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Changing Student Attitudes and Improving Academic Achievement Through Improved Self-Concept and Individualized Instruction

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CHANGING STUDENT ATTITUDES AND IMPROVING ACADEMIC
ACHIEVEMENT THROUGH IMPROVED SELF-CONCEPT AND
INDIVIDUALIZED INSTRUCTION

by

Mary F. Arnold

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of

Master of Arts

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To my mother, I extend appreciation for her beautiful examples of educational leadership, understanding and encouragement.

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VITA

The author, Mary F. Arnold, is the daughter of Isaac Wyman Winbush and Mrs. Ganelle O. Nelson. She was born August 23, 1932, in Ripley, Lauderdale County, Tennessee.

Her elementary education was obtained in the public schools of Lauderdale County. Her secondary education was completed at Woodruff High School, Peoria, Illinois.

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In September, 1955 she began her career as a public school teacher and has taught in the public schools of Mississippi, Missouri and Illinois.

She has done graduate study at Roosevelt University, Chicago and Indiana University. In September, 1970 she entered Loyola University of Chicago as a part-time student and was awarded the Master of Arts degree in Curriculum and Instruction in 1975.

She is the recipient of the Outstanding Secondary Educators Award for 1975.

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CHAPTER I

INTRODUCTION

Achievement, not time in class, should be the criterion for educational progress. Emphasis should be on the continuous development of responsibility among students by providing for new levels of individualization within the school program.

Cardarelli (1973) states that:

...Individual instruction has long been a goal of American education. Concern for the individual child and meeting his needs dates back to the one-room school house. However, despite our convictions that the child is an individual - learns at his own rate, has a unique style or mode of learning, has different topics of interest that motivate him - teachers too often continue the traditional "class" approach to teaching.¹

The central purpose of American education has been defined by the Educational Policies Commission as development of the rational powers of the human mind, that is, of the ability to think. The commission points out that this is not the only purpose of education, but that it is essential to the achievement of other purposes.²

Effective thinking is characterized by the Educational Policies Commission as:

1. the ability to learn on one's own,

¹Sally M. Cardarelli, "The LAP a Feasible Vehicle of Individualization," The Educational Technology Review Series 5 (January 1973).

²John U. Michaelis, Social Studies for Children in A Democracy - Recent Trends and Developments, Fifth Edition, 1972, p. 4.

2. finding new solutions to problems.
3. employing the process of inquiry independently.³

The researcher feels that of the several related trends being used in the process of enticing the learner to develop those characteristics, individualization of instruction merits due consideration. Realizing the prevalence of related literature, it is apparent that much thinking and research have been taking place to improve education and help children become independent learners.

Individualized instruction means various things to educators and writers. However, the serious conflicts in definitions or descriptions are minimal. Individualization means adapting the instruction to the individual rather than the individual adjusting to the instruction. It means utilizing all techniques of modern education, communications and technology to assist the individual towards self-development and self-fulfillment.⁴

For generations, wise teachers have sensed the significant, positive relationship between a student's concept of himself and his performance in school. They believed that the students who feel good about themselves and their abilities are those who are most likely to succeed. Conversely, it appears that those who see themselves and their abilities in a negative fashion usually fail to achieve good grades.⁵

³Ibid., p. 7.

⁴National School Public Relations Association, Individualization in Schools, Washington, D.C., National School Public Relations Association, 1971.

⁵William Watson Purkey, "Self-Concept and School Achievement," New Jersey: Prentice-Hall, Inc., 1970, p. 14.

The present study is concerned with changing student attitudes and improving academic achievement through improved self-concept and individualized instruction.

Definition of Terms Used

The terms listed have been defined for this study as follows:

1. attitude -- apparent behavioral change that has transpired within the learner.
2. academic achievement -- quantity and quality of a student's work in a given course
3. self-concept -- an organization within the individual's perceptual or phenomenal field, not open to direct observation; what the subject has to say about himself
4. individualized instruction -- the use of a unique learning program for each child, seeking to identify the social, physical, emotional, and intellectual needs of the learner and to involve him in learning experiences that will fulfill those needs
5. mini course package -- a learning tool on a given topic, with diverse activities, objectives and evaluations to determine if the objectives have been met. The components are: rationale, instructional objectives, pre-test, activities and self-evaluations, quizzes and post-test.

The Problem

Statement of the Problem -- The purpose of this study is to gain insight into the relationship between self-concept and academic achievement.

The primary concern is to examine differences in attitudes and academic achievement in social studies among a randomly selected group of eighth grade students at a Chicago suburban junior high school after they have been given instruction using the self-concept approach, with individualized instruction.

Limitations of the Problem -- This study is limited to a random selection of 30 boys and 30 girls from eighth grade social studies classes of one teacher in a Chicago suburban junior high school. It is concerned with the differences in attitudes and academic achievement of students in social studies after implementing the self-concept approach, coupled with the use of mini course United States history packages that were developed by the teacher-researcher.

The study assumes that as pupils improve in achievement, their self images will correspondently improve. It assumes that if the subject-matter is related to the pupil's experiences, it will add relevance to learning that will assist improved self-concept development.

Further it assumes that if mini course individualized instructional United States history packages, developed by the researcher, will give each pupil an opportunity to acquire behaviors in his own way and at his own rate, then perhaps measured gains in this area can be found.

Significance of the Study -- This study is especially significant to the social studies teachers of this Chicago suburban junior high school, as it is the first experiment of its kind to improve academic achievement.

The study should reveal improvement, if any, in the study habits and attitudes of the students who participated in the experiment. This information is highly important, since it is a factor in determining the effectiveness of the procedures used. The results of these findings can serve as a basis for changing student attitudes and improving academic achievement.

Hypotheses

The present study compares the academic achievement and change in attitude of boys and girls under controlled conditions of conventional classroom instruction with the academic achievement and change in attitude of students with an individualized instructional method.

The null hypotheses formulated to be tested are:

1. There is no significant difference in attitude within the experimental and the control groups as measured by the "Survey of Study Habits and Attitudes."
2. There is no significant difference in achievement between the experimental and control groups as measured by the researcher developed test.

Method

Subjects

The subjects for this study were chosen at random from the six heterogeneous social studies classes of one teacher at a Chicago suburban junior high school. Thirty boys and 30 girls composed the group.

The student class enrollment book, numbered alphabetically by surname, was used to select five odd numbered boys and five even numbered girls from each of the odd numbered teacher assigned instructional periods of the teacher. Those students selected composed the control group of 30.

The experimental group of 30 was selected in the same manner, using the even numbered instructional periods of the teacher.

Materials

Materials used in this study included:

1. Brown and Holtzman, "Survey of Study Habits and Attitudes," The Psychological Corporation, New York, 1967.
2. teacher constructed mini course
3. researcher developed achievement social studies, test
4. Eibling, King and Harlow, "History of Our United States," 2nd ed., 1967 "Laidlaw Bros. Pub.," River Forest, Illinois.
5. R. Wade, L. Wade and H. Wilder, "A History of the United States," Vol. 2, Since 1865, 1969 "Houghton Mifflin Co.," Boston.
6. Friedman and Peck, "Old Hate - New Hope" American Adventures Program, Vol. 2: 1860-1914, 1970 "Scholastic Book Services," New York.
7. Cuban and Roden, "Promise of America: Breaking and Building," 1971 Scott Foresman Spectra Program, "Scott Foresman & Co., Glenview, Ill.
8. Graff, "The Free and the Brave," 2nd ed., 1972 "Rand McNally & Co.," Chicago, Ill.

At the conclusion of the course, treatment groups were compared for social studies achievement by the test developed by the researcher. Significant differences between the two groups were measured by the t test of difference of means. The .05 level of significance was used.

Procedure

The pretest, "Survey of Study Habits and Attitudes," was administered to each treatment group by the teacher researcher. Each pupil held a conference with the teacher to discuss his score. This gave both the pupil and the teacher an insight into the attitudes and study habits on which to seek improvement. Both groups received instruction from the researcher for a 35-minute instruction period of a five day week, for a nine week marking period of the bi-semester school year. The same test was administered at the end of the nine week marking

period.

A percentile equivalent score for each student on the pre-and post-attitude test determined if there were any single area that showed marked change after the second testing of each group. The percentile equivalent was found by using Table 2, Form H of "Survey of Study Habits and Attitudes."

The same teacher-constructed test for social studies was given before the beginning of the nine week period of instruction and after its completion (pre-and post-test) to both the experimental and the control groups. The validity for the teacher-constructed test was determined by a thorough inspection of the instructional objectives for the mini-course to formulate test items that adequately related to these objectives. Content validity was thus established. The control group received the conventional classroom-textbook group instruction, while the experimental group received the teacher-constructed mini course packages. (See appendix). The same instructional content was covered by both groups. The content for both treatments was controlled by taking the objectives for the mini-course packages of the experimental group and providing text material for the control group that matched as closely as possible these objectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature reviewed for this study was concerned with changing student attitude and improving academic achievement through improved self-concept and individualized instruction. Therefore, the literature in this chapter will be reviewed under the headings of attitudes, self-concept and individualized instruction.

I. Attitudes

Attitudes are behavioral changes that have transpired within the learner. Bahareni supports this statement when he says that: "Attitudes and social relationships of pupils provide a better atmosphere and greater inclination for learning."⁶

Okuntotifa (1974) investigated the attitudes of 200 mixed secondary pupils from both rural and urban schools towards programmed instruction in geography. The study indicated that validated programmed instructional materials can produce a more favorable attitude towards map reading in geography than well validated conventional text covering the same information. Programmed instruction may be considered as one of an arsenal of teaching methods at the command of the teacher to help her promote efficient learning and favorable attitudes towards the

⁶M. N. Bahareni, An Inquiry Into Attitudinal Concomitants of Success and Failure at School, Educational Research 5 (1962-1963).

school curriculum.⁷

Godbold (1967) made a comparison of attitudes towards schools, self-perception, and achievement of eighth grade pupils attending junior high schools in communities of different levels of economic affluence.

Conclusions derived from the study are:

- 1) the level of economic affluence from which these pupils came does not necessarily influence their perception of self or attitude towards school;
- 2) although the pupils studied came from communities of different levels of economic affluence, they have perceptions of themselves and school which are significantly different statistically;
- 3) on the average, the perception of self and attitude towards school held by pupils in this study does not necessarily influence their level of achievement in basic educational skills.⁸

II. Self-Concept and Academic Achievement

Individualized instruction may help develop one's self-concept. Nurturing individuality is particularly essential in developing the self-concept of the student. To develop ego strength, one must have practice in self-discovery, self-understandings, self-determination of goal achievement and self-fulfillment.

⁷P. O. Okunrotifa, "Attitudes of Nigerian Secondary School Children to Programmed Instruction in Geography", Educational Research, 17 2 (February 1975).

⁸Donald Horace Godbold, A Comparison of Attitudes Towards School, Self-Perception, and Achievement of Eighth Grade Pupils Attending Junior High Schools in Communities of Different Levels of Economic Affluence, University of Michigan, Dissertation Abstracts, XXVIII, (1967).

Lumpkin (1965) supports this theory when he states that:

"Achievement stems from intrinsic motivation, as well as from the environmental responses to this achievement."⁹

Nails (1970) ascertained whether there is any supportable relationship between self-concept and academic performance of black students in inner city schools. All classes represented in the study showed improvement in self-concept after being subjected to school-sponsored programs deliberately designed to improve self-concept and academic achievement. This leads to the conclusion that the development of positive self-concept may be essential to academic performance.¹⁰

White (1963) studied the relationship between self-concept and academic achievement of six children selected as follows: two who qualified as individuals with adequately functioning personalities; two who seemed to be average in personal-social adjustment; and two who qualified as inadequately functioning personalities as related to the criteria used in the study. He administered the "Affectivity Interview Blank," "The California Test of Personality," and the "Metropolitan Achievement Test." The study revealed that:

- 1) academic achievement is in general harmony with concept of self;
- 2) academic achievement is hindered by a lack of social adjustment, even when one's self-concept seems to be extremely high;

⁹Donovan D. Lumpkin, The Relationship of Self-Concept to Achievement in Reading, Ed.D. Dissertation, University of California, 1959. 175 pp. Dissertation Abstracts XX, (1959).

¹⁰Odell Nails, Positive Self-Concept as an Influence for Academic Achievement in Inner City Schools, Dissertation Abstracts Int. 33 1971 No 1-2, Part A p. 138-A, Z 5055U5A55.

- 3) scores in the "Affectivity Interview Blank" are general indicators of children's self and social adjustment;
- 4) when a child has a good self-concept and good social adjustment and is in a classroom that has a curriculum that challenges him, he may achieve academically slightly above expectancy.¹¹

Bledsoe (1961) studied the self-concepts of 271 fourth- and sixth-grade boys and girls selected by random sample from four schools. They were selected according to their intelligence, academic achievement, interests and manifest anxiety. He found that significant differences in mean and self-concepts of the boys and girls would seem to indicate that at these levels girls have greater self-esteem than boys. Such differences may be a function of maturation; girls of ages nine to eleven are, on the average, more developed than boys.¹²

Chickering (1958) investigated the relationship between the self-concept and achievement in school. He believed that:

- 1) as the discrepancy between actual self-perceptions and ideal self-perceptions increased, academic achievement and effort in school would decrease;
- 2) under-achievers and over-achievers differed in their actual ideal self-concepts.

He tested his beliefs on two ninth grade groups of students in New York schools. The experiment showed that an inverse relationship existed between academic achievement and discrepancy scores, but the ideal self-perception of under-achievers and over-achievers were more

¹¹Audrey A. White, Insights Into the Relationship Between Children's Self-Concepts and Their Academic Achievement, University of Arkansas, Dissertation Abstracts 24 (1964).

¹²Joseph C. Bledsoe, Self-Concepts of Children and Their Intelligence, Achievement, Interests and Anxiety, Childhood Education, 45, (March 1960).

similar than their actual self-perceptions.¹³

Davidson and Lang (1960) tried to determine what the relationship was between children's perception of their teacher's feelings toward them and the variables of self-perception, academic achievement, and classroom behavior. They administered a "Checklist of Trait Names" twice to the same children. The experiment indicated that:

- 1) the children's perception of their teacher's feelings toward them correlated positively and significantly with self-perception;
- 2) the more positive the children's perception of their teacher's feeling, the better was their academic achievement;
- 3) girls generally perceived their teacher's feelings more favorably than did the boys.¹⁴

Marston (1968) described a theoretical approach to self-confidence, reviewed recent psychological research on the problem, and suggested possible practical applications for the counsellor and teacher. The study indicates that when positive external evaluation is given, it will have the greatest effect on improving self-confidence if it occurs after the student has made an overt indication of positive self-evaluation.¹⁵

¹³A.W. Chickering, Self-Concepts, Ideal Self Concept and Their Intelligence, Achievement, Interests and Anxiety, Childhood Education, 45, (March 1960).

¹⁴Helen H. Davidson and Gerhard Lang, Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior, Journal of Experimental Education 29 (December 1960).

¹⁵Albert R. Marston, Dealing with Low Self-Confidence, Educational Research, Vol. 10, No. 2 (February 1968).

III. Individualized Instruction

Each student in a classroom is a unique person with his own needs, interests, and abilities. He should be allowed to develop these to the fullest extent through a program planned to motivate him. The teacher must provide a wide variety of materials and employ several methods and techniques to achieve this.

Russell and Irwin (1974) state that:

...."Today's adolescents, confronted by a rapidly changing society with increasingly difficult problems, are in greater need of individualized programs than ever before.

....Individualized instruction is impossible with the use of a single textbook. Many different resources for learning must be identified and made available."¹⁶

Glaser (1972) indicated that children vary greatly as personalities and the deadening effect of uniformity has been recognized. The traditional modes of education have failed to provide enough freedom for the exercise of individual talent. There seems to be no reason why an educational environment cannot be designed to accommodate varieties in background, cognitive process, interest, style, and other requirements of learners. Effective conditions must be designed under which pupils are provided with the opportunity and rewards to perform at their best and in their own way.¹⁷

Leith (1969) was concerned with personality related to success

¹⁶Wilma Russell and Martha Irwin, Instruction: Meeting Individual Needs of Students, The Clearing House 48 (January 1974).

¹⁷Robert Glaser, Individuals and Learning: The New Aptitudes, Educational Research, I (June, 1972), 5-12.

in learning. He states that:

"It is becoming increasingly clear that, in order to get the best results from pupils, not only must teaching be well regulated but the learning styles of different individuals must be matched."¹⁸

Cronbach (1967) includes four procedures for adapting instruction to individual differences:

- 1) using a fixed set of instructional materials, simply varying the time given the student for completion;
- 2) matching goals to the individual rather than dropping goals for individuals because of their difficulty in attaining them;
- 3) developing adequate individual ability prior to initiating work with the instructional materials;
- 4) altering instruction methods.

A final point discussed is adaptation to take advantage of the interaction among such attitudes as willingness to take risks, confidence, and motivation for achievement.¹⁹

When students are provided with a program designed to meet their individual needs, they may become more responsible, perceiving, self-directing and self-educating, thus enhancing their success for both present and future learning. Fairman (1968) reported that greater freedom and responsibility was a natural consequence in the Individually Prescribed Instruction program. This freedom gave a student greater

¹⁸G. O. Leith, Individual Versus Co-operative Learning, Educational Research, 11 (June 1960).

¹⁹L. J. Cronbach, How Can Instruction be Adapted to Individual Differences, In R. N. Gagne (Ed.) Learning and Individual Differences. Columbus, Ohio: Charles E. Merrill Books, 1967.

responsibility for determining the pace and parameters of his learning environment.²⁰

Guaditis (1972) reports a study made with students as a result of the dissatisfaction with the two-year United States history program. The investigation showed that the majority of students felt more positive toward the study of social studies as a result of exposure to different techniques and methods employed by their teachers. Students found the courses more interesting and stimulating; a number found learning easier. Another indicator of performance was grades. For the female group, grades were higher for 32 per cent; 59 per cent remained the same; 9 percent were lower.²¹

St. Germain (1973), in a study on a comparison of an individually guided instruction and a traditional elementary educational program, indicated that the students in the individually guided instruction and the traditional programs did not differ significantly from each other in terms of academic achievement, attitude toward school, or self-concept. However, two major exceptions to this statement are as follows:

- 1) the students in the traditional program did significantly better than the students in the individually guided instruction program in the area of academic achievement at the first and fourth grade levels,
- 2) the students in the individually guided instruction program had better attitudes toward school than students in the

²⁰Marvin Fairman, Individualizing Instruction through IPI, Educational Leadership, 28 (November 1970) 133.

²¹Donald J. Guaditis, Mini Courses! Are They Useful? The Clearing House, 22 (April 1972).

traditional program at the fifth and sixth grade levels.²²

Corbin (1974) evaluated individualized and traditional methods of teaching seventh grade mathematics to examine the nature and degree of cognitive growth and the relationships of attitudes. He reported that on both levels students:

1. can learn as much mathematics as students learn in the traditional manner,
2. develop as positive an attitude toward mathematics as traditional students.²³

Langan (1973) compared skill mastery and attitudes of students in an elementary school which utilized individual learning packets with students using group-paced instruction. He found that:

1. social studies attitude scale scores were statistically significant in favor of the control group at the .05 level of significance for grade five.
2. there was not statistical difference in scores at the fourth and sixth grade levels.²⁴

Marble (1973) investigated the possibility that individualized instruction in reading could improve the self-image of children with reading problems, but observed no significant change in their self-

²²Richard Peter St. Germain, A Comparison of an Individually Guided Instruction and a Traditional Elementary Program, Dissertation Abstracts, 1972-73, Part A., p. 214-A.

²³Harold Glen Corbin, An Individualized Approach: Evaluation of Cognitive and Affective Learning in Seventh and Eighth Mathematics Classes, Dissertation Abstracts, 1974, Part A., p. 639A.

²⁴John Thomas Langan, A Comparative Study of Group Paced Instruction with Instruction Utilizing Individual Learning Packets by Analyzing Skill Mastery and Student Attitude at Grade Levels Four, Five and Six. Dissertation Abstracts International, 1973-74, Part A, p. 751A.

image.²⁵

Webb and Cormier (1972), in a study of two ninth grade general mathematics classes, found that successful learning endeavors were observed far more frequently when prescriptive instruction was used than when lock-step procedures were used.²⁶

Sinks (1968) analyzed some effects of changing the educational environment of seventh grade students in social studies, language arts, science and mathematics. The study compared subjects who were given individually prescribed curricula and revealed increased gains in achievement scores on the STEP test in these areas. It also accounted for desirable changes in behavior, attitude, and learning strategies of the learners.²⁷ Sinks' study is related to this investigator's study in that both compared subjects who were given individually prescribed work with students who were given instruction in the traditional textbook, class-group method. The content remained the same for the experimental subjects; only the method of instruction was changed.

²⁵James M. Marble, "An Analysis of the Effectiveness of Individualized Reading Instruction Upon the Self-Concept of Disadvantaged Students with Reading Disabilities," Unpublished Doctoral Dissertation, Mississippi State University, 1973.

²⁶A.B. Webb, and W. H. Cormier, "Learner Success: A Sequel," The Clearing House, December 1972, pp. 229-232.

²⁷Thomas Alonzo Sinks, "How Individualized Instruction In Junior High School Science, Mathematics, Language Arts, and Social Studies Affects Student Achievement." Dissertation Abstracts International, Part A, 1969-70, No. 1-3. pp. 224-5A.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

The purpose of this study was to gain insight into the relationship between self-concept and academic achievement. The primary concern was to examine any difference in attitudes and academic achievement in social studies among a randomly selected group of eighth grade students at a Chicago suburban junior high school after they had been given instruction using a self-concept approach with individualized instruction.

Explanation of Table I and Table II

Table I presents both the pre-test and the post-test scores for the experimental group, as shown in Column 1 and Column 2. The score differential is shown in Column 3, and the square of the score differential is shown in Column 4.

The raw score formula $\bar{X} = \frac{\sum X}{N}$ was used to compute the arithmetic mean.

Table II does the same for the control group.

The mean score on the post-test for the experimental group was 74.6, and the mean score for the control group was 59.8. To test the assumption that students would show gain in achievement through the use of individualized instruction, the difference between the two independent means was calculated using the t test at the .05 level of significance.

TABLE I

RESULTS OF STUDY

Experimental Group--Individualized Instruction

Pre-Test and Post-Test Scores

Individual	Pre-Test Score	Post-Test Score	D	D ²
1	87	100	13	169
2	54	50	-4	16
3	51	65	14	196
4	30	45	15	225
5	80	70	10	100
6	54	30	-24	376
7	72	70	-2	4
8	53	69	7	49
9	72	85	13	169
10	70	80	10	100
11	78	80	2	4
12	87	100	13	169
13	85	90	5	25
14	78	60	-18	324
15	84	85	1	1
16	75	80	5	25
17	57	50	-7	49
18	35	30	-5	25
19	81	95	14	196
20	90	100	10	100
21	60	55	-5	25
22	73	85	12	144
23	81	75	-6	36
24	92	85	-7	49
25	40	50	10	100
26	78	85	7	49
27	69	80	11	121
28	75	70	-5	25
29	90	90	0	0
30	50	40	-10	100

N = 30

2081

2140

D = +168

2971

Σ

D

2971

TABLE II

t-test Calculations for the Experimental Group

$$D^2 - (\sum D)^2 = 2971 - \frac{(168)^2}{30}$$

$$= 2971 - \frac{28224.0}{30}$$

$$= 2971 - 940.8$$

$$= 2030.2$$

$$S_D = \sqrt{\frac{2030.2}{n-1}}$$

$$= \sqrt{\frac{2030.2}{29}}$$

$$= 70.0$$

$$= 8.4$$

$$t = \frac{d}{S_D \sqrt{n-1}}$$

$$= \frac{168}{8.4 \sqrt{28}}$$

$$= \frac{168}{(8.4 \times 5.4)}$$

$$= \frac{20}{5.4}$$

$$t = 3.7$$

TABLE III

CONTROL GROUP--TRADITIONAL INSTRUCTION

Pre-Test and Post-Test Scores

INDIVIDUAL	Pre-Test Score	Post-Test Score	D	2 D
1	55	45	-10	100
2	60	65	5	25
3	81	80	-1	1
4	82	100	18	324
5	50	50	0	0
6	84	80	-4	16
7	80	85	5	25
8	90	100	10	100
9	56	60	4	16
10	40	30	10	100
11	40	45	5	25
12	35	30	-5	25
13	52	65	13	169
14	50	45	5	25
15	92	95	3	9
16	92	80	-12	144
17	84	80	4	16
18	65	45	20	400
19	70	80	-10	100
20	90	90	0	0
21	76	50	-26	676
22	52	40	-12	144
23	55	40	-15	225
24	30	35	5	25
25	84	95	11	121
26	35	35	0	0
27	60	40	-20	400
28	69	40	-29	841
29	30	40	10	100
30	30	30	0	0
N = 30	1869	1795	-28	3552
			D = 28	2 D = 3552

TABLE IV

t-TEST CALCULATIONS FOR THE CONTROL GROUP

$$\begin{aligned}
 D^2 - \left(\frac{\sum D}{n} \right)^2 &= 3552 - \left(\frac{-28}{30} \right)^2 \\
 &= 3552 - \frac{784}{30} \\
 &= 3552 - 26.1 \\
 &= 3525.9 \\
 S_D &= \sqrt{\frac{\sum d^2}{n-1}} \\
 &= \sqrt{\frac{3525.9}{29}} \\
 &= 121.58 \\
 &= 11.02 \\
 t &= \frac{d}{S_D \sqrt{n-1}} \\
 t &= \frac{-28}{11.02 \sqrt{29}} \\
 &= \frac{-28}{(11.02 \times 5.4)} \\
 &= \frac{-28}{59.5} \\
 t &= -.48
 \end{aligned}$$

TABLE V

PERCENTILE NORMS - FORM H

Survey of Study Habits and Attitudes - Table 2

Calculation Mean Formula 5.2

Control Group

Pre-Test

Scores	Midpoint	f	fx
60-69	64.5	2	129
50-59	54.5		
40-49	44.5	4	178
30-39	34.5	5	172.5
20-29	24.5	11	269.5
10-19	14.5	4	58
0- 9	4.5	4	18
		N= 30	825

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{825}{30}$$

$$= 27.83$$

$$\bar{X} = 27.83$$

TABLE VI

PERCENTILE NORMS - FORM H

Survey of Study Habits and Attitudes - Table 2

Calculation Mean Formula 5.2

Control Group

Post-Test

Scores	Midpoint	f	fx
90-99	94.5	4	378
80-89	84.5	4	338
70-79	74.5	5	372.5
60-69	64.5	2	129
50-59	54.5	5	272
40-49	44.5	4	178
30-39	34.5		
20-29	24.5	5	122.5
10-19	14.5	1	14.5
0- 9	4.5		
		<u>N=30</u>	<u>1804.5</u>

$$\begin{aligned}
 X &= \frac{\sum fx}{N} \\
 &= \frac{1804.5}{30} \\
 &= 60.15
 \end{aligned}$$

TABLE VII

PERCENTILE NORMS - FORM H

Survey of Study Habits and Attitudes - Table 2

Calculation Mean Formula 5.2

Experimental Group

Pre-Test

Scores	Midpoint	f	fx
60-69	64.5	3	193.5
50-59	54.5	4	218
40-49	44.5	5	222.5
30-39	34.5	3	103.5
20-29	24.5	6	147
10-19	14.5	7	101.5
0- 9	4.5	2	9
		N=30	995

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{995}{30}$$

$$= 33.17$$

$$\bar{X} = 33.17$$

TABLE VIII

PERCENTILE NORMS - FORM H

Survey of Study Habits and Attitudes Table 2

Calculation Mean Formula 5.2

Experimental Group

Post-Test

Scores	Midpoint	f	fx
90-99	94.5	17	1606.5
80-89	84.5	4	338
70-79	74.5	6	447
60-69	64.5	1	64.5
50-59	54.5		
40-49	44.5		
30-39	34.5		
20-29	24.5	1	24.5
10-19	14.5	1	14.5
0- 9	4.5		
		N=30	=2495

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{2495}{30}$$

$$= 83.17$$

$$\bar{X} = 83.17$$

CHAPTER IV

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine any difference in attitudes and academic achievement in social studies among a randomly selected group of eighth grade students at a Chicago suburban junior high school, after they had been given instruction using a self-concept approach with individualized instruction.

Data were secured through the use of the "Survey of Study Habits and Attitudes" and the teacher-constructed test in social studies.

Discussion

The results of the study show that the students who taught eighth grade social studies by the individualized method of instruction had a significantly higher achievement score and change in attitude. The formulated hypotheses were tested that support this statement.

Hypothesis I

There is no significant difference in attitude change within the experimental and the control groups as measured by the "Survey of Study Habits and Attitudes."

Both treatment groups were given the same pre-test and post-test ("Survey of Study Habits and Attitudes"). Frequency was found within the percentile range by using Table 2 - Form H of the "Survey of Study Habits and Attitudes." The calculated difference of average score for the experimental group was 50.

Hypothesis I was rejected. This means that the experimental group showed greater positive change in student attitude than the control group.

Hypothesis II

There is no significant difference in achievement between the experimental and control groups as measured by the researcher developed test.

Both experimental and control groups learned the same material by different methods of instruction. At the end of the nine-week period the teacher constructed post-test for achievement was administered. Tables I and II present the post-test scores. The mean post-test score for the experimental group was 74.6 and for the control group 59.8. The difference between the two independent means was calculated using the t test at the .05 level of significance. The experimental group showed a score gain. Hypothesis II was not accepted. This means the experimental group achieved significantly better than the control group.

It is not known for certain what caused the higher level of academic achievement of the experimental group. Possible explanations might be:

1. the experimental group had a more flexible schedule;
2. they spent large amounts of time in independent study situations, performing tasks from the teacher-constructed mini course packages;
3. they progressed at their own pace through the required content;
4. they were able to receive more individualized guidance from

the teacher than the students in the control group;

5. they used knowledge of self-concept improvement as an on-going process;

6. the attitude, cooperation and personality of the teacher may have favored the experimental group.

Conclusions

Conclusions from the study are based on results of this nine-week study given to two eighth grade social studies classes in a suburban junior high school of a large metropolitan area. Social studies material for the duration of the study was limited. No generalizations for other types of students at different grade levels in a different community should be drawn.

1. The mini course package is a useful tool in helping the student to become an independent learner at his own pace.
2. Conventional textbook oriented group instruction seems to inhibit the ability of the student to become independent and creative.
3. Students in an individualized instruction program can achieve academically as much or more than students in conventional textbook oriented group instruction.
4. The development of positive self-concept may be essential to higher levels of academic achievement.

Recommendations

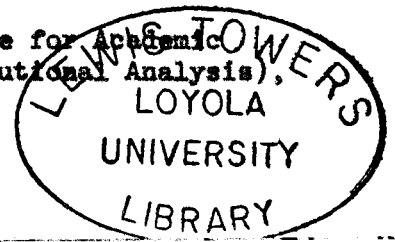
Based upon the data in this study the recommendations are as follows:

1. Individualizing instruction should be conducted for a longer period of time, thus dealing with more content than used in this study, when comparing it with another method of instruction.
2. When using the mini course package, a major task of the teacher should be to provide a varied learning environment of pacing and tasks at levels appropriate to the students' ability and through which students can have successful experiences to facilitate their positive self-concepts.
3. A similar study should be made including all of the departments within the school that are using individualized learning packages.
4. A similar study should be made on other grade levels within the same community setting.

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APPENDIX A

Sample of Mini Course Packages

U.S. HISTORY

1865 - Early 1900's

This mini course is devoted to the study of content needed by students to gain an understanding of the struggle of rebuilding America after the Civil War as a nation confronted with political, economic, industrial, and social problems.

This mini-course will be subdivided into three sub-topics:

- I. Problems of Reconstruction
 - A. Physical Ruin in the South and Economic Readjustment
 - B. Social Losses and Upheavals
 - C. The Beginnings of Congressional Reconstruction
 1. Mistakes of the South
 2. The Freedmen's Bureau Bill
 3. The 1866 Civil Rights Act
- II. Economic Growth after the Civil War
 - A. Factors Promoting Industrial Growth
 - B. Postwar Industries
 - C. Immigration after 1865
 - D. Organization of Labor
- III. Social Developments
 - A. Reformers Help the Underprivileged
 - B. Middle Class Standards of Living
 - C. Progressive Movement
 - D. The Climax of the Progressive Movement

1. Its Accomplishments
2. Its Disappointments
 - a. The Birth of the NAACP
 - b. The Birth of the Urban League

Terminal Objectives

1. To have students examine various plans and political issues involved with Reconstruction.
2. To have students become acquainted with the social reforms brought about as the result of the Progressive Movement.
3. To have the student to identify reasons why full equality for Blacks during the second period of Reconstruction was the main concern.
4. To have the student identify the problems the Union had restoring relations between the South and the government at the end of the Civil War.
5. To have students identify the changes in communication and transportation that influenced industrial growth.
6. To have students become acquainted with the economic disadvantages of the farmers and the working class during the late 1800's.
7. To have students examine post-Civil War government regulations of big business, and compare organization and protection of workers.
8. To have students identify the various reactions and changes that resulted from industrialization.

Instructional Objectives

1. The student will correctly identify the definition of the term "Reconstruction Period 1865-1877" from a given list of related definitions.
2. The student will list at least ten problems of social equality that confronted the freedman (after having read the Black Codes that were passed by at least two states and having used a visual aid's lesson).
3. From a given list of names and states, the student will identify the two names of the first Black U.S. senators and the states from which they were elected to office.
4. After reading topics on social reform, the student will list at least eight improvements in the cities that resulted from the activities of the social reformers; for each improvement listed, a description of the activity that was used to help bring about the change will be given.
5. After having read and discussed in class the Progressive Movement, the student will list at least ten goals the Progressives hoped to attain.
6. After having read and discussed in class the Progressive Movement, the student will correctly identify 90% of the movement's goals that were achieved, from a given list.
7. After viewing filmstrips in class and doing textbook readings, the learner will list four reasons why immigration increased by the mid 1890's in the U.S., and for each reason give at least two examples.

8. The student will describe the physical devastation of the South after the Civil War, including at least five points as evidence learned from reading, visual materials, and class discussion.
9. In a report of 200 words or less, the learner will give an account of how natural resources influenced industrial development and choose one resource and identify its refinement with economic gain.
10. After having read topics, the student will construct a chart and list at least eight of the conditions workers experienced around the 1900's and match each condition with some action that was taken to improve it.
11. Using knowledge gained from information given and read on immigration, the learner will justify the reason for two of the following: (a) rapid growth of cities after the Civil War; (b) slum development; (c) inadequate city services.
12. After having read the Civil Rights Act of 1866 and the Fourteenth Amendment, the student will discuss why the Civil Rights Act was not a guarantee of equality.
13. The student will discuss how racist organizations and the Supreme Court helped Southern governments to gain control in order to deprive the Black man of his Constitutional rights.
14. After having discussed economic and social losses that resulted from the Civil War, the student will distinguish between the two using a given list to classify.
15. The student will construct an outline containing at least three main topics with necessary sub-topics, without any aid,

on the subject "Congressional Actions Towards Reconstruction."

16. The student will be able to discuss how the life style of the middle class improved and correctly identify the groups of people that were included in the expanding middle class.
17. The student will list four improvements in railroading and communication following the Civil War, evaluate each, and write a brief description telling how each industry influenced American life.
18. Upon completion of this course the students will be able to give a correct analysis of any selected reading assigned pertaining to social development between 1865 and 1880.

Student Activities

1. Prepare an essay of at least 200 words describing the life style in the South before the Civil War, 1850-1860.

or

Prepare a mural depicting the way of life in the South before the Civil War.

2. Bring to class at least one newspaper or magazine article related to:
 - a. economic loss in any area of the U.S. or of another country
 - b. loss of a member or group belonging to any minority group.
3. Develop a meaning for the following terms:

reconstruction

Radical Republicans

physical devastation	industrialization
Black Codes	laissez-faire
equality	slum
Constitutional rights	city services
impeachment	life style
social justice	

4. Make a poster illustrating at least five city services.
5. List the names of the Black U.S. senators since Reconstruction and give the names of the states from which they were elected.
6. Draw a cartoon illustrating a social injustice.
7. Select any racial hate group of your choice and give a brief, written summary of its organization and activities.
8. Name at least five organizations and tell how each have worked to help the Civil rights movement.

or

9. Write a poem telling about the Black man's struggle for equality and justice in America.

or

10. You and four other people of your choice write a skit about social justices achieved and dramatize your skit.
11. Do Library research on the following topics:

Civil Rights Act of 1866

Plessy vs Ferguson Case

Jim Crow Laws

Civil Rights Movement

1954-1970's

Freedmens Bureau

Labor Unions - AFL, CIO

Black Codes

12. Draw cartoons illustrating at least five goals of the Progressive Movement.
13. View, as a member of the class group or individually, all film strip lessons that have been designated for the unit.
14. Make a poster illustrating the Industrial Revolution.
15. You and four other people draw a mural illustrating problems between labor and management.

U.S. HISTORY 1865 - EARLY 1900's

LEARNING ACTIVITY PACKAGE #1

"PROBLEMS OF RECONSTRUCTION"

Rationale:

This package tells about conditions in the United States after the Civil War.

The word "Reconstruction" was applied to Northern endeavors to restore the Southern states to the Union under certain stipulations (demands or conditions) set forth by the Presidents and Congress. In its broader meaning the term takes in the whole process of attempting to rebuild and change the Southern government and society according to goals determined by the North. Reconstruction ended without achieving its far-reaching goals of social and political reform.

Instructional Objectives:

1. Describe the life style in the south before the Civil War.
2. Recognize the fact that the period of Reconstruction existed only between the years of 1865-1877.
3. Identify the various types of issues that were involved with Reconstruction.
4. Define "economic disadvantage" and explain why farmers and workers were at an economic disadvantage during the late 1800s!
5. Explain why the enactment of the Fourteenth and Fifteenth Amendments proved not to be a guarantee that the rights of freedmen would be respected.
6. Develop meanings of your own for the key words found within this unit.

Assignments:

Immediately after you have read each of the reading assignments listed below, turn to the Self-Check for that reading lesson and complete it before reading the next assignment.

Reading Assignments:

1. "The Postwar Experiences Change and Discord" - pp. 32-41, A History of the U.S. - Since 1865- Vol. 2.
2. "Trying to Build Again" Pp. 45-48, Old Hate - New Hope.
3. "What was Done?" 1865-1877-Pp. 71-80, Promise of America.

Student Activities:

1. Prepare a composition of 200 words describing the life style in the South before the Civil War.

or

Prepare a mural depicting the way of life in the South before the Civil War.

or

Prepare a mural combining all of the problems of our nation immediately following the Civil War.

2. Develop your own meaning for:

physical devastation	Black Codes
Constitutional Rights	equality
Radical Republicans	

3. Arrange to view the following sound filmstrips with a group, or you may view them alone:

A. The History of the American Negro Series

1. "The Negro in Civil War and Reconstruction"
2. "The Threshold of Equality"

B. Our History Series

1. "Rebuilding the American Nation," 1865-1890
2. "The Struggle for Human Rights," 1860-1945

*Ask your teacher to help you set up the Sight and Sound Center in your classroom.

4. You may find the following printed resources helpful:
 - A. Promise of America: Breaking and Building,
Scott Foresman Specta Program.
 - B. A Nation Torn by War (Special Edition),
Chicago Tribune - Education Services Department.
 - C. The International Library of Negro Life and History,
Wilhelmena S. Robinson.

PRE-TEST

POST-TEST

Part I - Underline the correct ending or endings for each of the statements below:

1. The number one problem of both North and South after the Civil War was finding
 - (a) a way to pay the damages of war.
 - (b) what to do about the Southern Blacks.
 - (c) a new president.
2. The Southern legislatures after the war passed codes that
 - (a) were often old slave codes with only minor changes.
 - (b) controlled the freedmen.
 - (c) regulated labor contracts.
3. Johnson's idea of reconstruction
 - (a) outraged the Radical Republicans.
 - (b) differed little from Lincoln's plan.
 - (c) showed sympathy for rich Southerners
4. Radical Republicans
 - (a) wished to do justice to Blacks.
 - (b) wanted to protect the Republican party.
 - (c) favored a low tariff.
5. The Freedmen's Bureau was an organization set up to
 - (a) feed, clothe, and establish schools for Blacks.
 - (b) oppose the Southern codes.
 - (c) help Blacks win the vote.

6. The years from 1868 to 1877 have been called the "Era of Black Reconstruction" because
 - (a) Blacks voted for the first time in the South.
 - (b) the carpetbaggers and scalawags were run out of the South.
 - (c) Blacks held political offices in the South.
7. The Radicals lost influence in the early 1870's because
 - (a) northern business men wanted to invest in the South.
 - (b) the impeachment of Johnson hurt them.
 - (c) few Northerners wanted to continue to bear down on the South.
8. The years of 1865 to 1877 were called the
 - (a) era of good feeling.
 - (b) Dark Ages.
 - (c) Reconstruction period.
9. The Fourteenth Amendment gave
 - (a) Blacks a limited right to vote.
 - (b) women the right to vote.
 - (c) Blacks the rights of citizenship.
10. Lincoln felt that the Southern states should
 - (a) remain seceded.
 - (b) not be punished.
 - (c) not be allowed to vote.

Part II - In one sentence for each, sum up the main provisions of the Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution.

Thirteenth Amendment:

Fourteenth Amendment:

Fifteenth Amendment:

Part III - State two provisions in Lincoln's plan of reconstruction, two in Johnson's plan, and four in the Congressional plan.

Lincoln's plan:

Johnson's plan:

Congressional plan:

SELF-CHECK

Reading Assignment # 1

True or False - Write the letter "T" or "F" on the line before the numbered item.

- _____ 1. The seceded states had to establish new governments, and Congress had to decide the terms on which they could re-enter the Union.
- _____ 2. The North suffered from physical damage at the end of the war just as great as that found in the South.
- _____ 3. The Freedmen had no problems adjusting to their newly obtained freedom.
- _____ 4. President Lincoln and Congress worked out the problems of reconstruction without any conflicts.
- _____ 5. Taxation and confiscation hurt the South after the war just as much or more than the damage of property and the loss of their slaves.

Ask your teacher for the answer key.

If you missed two (2) or more answers, reread the assignment.

Reading Assignment # 2

This time you are to circle the correct answer.

- 1. The period of reconstruction lasted from 1865 to 1877, a total of

5 years	10+1 years	21 years
10+13 years		10+2 years
- 2. The Freeman's Bureau was welcomed by (all, some) of the whites in the South.
- 3. President Johnson had (many, no) problems with the Republican Congress of 1869.
- 4. Reconstruction ended with the Republican rule in the South.

True

False

Make a recheck this time.

Get the answer key from your teacher.

Grade your paper.

All answers correct - Very Good

Four answers correct - Good

Reading Assignment # 3

True or False - Write the letter "T" or "F" on the line before the numbered item.

- _____ 1. The Freedmen's Bureau was set up before the end of the Civil War to provide relief and to establish schools for the ex-slaves.
- _____ 2. Some Republicans were called "Radical" because they did not want to punish confederate leaders and give Blacks political rights in the South.
- _____ 3. The Ku Klux Klan is a supremacist group that openly used violence to keep Blacks from voting at all.
4. Name three accomplishments of the Reconstruction governments:
 - a.
 - b.
 - c.
5. Answer items 1-3, page 467, "Your Opinion, Please" - The Free and the Brave, 2nd edition.

CHAPTER 9 THE FREEDMAN'S PLIGHT

NAME _____

CLASS _____

A. Some Key Words and Phrases.

In the blank space, write TRUE if the statement is true and FALSE if it is false.

1. _____ Almost everyone in the South faced hard times after the Civil War. Things were especially hard for the freedmen or ex-slaves.
2. _____ The plight of most Blacks in the South was a very difficult one. Many had no homes, no work, and no money.
3. _____ Many ex-slaves took to the road. They drifted all over the South, some on foot, some in wagons and carts. They left some areas in droves, in large numbers all at once.
4. _____ Some Northern groups tried to help the hungry and sick, both Black and white, by sending them cholera.
5. _____ Much of the South's best farmland was barren after the Civil War. Barren means covered with fresh crops.

If you found any of the above statements false, change a few words in them to make them true. Then write the corrected statements in the space below.

B. Check your Reading

Each of the following questions has three correct answers and one wrong answer. In the blank space, write the letter of the wrong answer.

6. Black people all over the South held big celebrations when the war was over. But after the celebrations were over, many Blacks _____.

- (a) drifted around from place to place, looking for homes and work
 - (b) stayed on the plantation and were helped by their master
 - (c) lived in the ruins of buildings smashed in the war
 - (d) wished that the happy days of slavery would return
5. After the Civil War, it was common to hear white Southerners say,
- (a) "The Yankees freed you. Now let the Yankees feed you."
 - (b) "Let Negroes vote. Let them live as equals with the whites."
 - (c) "Go on away. You don't belong to us any more. You've been freed."
 - (d) "We can't do much to help you. We are broke ourselves."

C. What Do You Think?

On the back of this sheet, write out your answer to this question:

After the Civil War, a great many Blacks stayed on the plantations and went on working for their old masters. Why?

CHAPTER 10 A RADICAL REPUBLICAN

NAME _____

CLASS _____

A. Some Key Words and Phrases

In the blank space, write TRUE if the statement is true and FALSE if it is false.

1. _____ Some people said that Thaddeus Stevens was a fanatic-a person who did not push hard enough for his beliefs.
2. _____ Stevens believed that no man could push too hard for a cause that was just. Stevens' cause was "liberty for all men."
3. _____ Stevens was a Radical Republican who said it was not enough just to give black men their freedom. The Radicals wanted nothing less than full equality for black Americans.
4. _____ The 13th Amendment to the Constitution did away with slavery everywhere in the United States.

If you found any of the above statements false, change a few words in them to make them true. Then write the corrected statements in the space below.

B. Check your Reading

Each of the following questions has three correct answers and one wrong answer. In the blank space, write the letter of the wrong answer.

6. Thaddeus Stevens was born in Vermont in 1792. He _____.
 - (a) lived with his mother and brothers on a farm
 - (b) was born with a twisted foot and was lame all his life

- (c) was shy and a "bookworm," but was good at all kinds of sports
- (d) was a good student who went to college and later became a lawyer.

7. In Congress after the Civil War, Thaddeus Stevens _____.

- (a) was the leader of the House of Representatives for three years
- (b) fought for the freedmen's right to vote and go to free public schools
- (c) led a fight to give every freedman his own farm "40 acres and a mule"
- (d) tried hard to block passage of the 13, 14th, and 15th Amendments.

C. What Do You Think?

On the back of this sheet, write out your answer to this question:

Thaddeus Stevens once said: "There can be no fanatics in the cause of liberty for all men." Do you agree with this idea? Why or why not?

U. S. HISTORY 1865 - EARLY 1900's
"ECONOMIC GROWTH AFTER THE CIVIL WAR"
LEARNING ACTIVITY PACKAGE #2

Rationale:

Various changes took place after the Civil War. Americans had half of a continent to develop. They tackled the job with energy and enthusiasm. With the destruction of the Civil War behind them, a number of outstanding men were responsible for developing great industries-- steel, oil, electric, and telephone. Several transcontinental railroads linked the East and the West, and made it easier for people to reach the mountain areas of the West and the Great Plains region which had earlier been passed over.

As miners, cowboys, cattlemen and farmers moved into these areas, Americans enjoyed a higher standard of living and stepped up their demands for a fairer share of our nation's wealth.

Instructional Objectives:

1. The student will describe some of the factors that promoted industrial growth in America after the Civil War.
2. The student will list four improvements in railroading and communication following the Civil War, evaluate each and write a brief description telling how each industry influenced American life, to exhibit comprehension of reading assignment.
3. In a report of 200 words or less the student will give an account of how natural resources influenced industrial development; choose one resource and identify its refinement with economic gain.
4. The student will describe the life style of the new European immigrants in this country, after 1865.

5. The student will list the names of at least four black men that invented something during the Industrial Revolution. Name the invention, explain the function, or the purpose it serves.
6. The student will obtain the following information about industries in his community:
 1. What caused them to locate there?
 2. What the state and local community are doing to bring in new industries?
 Your local Chamber of Commerce will help you to obtain the necessary information.

Reading Assignments:

1. A. Chapter 5, "Urban Industrial Society," A History of the United States, Vol. 2, Since 1865, Pp. 154-166.
 B. Part 3, "The Rise of Industry," Old Hate - New Hope, Vol. 2, pp. 73-85.

 Chapter 16, "Industrial Revolution," Old Hate - New Hope, Vol. 2.
2. Chapter 20, "A Voice for the Workers," Old Hate - New Hope, Vol. 2.
3. Chapter 21, "Coast to Coast Changes," "The Free and the Brave, 2nd edition, Pp. 473-480.
4. Chapter 22, "New Unions Struggle to Help Working People," "The Free and the Brave, 2nd edition, Pp. 505-513.

Student Activities:

1. Prepare a mural depicting the various industries and inventions that appeared or developed between 1865 and 1900.

 or
2. Make a poster illustrating the industrial revolution.
3. Select four other people of your choice and draw a mural illustrating problems between labor and management, before the organization of labor.

 or
4. Locate and bring to class a news article that is related to labor and management problems today. Be prepared to discuss

your article with an interested group and your teacher.

The following visual aids are available. View those of your choice.

- A. Blackmen and Iron Horses, sound, color, 16mm.
- B. Mechanical and Industrial Progress, 16mm.
- C. Industrial Revolution, color, sound, filmstrip.

*Ask your teacher to help you set up the Sight and Sound Center in your classroom.

PRE-TEST
POST-TEST

ECONOMIC GROWTH AFTER THE CIVIL WAR

Part I - Underline the items that do not belong in Part A and in Part B.

- A. The cause of economic growth in this country was mainly due to
1. curious people.
 2. the many inventions of Americans between 1865 and 1900.
 3. American wealth in natural resources.
- B. Many of the inventions of this era, such as the electric light bulb and the phonograph, were invented by
1. George Washington Carver.
 2. Samuel F.B.M. Morse
 3. Thomas A. Edison.

Part II - Select the word or terms from the list below naming a factor that had an active part in the development of the Civil War post-economic period. Tell briefly how each contributed to economic growth.

1. transcontinental railroad
2. the petroleum industry
3. the steel industry
4. telephone
5. automobile

Part III - Multiple Choice - Choose the letter item that will give the correct ending to each of the sentences below.

- _____ 1. Two of the new industries that appeared in the United States after the Civil War were the
- (a) steel and petroleum industries.
 - (b) textile and steel industries.

- (c) iron and weapons industry.
- ____. 2. One reason for the growth of industry after the Civil War was that
- (a) Americans began to believe manufacturing was good for the country.
 - (b) the natural resources were all used up.
 - (c) foreign trade was falling off.
- ____ 3. The railroads and the telephone were important because they
- (a) made new industries grow.
 - (b) made people rich.
 - (c) drew Americans closer together.
- ____ 4. Factory owners usually could find the unskilled workers they needed among the
- (a) freedmen.
 - (b) immigrants.
 - (c) farmers who had failed on the Great Plains.
- ____ 5. Early labor unions in America were made up of
- (a) unskilled workers.
 - (b) newcomers from Ireland and Germany.
 - (c) highly skilled workers.

PART IV - True or False __ Directions: Place the letter "T" or "F" on the line before the numbered item.

- ____ 1. American railroads opened the "Age of Big Business."
- ____ 2. The United States government gave financial aid to help develop railroads across the continent.
- ____ 3. A former slave by the name of Robert Rillieur invented the sugar refining machine.
- ____ 4. Inventions helped the United States to become a wealthy nation.
- ____ 5. A black man by the name of Jan Matzeliger promoted the

growth of the modern show industry, by inventing the show
lasting machine in 1870.

Ask your teacher for the Answer Key to check your answers.

READING COMPREHENSION

SELF CHECK

Complete the sentences below by writing in the blanks words which will make the sentences correct.

1. In 1862 Congress authorized the Central Pacific and Union Pacific railroads to build the first _____ railroad.
2. _____ flight from New York to Paris in 1927 helped people to see the possibilities of air travel.
3. Laying a _____ on the floor of the Atlantic gave Americans a means of quick contact with Europe.
4. By using electricity, inventors produced three new means of communication: the _____, _____ and _____.
5. Tribes of Indians once roamed over the Great Plains area hunting _____.
6. In the 1870's most of the West was _____ over which cowboys drove vast herds of cattle to railroad shipping points.
7. "Wild West" towns grew up along the _____.
8. The _____ of 1862 opened the way for Americans and immigrants to secure free land to settle the Great Plains and Far West.
9. The important occupations of the Westerners were _____ and _____.
10. The change from making things by hand to the use of machines is called in history the _____.
11. The first great manufacturing country was _____, where spinning and weaving machines were invented.
12. _____ devised a method of producing interchangeable parts.
13. Edwin L. Drake's successful drilling in 1859 marked the beginning of the _____ industry in America.

14. William Kelly and Henry Bessemer each discovered a way of making _____ with a converter.
15. The _____ of 1883 required that many government positions be filled from a list of qualified applicants.
16. Reforms which gave people more voice in their government included the _____, direct election of _____, and _____ for women.
17. As industry became more dependent upon expensive machines, small companies joined to form _____.
18. _____ carried out a campaign to awaken public interest in the need for conserving natural resources.
19. In 1887 Congress set up the _____ to enforce laws dealing with trade among states.

After you have completed Reading Assignment Number 4, do the following exercises.

True or False? Read over these statements about American cities and city problems carefully before you write "T" or "F" in the blanks at the left to indicate the truth or falsity of the statements.

- ___ 1. Some 160 years ago over 90 percent of our people lived on farms.
- ___ 2. By 1960 two thirds of our people lived in urban areas.
- ___ 3. The greatest growth of American cities took place after the War of 1812 when immigration was at its peak and our manufacturing plants were growing at a fast rate.
- ___ 4. Detroit is an example of the way American towns grew into cities as large industries were developed. Its early industries and skilled workers became the basis on which our auto industry was built.
- ___ 5. The auto industry grew fast after Henry Ford developed the assembly line and mass-produced automobiles to sell for less than \$500 each.
- ___ 6. European mechanics, entering the country as immigrants, tended to avoid Detroit and settle in less specialized cities.
- ___ 7. The auto industry created a boom in such industries as steel, rubber, glass, paint, and textiles.
- ___ 8. Early cities tended to develop where communication and transportation were available. Today cities also develop for other reasons, such as the discovery of oil, the location of raw materials to make a basic industry like steel production, etc.
- ___ 9. The electric streetcar is still the principal means of transportation in many American cities.
- ___ 10. To grow and progress, a city must maintain an adequate water supply and a sewage system.
- ___ 11. Before Edison invented the incandescent light, city streets were often lighted with gas.
- ___ 12. Off-the-street elevated and subway lines are able to operate at high speeds without danger to other vehicles and pedestrians.
- ___ 13. Partly because of the growing slums, the lack of recreational facilities, and the unequal distribution of wealth, the rapid growth of cities brought an alarming increase in crime.
- ___ 14. Before the days of the uniformed policeman, big cities hired night watchmen to patrol the streets.

- ___ 15. The protection of our cities increased as they trained their police in methods of crime prevention.
- ___ 16. In the late 1800's and the early 1900's responsible citizens formed organizations to improve slums and to aid such unfortunate persons as the blind, deaf, and crippled.
- ___ 17. Amid all the reforms of the early 1900's, nothing was done to reduce drunkenness or restrict the sale of intoxicating liquors.
- ___ 18. Dorothea Dix and other reformers awakened others to the possibility of ending all crime by improving the treatment of criminals.
- ___ 19. Settlement houses were developed where volunteer workers may help the people of poor neighborhoods.
- ___ 20. The menace of fire was partly met in our cities by having full-time firemen instead of volunteers.

U. S. HISTORY 1865 - EARLY 1900's

SOCIAL DEVELOPMENT

LEARNING ACTIVITY PACKAGE #3

Rationale:

Throughout the 1800's, most middle-class citizens seemed satisfied with the general trend of American life. As their standard of living rose, these people had little concern for such problems as low farm prices, slum conditions, labor agitation, or political quarrels. Social problems and changes arose out of these problems; therefore, Congress turned its attention to these public demands, since national leaders in the late nineteenth century did not meet the needs of American farmers, working men, immigrants, Blacks, and city people in general.

Instructional Objectives:

1. The student will be able to list at least eight improvements in the cities that resulted from the activities of the social reform movement after having read topics on Social Reform.
2. The student will give a brief description of the activity that was used to help bring about the change for each improvement listed in item number one.
3. The student will be able to discuss how the life style of the middle class improved, and correctly identify the groups of people that were included in the expanding middle class; as a result of information gained from visual aids and reading assignments.
4. After viewing filmstrips and having done required research, the student will be able to list at least ten social injustices still in existence that the NAACP, Urban League, and other organizations have not been able to help the black man overcome (lists will vary).

Assignments:**Student Assignments:**

Immediately after you have read each of the reading assignments listed below, turn to the Self Check for that reading and complete it before going on to the next reading assignment.

Reading Assignments:

1. "The Progressive Movement," Chapter 9, A History of the United States, Vol. 2, Pp. 276-298.
2. "Problems of the Industrial Age," A History of the United States, Vol. 2, Pp. 422-452.
3. "A New Day of Reform," The Free and the Brave, 2nd edition, Pp. 557-578.
4. Part 5, Old-Hate-New Hope American Adventures Program, Vol. 2, Pp. 135-158.
5. "New Needs and Old Politics," Chapter 13, The Free and the Brave, 2nd edition. Pp. 515-533.

PRE-TEST

U.S. HISTORY 1865 - 1900's

"SOCIAL DEVELOPMENT"

Part I -- Fill in the sentences correctly with words chosen from the list below.

family	sanitation	baseball
trolley	rural	immigration
people	segregated	factories

1. Before the Civil War, the United States had been
Primarily a _____ country.
2. The cities changed the old ways of _____
living enormously.
3. _____ from Europe was a chief source of
strength in the cities before 1900.
4. How to provide good _____ was a problem in our
early cities.
5. New _____ made a large number of new jobs available.
6. The first electric _____ appeared in 1887, in
Richmond, Virginia.
7. A word that means "separated on the account of race"
is _____.
8. City living gave men and women a good chance to meet
other _____ and to make their lives better.
9. "Cincinnati Red Stockings" was the name of the first
professional _____ team.

Part II - Answer the following questions in a complete sentence.

1. Cities grew rapidly after the Civil War. What are some of the causes of this growth?

2. Name two reasons that explain why Americans took so little interest in city problems in the late nineteenth century.

3. What was one of the main goals of the early NAACP?

4. How does the Direct Primary work? List some of its advantages.

SELF CHECK

PART I - Instructions: Look up the following words or terms in your textbook. Develop a meaning for each.

1. Underwood Tariff_____
2. NAACP_____
3. Smith-Hughes Act_____
4. National Urban League_____
5. Minimum wage_____
6. Promissory note_____
7. Extension Service_____
8. Direct Primary_____
9. Sixteenth (16th) Amendment_____
10. Federal Reserve Act_____
11. Referendum_____
12. Bull Moose Party_____
13. Initiative_____
14. Federal Trade Commission_____
15. Slum_____
16. Sweatshop_____
17. Progressives_____

Part II - Answer each of the following questions in a sentence.

1. Why was the appointment of Brandeis to the Supreme Court controversial?
2. How were Negroes disadvantaged in the South? the North?
3. How did the Muckrakers help people make up their minds about important issues?

4. In what way do referendums and initiative give the people a part in making laws.
- 5a. Name some of the problems found in cities today.
- 5b. What is being done to solve these problems that you have mentioned?
6. What does Home Rule mean?

Part III - Read the paragraph below. Then answer TRUE or FALSE if the statement completed is correct or not.

In 1912 Theodore Roosevelt became a candidate for the presidency under the banner of the Progressive Party. The reform party called for a number of reforms the platform supported, which would give the voters _____

True

False

1. greater control of government.
2. direct primaries.
3. the authority of initiative and referendum on state and local levels of government.
4. woman suffrage.
5. stiffer methods of amending the constitution.
6. lower tariff rates.
7. regulation of large businesses.
8. conservation of natural resources.
9. minimum wage laws.
10. child labor laws.
11. social insurance (Social Security).
12. an eight hour work day.

Student Activities:

1. Write a composition of at least two pages on two of the three subjects listed below; you may use the suggested outline or develop your own.

- A. The Civil Service Act
 1. Why did it originate?
 2. How is it operated?
 3. Is it fair practice to interested parties?
 4. What are some of its present activities?

- B. The Secret Ballot and the Direct Primary
 1. How did the old system of voting work?
 2. What are the advantages of secret ballots?
 3. How does the Direct Primary Work? What are the advantages?

- C. The NAACP
 1. What is its origin?
 2. What are some of its many accomplishments?
 3. What are its present day activities?
 4. Attach a news article related to its activities and give your own opinion of it.

2. List the names of the Black U.S. Senators since Reconstruction, and give the names of the states from which they were elected and state the year elected.

3. Draw a cartoon illustrating a social injustice.

or
4. Select any racial hate group of your choice and give a brief written summary of its organization and activities.

or
5. Write a poem telling about the Black man's struggle for equality and injustice in America. (You may choose any minority group you would like.)

CHAPTER 28 THE PLESSY v. FERGUSON CASE

NAME _____

CLASS _____

Check Your Reading

In the blank space, write the letter of the correct answer.

1. The U.S. Supreme Court ruled on the famous Plessy v. Ferguson case in _____.
(a) 1861 (b) 1865 (c) 1898 (d) 1954
2. The Supreme Court ruled that separate railroad cars for Blacks and whites were not against the law so long as the cars were _____.
(a) clean (b) equal (c) different (c) clearly marked
3. The Plessy v. Ferguson cases is remembered most for the words: _____
(a) "Our Constitution is color-blind."
(b) "equal protection of the laws."
(c) "All citizens are equal before the law."
(d) "separate but equal."

In Your Own Words

In the space below, write out your answer to this question:

The Plessy v. Ferguson case is one of the most famous and important in the history of the U.S. Explain why.

CHAPTER 31 VOICE OF BLACK PROTEST

NAME _____

CLASS _____

A. Some Key Words and Phrases

In the blank space write out the word that best completes the sentence.

- | | |
|--|-------------------------------|
| 1. W.E.B. Du Bois wrote a book called <u>The Souls of Black Folk</u> . It called on Blacks to stand up for their rights and _____ against Jim Crow and discrimination. | demand
respect
dynamite |
| 2. Booker T. Washington had been telling Blacks to work hard and make money. That way, whites would come to _____ black people some day. | protest
dangerous
proud |
| 3. In <u>The Souls of Black Folk</u> , Du Bois said that money was not enough. He said that Blacks had to fight for the _____. | discontent
manhood |
| 4. In 1903 most people felt that Du Bois' ideas were _____ ideas. | |
| 5. Some people said that Du Bois' new book would only cause _____ and anger among Blacks. | |

B. What Do You Think?

On the back of this sheet, write out your answer to this question:

Which was the better way for Blacks to win equality: "protest and demand," or "work hard and make money"? Explain your point of view.

CHAPTER 32 THE START OF THE NAACP

NAME _____

CLASS _____

A. Some Key Words and Phrases

In the blank space, write the letter that gives the best meaning.

- | | |
|------------------------|---|
| 1. social worker _____ | (a) insulted or treated without respect |
| 2. prejudice _____ | (b) put to death by a mob, usually by hanging |
| 3. abused _____ | (c) person whose job is to look into and help solve the problems of people who are poor or in trouble |
| 4. lynched _____ | (d) feelings or opinions formed ahead of time, without looking at all the facts |
| 5. ghetto _____ | (e) person who wants extreme changes or reforms |
| 6. reporter _____ | (f) person who gathers and writes news stories for newspapers or magazines |
| | (g) violent disorder by large numbers of people |
| | (h) city slum section where a minority group lives |

B. What Do You Think?

On the back of this sheet, write out your answer to this question:

Some people today argue that Blacks must carry on their fight for equality alone__ without the help of white supporters. Do you agree with this stand? Why or why not?

SELF CHECK

For reading assignment Number 5.

1. Name three causes of the rapid growth of American cities after the Civil War and name at least one thing that triggered each cause.

2. On page 518 of your text the author states, "It seems safe to guess that many of the brightest and most ambitious Europeans were among those who left their native lands." Give two defenses of this statement.

3. After studying the graph on page 520, answer these questions: (a) What does it tell about immigration before 1860? (b) How was immigration affected by the Civil War? (c) In what year did the largest number of immigrants come to the United States?

4. What three ideas may have been suggested to immigrants by the sight of the Statue of Liberty as they entered New York Harbor?

5. Name two main causes of water pollution in 1880. Which is more important today?

6. On page 521 your text states, "The life expectancy of a baby boy born in 1890 in a large American city was forty-four years. One born on a farm could expect to live ten years longer." Give four reasons which explain why a farm baby had a greater life expectancy than a city infant.

SOCIAL STUDIES -TEST

U. S. History - 1865 - Early 1900's

Purpose:

The purpose of this test is to find out how much you know already about these periods of United States' history. 1) Reconstruction 2) Economic Growth After the Civil War 3) Social Developments between the years of 1865 and 1920.

Part A - True or False

Directions: Read over these statements carefully before you write "T" or "F" in the blanks at the left to indicate the truth or falsity of the statement.

- _____ 1. Reconstruction was notably successful in achieving its goals.
- _____ 2. Individuals in the South escaped serious economic loss in the war.
- _____ 3. President Johnson vetoed the Freedmen's Bureau Bill because he felt it dealt with a type of activity that should be left to the states.
- _____ 4. The Reconstruction Act of 1867 put into form the most important essentials of the Radical reconstruction program; it divided the South into five military districts.
- _____ 5. The Civil War represented a transition from agricultural leadership in the United States.
- _____ 6. The construction of the transcontinental railroads marked the greatest period of railroad expansion.

- _____ 7. Southern social and political reconstruction by the North failed because of a lack of sincerity.
- _____ 8. Much of the South's best farm land was covered with fresh abundant crops after the Civil War.
- _____ 9. An outstanding social development after 1865 was the rapid growth of cities.

Part B - Completion

Directions: Fill the blank spaces with the correct word or words to make each a complete statement.

- _____ 10. The Reconstruction Period extended from _____ to _____.
- _____ 11. President Lincoln's reconstruction plan was called _____.
- _____ 12. After the Civil War the South passed the _____ to regulate the behavior of the freedmen.
- _____ 13. The _____ Amendment is the civil rights amendment.
- _____ 14. Political rights were restored to most of the former confederates by the _____ Act in 1872.
- _____ 15. Early cities tended to develop where _____ and _____ were available.
- _____ 16. The prosperity of the twenties was due to the rise of _____ and _____.
- _____ 17. The best known organization opposed to the Negroes taking part in politics was the _____.

18. Newly arrived _____ were at a disadvantage as workers. Often they had to agree to employment and living conditions that were terrible.

Part C - Multiple Choice

Directions: Each of the items below is followed by a choice of answers. Only one of these choices will complete the statement correctly. Circle the number of your choice.

19. Which necessitated the greatest economic readjustment in the South after the Civil War?
- 1) emancipation of slaves
 - 2) confiscatory taxes
 - 3) disruption of export markets
 - 4) property damage
20. Congress early killed Johnson's reconstruction plan by
- 1) impeachment proceedings against him.
 - 2) refusing to seat congressmen from the south.
 - 3) early military occupation of the South.
 - 4) emancipation of all slaves.
21. Which did not occur during the Reconstruction Period?
- 1) Congress dominated the Supreme Court
 - 2) Systematic, widespread redistribution of plantation lands took place.
 - 3) Corruption in government was widespread,
 - 4) The Radicals challenged the office of the President,
22. The Fourteenth Amendment did all except
- 1) give citizenship to the freedmen.

- 2) cancel Confederate war debts.
 - 3) free the slaves.
 - 4) guarantee payment of the Union war debt.
23. Which statement regarding industrial growth after the Civil War is not true?
- 1) Abundant raw materials formed the basis of great industries.
 - 2) Growth was uninterrupted by depression or panics.
 - 3) Immigration provided the necessary supply of labor.
 - 4) New inventions aided the growth of new industries.
24. Which device used to keep Negroes from voting in the South was discontinued first?
- 1) poll taxes
 - 2) special examinations
 - 3) grandfather clauses
 - 4) literacy tests
25. Which feature was least characteristic of the agriculture of the new South?
- 1) use of organized labor
 - 2) crop - lein system
 - 3) one-crop system
 - 4) share-cropping
26. During the 1920's the labor movement
- 1) met unusual success.
 - 2) was less effective.
 - 3) was dominated by the I.W.W.
 - 4) was promoted by favorable state legislation.

27. Congress felt that the plans for reconstruction should
- 1) have been made by Congress.
 - 2) have been a matter for those states involved to work out.
 - 3) be a matter that the President alone should settle with those states involved.
 - 4) have never passed since President Lincoln refused to enforce them.

Part D - Essay - Part 1

Directions: You are to construct a meaning for each word listed below.

- 1) emancipation -
- 2) Freedmen -
- 3) carpetbaggers -
- 4) Black Codes
- 5) scalawags

Essay - Part 2

Directions: Answer each of the following questions.

- 1) Name and explain the provisions of the three Civil War amendments to the Constitution.
- 2) List the leading new post-Civil War industries.
- 3) Evaluate significant social developments of the 1920's.

APPROVAL SHEET

The thesis submitted by Mary F. Arhold has been read and approved by the following Committee:

Dr. Lois Lackner, Chairman
Assistant Professor of Curriculum, Loyola

Sr. Mary Constantine
Assistant Professor of Curriculum, Loyola

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

Date

December 4, 1975

Director's Signature

Lois M. Lackner