am

Duration of Interview: 4:04 minutes.

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited for their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face each student during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured; using two devices was for backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. Would you describe your experience in the study?”

Student 27: “Umm, it was very interesting to, uh, like see all these pictures, especially the ones from the past and how they built up from, ya know, the past until the present time. Um, it was a very interesting experience.”

Researcher: “Is there anything else about it that made it interesting, besides kind of the, chronological (.) way you felt the pictures went?”

Student 27 looked off to the floor, started to snap fingers together, long pause.

Researcher: “When you looked at the pictures, what are some things that came to mind?”

Student 27: “Umm, how far we’ve come from (..) especially like the first picture, like one of the first pictures, there were, umm (..), there were riots and, umm (..) ya know a woman couldn’t vote and then you had the picture of the, ya know, the African American woman voting, and (..) it was just very, (...)

Researcher: “mm-hmm...”

Student 27: “...it was like, it was cool.”

Researcher: “So, it was nice to see the progression.”

Student 27: “Yea.”

Researcher: “Good, alright. Well, I’ll tell you what, here are all the images that you looked at.”
(Researcher laid out the images across the table)

Student 27: “Okay.”

Researcher: “I’m going to have you look at them again (..) and I want you to think about (..) of all these images, which one *most* represents citizenship.”

Student 27 looks over all the images and points to Image 3. Picks it up and places it in front of him.

Student 27: “I think this one for sure, the African American woman voting.”

Researcher: “Okay, the African American woman voting...”

Student 27: “Mm-hmm.”

Researcher: “And what is it about this image that to you most represents citizenship, like why this one?”

Student 27: “Because this was a big turning point, I mean, women couldn’t vote and now they can, and um (...) an Afri, especially because it was an African American woman...”

Researcher: Mm-hmm...”

Student 27: “...and African Americans couldn’t vote and they (..) you know (..) now they (...)...”

Researcher: “Mm-hmm...”

Student 27: “...this is what it means to be a citizen, you know, to vote and to have equal rights (..) that sit in our Constitution. So I think that this image most represents that ideal.”

Researcher: “Good deal, okay. Well you kind of touched on my third question already, but let’s say somebody stops on the street, okay, and they say, ‘hey, what does it mean, what is citizenship?’ What would you tell them; (..) how would you define it?”

Student 27: (Long sigh) “Yea, that was like one of the harder questions on, the (...) on your quiz because ya know, this is not something that is easily defined in two or three words. This is much, you know, advanced. So, I think it means to have the same and equal rights (..) as everybody else. And (...) again that’s why I chose this picture.”

Researcher: “Mm-hmm, mm-hmm. Umm, do you think, you know you said it’s not the same for everybody and it’s something kind of changes, so do you anticipate that maybe your definition could change in the future?”

Student 27: “Yes.”

Researcher: “Yea.”

Student 27: “Most likely we are always changing, we are, you know, always, you know, to certain, you know...”

Researcher: “Yea, absolutely, okay, um, (...) when it comes to this idea of equal rights being a big part of citizenship (..) did seeing these images help you come up with that, kind of, in your mind, that definition of citizenship, or (..) do you think it already existed and the images just brought it to light?”

Long pause.

Researcher: “Do you see what I’m seeing?”

Student 27: “Kind of reminded me (...) yea.”

Researcher: “Okay...”

Student 27: “Umm.”

Researcher: “So the images reminded you?”

Student 27: “At this time we kind of take a lot of things for granted, (long sigh), especially the right to vote, all these things...”

Researcher: “Okay, excellent.”

Student 27: “Yea, if it wasn’t, you know, for this, you know, I probably wouldn’t even be here.”

Researcher: “Okay, okay, good (...). Umm, you mean if it was for like...”

Student 27: “All these things...” (waves hand over the images, points to Image 4 and Image 2)

Researcher: “...people fighting...”

Student 27: “Absolutely.”

Researcher: “...and laws being passed that set, that make sure that we have equal rights?”

Student 27: “Mm-hmm.”

Researcher: “Okay, good deal, awesome, well, thank you so much.”

Interview #4 – Student 25

Student Interviewed: Student 25, Class B, Male

April 29, 2015; 8:57 am

Duration of interview: 3:58 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. Would you describe for me your experience in the study, what was it like?”

Student 25: “Oh, well, I thought it was kind of, eye opening because like a lot of the stuff, some of the stuff we hadn’t learned yet, like I didn’t know that, a lot the, some of those movements had as much people, like in them, and like people working together. I didn’t realize there was like, that much community in citizenship until I really liked looked at the pictures and stuff.”

Researcher: “Okay, so you feel like the pictures taught you (..) *more* about citizenship, or?”

Student 25: “Yea, I think, yea I think they did because, uh (.) before, I mean I thought citizenship was just, oh you belong to this country, but now I kind of realize you’re in a community instead of just, belonging to it and you work together, that’s pretty much what being a citizen is about.”

Researcher: “Okay, good.”

Student 25: Coughed, cleared throat.

Researcher: “Alright, well, I’m going to show you all the images that you looked at and there in no real particular order and what I want you do to is look at them again and decide (..) of all these images, which one do you think *most*, represents citizenship and then tell me why, like which one most represents citizenship?” (Researcher laid pictures out on table)

Student 25: “Ah...I would say the one with Dr. King in it (Image 4), because...”

Researcher: “This one...” (points to Image 4)

Student 25: “Yea, uh, it like, I see like (...) people walking together and there’s like (..) lots of men and women and it’s not just African American people or just like one, like, like, uh, Caucasian people, they’re all like together and they’re walking together, and they want (.) the same (.) they’re working together for the same goal no matter what their differences are.”

Researcher: “Okay, have you guys learned about the civil rights movement yet in school?”

Student 25: “Ahh...we did in elementary school, but we are going back over it, I think (..) in, near the end of the year.”

Researcher: “Okay, so, do you think, and you kind of alluded to this in your earlier answer, but (.) did this help you, by looking at all the details of this image, did it help you understand (.) the civil rights movement *more*?”

Student 25: “Umm (.) yea, I would say so, because at first I thought it was just like, um, African American people just fighting for themselves but I realize it was other, uh, races and ethnicities involved in helping them gain more rights (.) so.”

Researcher: “Mm-hmm, good deal, okay. Alright, so all of that being said, and you kind of already answered this, but I want you to think about it again, what would be your definition of citizenship?”

Student 25: “Umm (..) I would say citizenship is (..) uh (..) a community, uh, belonging to a community, and being accepted and equal, with equal rights, no matter what your religion, race, or, uh (..), what you believe in is, it’s being accepted and being equal into a community and working together to a common goal. Uh, belonging to that community is being a citizen.”

Researcher: “Okay, and (...), if I was to ask you that question nine weeks ago, before we started the study, do you think your answer would be the same?”

Student 25: “No, I’d probably say (...) uh, being a citizen, is being, (..) uh, a member of a country, or a person living in a county.”

Researcher: “Mm-hmm, mm-hmm, so seeing these images helped frame, you think it helped frame your new definition?”

Student 25: “Yes, yea, it did.”

Researcher: “Do you think your definition might change again in the future?”

Student 25: “Umm, yea, because I’ll probably keep learning and learning about (.) new things that happened and there’ll be new events, and (.) I’ll probably, it’ll, it’ll expand, my knowledge

will expand, if (.) just by events that happened, and events that we learn about, I mean, like, nothing really stays the same over time so it probably (.) will change.”

Researcher: “Awesome, good deal. Thank you so much.”

Interview #5 – Student 25

Student Interviewed: Student 7, Class A, Female

April 30, 2015; 8:40 am

Duration of interview: 2:36 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. The first question I have for you is just to describe your experience with the study.”

Student 7: “With this study, I learned like (.) because the pictures were like kind of in order, I felt like it went in order like from time period and it kind of like helped me a lot because I didn’t know like any of, like I knew some of it happened, but I didn’t know like a lot of this that we learned happened. And it was kind of cool to learn new things.”

Researcher: “Okay, so (.), when you say it helped you, (.), can you expand on that just a little bit, like it helped you understand history better?”

Student 7: “Yea, yea like that, because I like, the black movement, like with Martin Luther King and stuff, umm, (.) I’ve like never seen those pictures before and so I was like, okay, so it kind of like impacted me on like how many people it actually like touched, or however you want to say it.”

Researcher: “Yea, or even just how many people maybe were involved.”

Student 7:” Yea, yea.”

Researcher: “Good deal, okay. Well, here’s the images that you looked at...” (Researcher lays out images on the table).

Student 7: “Mm-hmm...”

Researcher: "I'm going to lay them all out for you and I want you to decide which image most represents citizenship and then kind of think about why (.). And they're in no particular order, so which image *most* represents citizenship?"

Student 7 looks over all the images on the table.

Student 7: "Umm, I really like this picture (points to Image 6) of the girl giving the flowers to the police man maybe, because it like, there's like a bunch of people coming together to like make a change I think and as citizens they're like doing something all together."

Researcher: "Mm-hmm, is there anything in particular about the flower or..."

Student 7: "Umm, no not really, I just, I kind of like remember it like that because she's trying to, like, all these people came together to like, to like make peace and the flower kind of represents peace."

Researcher: "Which time period do you think this is from or what event in history?"

Student 7: "I th, I don't know what event it could have been, but it looks like it would have been like in the eighties or the nineties probably."

Researcher: "Mm-hmm, mm-hmm, good, okay, good deal. Alright, would you define citizenship for me, what is your definition of citizenship?"

Student 7: "Citizenship to me would be like (..), the coming together, of like, (.) if you like broke it down, maybe like a community, like coming together to do something or make a change."

Researcher: "Mm-hmm, okay, good deal. Alright is there anything else that you want to share about the study."

Student 7 shrugs shoulders. "No, not really." Laughs.

Researcher: "No, good, thank you."

Student 7: "You're welcome."

Interview #6 – Student 6

Student Interviewed: Student 6, Class A, Female

April 30, 2015; 8:44 am

Duration of interview: 5:55 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. The first question I have for you is, would you describe your experience being in the study.”

Student 6: “Umm, I honestly thought it was a really interesting kind of, process, I never really expected, um, these questions to be (.) uh, taken in for like, a kid’s opinion, because usually, uh, we’re not, we’re too young (made quotation marks with hands) to understand, but we really do have opinions about our government and it was just, kind of cool to see that happen.”

Researcher: “Mm-hmm, so, you liked that it asked about your, definition or maybe how the picture made you feel?”

Student 6: “Yea.”

Researcher: “Okay. And that is what was interesting about it, was just being able to voice your perspective?”

Student 6: “Mm-hmm.”

Researcher: “Good, anything else about being in the study?”

Student 6: “Umm, eh, I don’t know, it was actually pretty fun.” (laughs)

Researcher: “Was it?”

Student 6: “I mean, I missed like in social studies, just classes wise, I missed some historical things and I didn’t get the pictures, but you know, uh, I got the gist of them and that was good cause it was a clear picture for me to see.”

Researcher: “Okay, good. Well speaking of the pictures, these are all the ones I had you look at over the course of the study...” (researcher lays the pictures out on the table).

Student 6: “Mm-hmmm.”

Researcher: “I want you to think about, of these pictures, which one *most* represents citizenship (..) and why?”

Student 6: “Umm (looks over the pictures), (....) I’m going to have to (...), kind of go with (.) this one (points to Image 8). “

Researcher: “This one (picks up Image 8 and puts it in front of student)...”

Student 6: “Yea.”

Researcher: “This one’s called Mason Votes. What is it about this one that represents citizenship?”

Student 6: “Umm, well, it’s more about the topic, than anything, like (.) gay marriage.”

Researcher: “Okay, mm-hmm, mm-hmm.”

Student 6: “Umm, I, I just, I, (.) as I’ve said before I think citizenship just kind of shows that we’re kind of a part of a family, so I guess I’m a citizen of my family and um, I (.), every family, like every person in your family is different and, I mean for the U.S. it could be from a different race or we’re gay or (.) you know, and, this, they’re not, we’re not really accepting (..) how we’re different and I, I, think that’s okay cause families have fights intertwined with themselves and you know, some families have issues with (.) kids or something, but we’ll all stick together and there is backup and I don’t know, I just think that we support each other even though we don’t agree with each other.

Researcher: “So, that was a lot of really interesting things, you compared citizenship to family and being a part of it and even highlighting disagreements. I’m gonna kind of ask a couple clarity questions about that, alright. So, when you talk about like, the comparison between a family (.) and them disagreeing, how does that compare, can you draw that, like, parallel to citizenship and maybe the community as a whole or do you mean like government, or do you, mean just over issues like equal rights, or the, um, freedom marry?”

Student 6: “Umm, all I can really say is just kind of (.) comparing like the government as, I don’t know, say parents, umm, the government kind of controls, like, let’s just say this was, that gay marriage was the kid who was gay, some parents are not really okay with that and the government really, they’re not really doing anything about gay marriage and that right, they’re

not being shown as equals and they I mean, they have as much right as the government does, (.) yet because they're in a higher power, (..) they're looked down upon, so."

Researcher: "Okay, so this strikes a chord with you (..) because it symbolism this idea that we are all different but equal?"

Student 6: "Yea."

Researcher: "Kind of like in your family, do you feel like in your family that you're all different but equal?"

Student 6: "Yea, of course."

Researcher: "Okay, and that's, is that maybe where the comparison comes?"

Student 6: "Umm, mostly, I've, you know, it comes from friends, from my experience, (.) umm, or just you know stories in the news of you know, kids being disowned because they were different. And it just kind of makes me think, hey, our government's kind of doing the same thing, I mean, they can't disown us, (laughs) but, umm, we're kind of just like all the, the kids."

Researcher: "Okay, good. Alright, I'm going to ask you, just to, say somebody stops you on the street, okay, and you don't have the images around you or anything like that and they say, *student name**, what is citizenship, how would you answer that question?" (*researcher stated student's name)

Student 6: "Citizenship (...), umm, it's being together as a whole (..), yet not, so close that we still have, we're still apart. (.) Umm, it's, I, I would define it as, like if I had a stone, umm, I have a crack in it, yet it's still glued together."

Researcher: "Okay, okay. So in that, what might be the role of a citizen, like a good citizen?"

Student 6: "Supporting others, uh, supporting your other fellow citizens. Umm (..) trying (..) to picture yourself in maybe that higher position in the government so you understand what (.) why (.) what's good for you, what they're doing is good for you and what's not and you know, just kind of supporting what you believe in, I beli, I think."

Researcher: "Okay, good. Thank you."

Interview #7 – Student 13

Student Interviewed: Student 13, Class A, Male

April 30, 2015; 8:53 am

Duration of interview: 3:00 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in to interview. Would you describe for me your experience being a part of the study?”

Student 13: “Umm, it felt, like, um, a whole new perspective, because, um, I’ve never had to answer questions about pictures that, illustrate citizenship, or, um, my feelings about a certain picture that happened, like an event that happened in the past.”

Researcher: “Mm-hmm, mm-hmm.”

Student 13: “Yea.”

Researcher: “Did you enjoy answering the questions?”

Student 13: “Umm, yea, they were, um (..), they were (.....)” Student looked at floor.

Researcher: “Did they remind you of questions maybe you’ve answered for other things besides images?”

Student 13: “Umm, not really, cause, umm, like I said before there wasn’t really any questions I’ve had to answer about citizenship yet, yea, and then there’s like no, um, questions like, umm, how does, wait, what do you feel about and then tell me all that you can, about, this picture.”

Researcher: “Do you think that images (.), did they help you understand citizenship?”

Student 13: “Ummm (...)”

Researcher: “Or did they help you understand history, or...?”

Student 13: “They kind of helped me understand both because, um, since I had to think about what citizenship was to me, in the picture it helped me kind of understand what citizenship was and it kind of helped me learn what the past, um, (cough), the past of (.) the events.”

Researcher: “Okay, good. Well, here are the images that you saw.” Researcher lays out images across the table. “And I want you to just look at them again and decide of these images, which one *most* represents citizenship, and, (.) then tell me maybe why (..). Which one do you think most represents citizenship and why.”

Student 13: “Umm, I would say this one represents (.) citizenship” (Student points to Image 1).

Researcher: “This one?” Researcher picks up Image 1 and places it in front of student.

Student 13: “Yea, because, um, it looks like they’re going to war, maybe like World War I, and then, they’re trying to help the United States win along with the ally, and, then they’re buying liberty bonds and supporting (.) um (.) the country. And like, being part of a citizen is like being part of the country, which you have to contribute and help out, so I thought that this would be, like the most, representative of citizenship.”

Researcher: “Okay, very good. Well, you kind of already alluded to it, but would you, say somebody stops you on the street and they say, ‘What is citizenship?’ What would you tell them?”

Student 13: “Umm, I’d say citizenship is like being part of a country and contributing (.) like part of your life, to helping out, like (.) a greater cause (sniffles) and um, just being a good person in the country is what represents citizenship.”

Researcher: “Okay, very good. Thank you.”

Individual Interview #8 – Student 14

Student Interviewed: Student 14, Class A, Male

April 30, 2015; 8:58 am

Duration of interview: 2:49 minutes

Set up: Students who participated in the focus group interview were informed that the researcher would randomly select a few students to participate in individual interviews. The participating teacher scheduled the researcher to come to the research site and conduct the interviews while the guided study class would be involved in an activity with another class. This allowed for the classroom to be vacant for the researcher to conduct interviews. The researcher arrived at the classroom and provided the participating teacher the names of the students who were randomly selected to participate. These students took an assignment or book and sat in the hallway while they waited their turn to interview. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the students during the interview. The researcher set out her Ipad and Iphone to use as recording devices. All students participating in the individual interviews were reminded that they were not receiving a grade for their participation and that confidentiality would be upheld. Prior to starting each interview, the researcher also informed the students that she would be recording the interview on both devices to ensure the interview was captured, backup purposes.

Researcher: “Good morning. Thank you for coming in today. First question is would you just describe your experience being in the study?”

Student 14: “Umm (..), every morning we would come in and we would get out computers and we would answer surveys about (...), citizenship (.) of America.”

Researcher: “Mm-hmm, mm-hmm. And what was on the surveys?”

Student 14: “Umm, it (..) changed from week to week sometimes, like, one of them was, like helping prepare for like, or clean up for like a Hurricane and one of them was like Civil Rights Movement.”

Researcher: “Mm-hmm, okay. What did you think about those images that you looked at?”

Student 14: “Ummm (...), I thought some of them (.....) ehh (....)” Student looked at floor.

Researcher: “Did they remind you of anything?”

Student 14: “Umm, well (.....), um, the Civil Rights Movement reminded me of a book called, The Watsons Go to Birmingham...”

Researcher: “Mm-hmm...”

Student 14: “...which is also about the Civil Rights Movement.”

Researcher: “Mm-hmm, okay. Did they remind you of anything you learned in school, or were the images new?”

Student 14: “Umm (..) I feel like I didn’t see most of the images before.”

Researcher: “Okay, so they were pretty new.”

Student 14: “Mm-hmm.”

Researcher: “Okay. Well, I’m going to show you the images again, alright...” (Researcher lays out images on the table).

Student 14: “Okay.”

Researcher: “And I want you to think about, and then tell me, which of these images, to *you* (..) *most* represents citizenship.”

Student 14: “Umm.” (...) Student looks over all the images.

Researcher: “Which one most represents citizenship?”

Long pause.

Student 14: “Ah (..) I think they all represent citizenship (..) but like, maybe the one that supports the most (..) is (..) probably being like an Americans and paying liberty bonds.”

Researcher: “This one from World War I?” Researcher picks up Image 1 and places it in front of the student.

Student 14: “Yea.”

Researcher: “Okay. What is it about paying liberty bonds or just this image that makes you think of citizenship, why might, this one stand out?”

Student 14: “Like cause they’re participating in their, nation, like trying to help fight the war.”

Researcher: “Mm-hmm, okay, good. *Student 14** how would you define citizenship?”
(*researcher stated student’s name)

Student 14: “Umm, a person using their rights that they have to, umm, help, umm, their community.”

Researcher: “Okay, a person using their rights that they have to help their community. Very good. Alright, anything else you want to tell me about being in the study?”

Student 14: “Umm” (.....). Student looks away from researcher and then back. “No.”

Researcher: “It’s okay, thank you for your time.”

Student 14: “Thank you.”

Appendix J – Transcript of Participating Teacher Interview

April 29, 2015; 9:10 am

Duration of interview: 6:55 minutes

*Participating Teacher will be referred to as “PT” throughout this transcript.

Set up: After the individual student interview from Class B. The researcher had the opportunity to interview the participating teacher. The set up was the same as the individual student interviews. The researcher set up a one long table in the front of the classroom and placed two chairs on either side of the table so the researcher could face the participating teacher during the interview. The researcher set out her Ipad and Iphone to use as recording devices.

Researcher: “Good morning. Thank you for coming in to interview. Can you describe for me *your* experience being a part of the study?”

PT: “Absolutely, umm (...), it’s a great experience to see the kids number one be so excited about participating in graduate research, and, um, even from the very beginning of explaining the process and how this was a neat opportunity for them, there just was an excitement about that, which I think is really special. Umm (..) they were very motivated and they really thought it was something special that they got to be a part of, so that was neat to see from the very beginning. The study itself is a lot like what we do in social studies, you know, looking at primary sources or photographs, but, umm (...), it was neat to watch them really ponder over the questions. You could tell they really (.) took their time in looking at an image, at least for the most part, most of the students really tried to kind of solve the puzzle of the picture and use all those historical inquiry skills to (.) answer the questions.”

Researcher: “Mm-hmm. Did you notice if they ever talked about the study like outside of when I was here? Did they ever mention it again or...”

PT: “Yea, so sometimes after you would leave they would kind of discuss the picture, like who was it, what do you think it was, and things like that, so it, it, certainly, it, kind of kept going, at least as much as it can in an 8th grade brain (laughs), kind of kept that chatter going for at least for a little bit afterward, yea.”

Researcher: “Absolutely, good. Umm, here are all the images that the kids, the students, got to look at (researcher lays out images on the table) (...) and I’m going to ask you two questions about this, one if you would identify for me which one you think most represents citizenship?”

Participating teacher looks over the images.

Researcher: “And you can take a close look at them, cause I don’t know, I mean I know, you maybe have seen a couple of them (.) over their shoulders, but (...)”

PT: “They’re all such amazing images (.) and they tell (..) just great stories (...) about our country (..) and about citizenship (.) so that’s a really hard question.” (continues to look over the images).

Researcher: “If there’s not just one, umm, maybe there’s a couple or if it’s just they all (..) then it’s just they all do.”

PT: “Umm, I, it would be really hard for me to choose just one, but I, I think I’m always drawn to the Civil Rights Movement (points to Image 4) so the picture of the march with many people just because of the *power* of (.) a combined voice of the Civil Rights Movement and there’s just also, there’s so much going on in our country right now, (..) and umm (..) around those same issues that (.) our country is just still *struggling* with that piece as well, so trying to find a way to use a positive voice versus, you know, more of a negative influence of a voice but how to keep us moving forward.”

Researcher: “Which image do you think the kids picked?”

PT: “Hmm (...)” Participating teacher looks over the images again.

Researcher: “Like if we were going to do a class vote (..) and by class, let’s put them both together, Class A and Class B, which one do you think a majority of them would select?”

PT: Long sigh. (...) “I don’t know, that would be really interesting to see. Umm, maybe the one of the woman voting (points to Image 3), just because I think when kids think of maybe basic citizenship they think of that opportunity to vote and the responsibility to vote (..) umm, *or* I would say the ones where there are lots of people, gathered together and that community voice.”

Researcher: “Why, umm, maybe with the people gathered together and that community voice, like when it comes to this generation of students, why might they pick that?”

PT: “Hmm (...), I don’t know, I think, I think for kids this age, they feel more power in a group versus that single act, umm (..) and I think they see, they see that, they see it almost as a movement rather than one individual action.”

Researcher: “I want to date you back to when you first started teaching middle school, okay, do you think the students would have said the same? Like do you think, back then, which would have been what, twenty...”

PT: “Twenty, twenty years ago, literally, yea...”

Researcher: “Do you the students would have still picked this (points to Image 3) like an image of them voting or an image of the Civil Rights Movement or do you think their answer might have been different?”

PT: (...) “I have no idea. That’s a great question, how that’s evolved over time.”

Researcher: “Mm-hmm. Okay.”

PT: "I don't know."

Researcher: "Any insight like, maybe, even not picking a picture that if you think about it maybe how, students have changed in the last (.) couple decades?"

PT: "I'm always amazed at how kids seem to be maybe further along the (.) line of social acceptability than other generations. Umm, like the I support the freedom to marry picture, it would just be very intriguing to see what their responses were to that and what their, umm, their idea of social justice at that point in time. Umm (..) for them to be able to pick out the layers maybe, of citizenship, umm, like to see an African American woman voting and to see the layers of that, not just that's it's a woman, but also an African American woman. Umm, I, I do think that sometimes, depending upon if they've studied that time period of history, they're going to have a different experience with the photograph than if they haven't. Like I have no idea if they would be able to reference the picture of the Vietnam War..."

Researcher: "...right..."

PT: "...Umm, and you know, make peace not war, versus, umm, probably not maybe knowing who Robert Kennedy is, maybe a Kennedy, but not Robert Kennedy, umm, or what he was doing at that point in time..."

Researcher: "Yea, they all thought it was JFK..."

PT: "Yea, yea, so just, but they still may have gotten the essence of the photograph..."

Researcher: "Right..."

PT: "...but just not that historical sign post to be able to hang things on, so I think that's really, really important for kids to have that historical background for them to be able to understand, what they've seen."

Researcher: "Would you be willing to use images like this, which I know you do a lot with the History Alive! stuff, but would you be willing to use these in the classroom or would you be motivated after this study to use these in the classroom?"

PT: "Absolutely."

Researcher: "Okay, umm, thinking about how, like the Kansas standards have changed and the emphasis more on primary source documents, would these assist the students in reading those documents, if there were images that went along with them?"

PT: "Absolutely, I mean I truly believe that a picture is worth a thousand words, and they've got to have that historical context with the photograph, um, either from primary, or from, umm, information they already know or from other documents to support that but, no, I think photographs are extremely powerful, extremely powerful in the classroom."

Researcher: “Okay, good deal. Alright, any other insight or...”

PT: “It’s just been a great experience for me as a teacher, umm, to watch my students be a part of, to, um, it’s just been a great experience.”

Researcher: “Thank you, it’s been a good experience for me too.”