

A MULTIDISCIPLINARY UNIT
HONORING
MULTIPLE INTELLIGENCES

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A group of four class core instructors had prior positive experiences implementing multidisciplinary thematic units. The instructors wanted to develop another thematic unit focusing on the 1960s, while giving homage to the multiple intelligences. The instructors wanted to also gain experience that would be useful if an integrated curriculum was utilized at the Onalaska Middle School. I was the vanguard in gathering student input and suggesting a format that would involve more student choice regarding how information would be learned. In the development of the thematic unit all four teachers planned lessons with students' interests in mind and implemented a culminating project where the teachers served as facilitators in helping students develop and implement projects associated with a sixties celebration day. The lessons were taught to 108 eighth grade students during reading class over a seven week period during the first academic quarter of the school year. The students represented an even ratio of boys to girls and varying academic abilities. The students completed a written evaluation and participated in an oral discussion at the conclusion of the thematic unit. The reactions recorded by students in the evaluations indicated that although every aspect of the unit was not liked students did enjoy most if not all aspects of the theme. Teachers also had a meeting at the conclusion of the unit to evaluate it and they reflected on their lessons while the unit was in progress. The method by which I collected the students' evaluations could be improved. It was agreed by the teachers that the unit would be attempted in the future with modifications on how it was presented based on the experiences learned in this presentation and the student feedback generated from the evaluations.

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CHAPTER 1

Introduction

The modern middle school movement has been in progress since the 1960s (Beane, 1990). Beane and many other middle level education theorists suggest the adoption of a general education curriculum in the middle school. He describes the general education for the middle school as a curriculum that rises from the personal and social concerns of the transescents and includes the skills necessary to fully explore themes and the concepts of democracy, human dignity and cultural diversity. At the core of these three dimensions are thematic units that do not have specific disciplines overriding the units. There are no core or special classes but rather the complete domination of the theme during a regular school day. The theme serves as the organizing center for the intersecting concerns of the transescents (Beane, 1993). When subject matter is not splintered into separate subjects, but rather is learned through a theme, a person's brain is more likely to build physiological pathways (known as dendrites) to preexisting skills or thematic connections (Post, 1997). Brazee and Capelluti (1995) describe key points on the curriculum continuum. Point one is the conventional separate subject approach followed by point two the interdisciplinary/multidisciplinary curriculum by followed point three the integrated curriculum that Beane describes.

At the Onalaska Middle School, where I serve on the faculty as an eighth grade teacher, we have adopted components of the middle school theory. Components of the middle school theory include: interdisciplinary teams, block scheduling, advisory programs, student activities and a general education curriculum that rises from the personal and social concerns of the transescents (Beane, 1990). The component lacking

that would make Onalaska Middle School a true middle school consistent with the research cited by many middle level researchers is the presence of a general education curriculum forged from the personal and social concerns of the transescent. We have all the other components used to describe a middle school including interdisciplinary teams consisting of four teachers who are experts in the core subject classes.

I am a member of such a team where I am responsible for teaching science. As is true for each member of the interdisciplinary team, I also teach reading. The block schedule we enjoy allows all members of the interdisciplinary team to meet simultaneously during non-class times. The teachers on my team have been presenting our curriculums via the separate subject approach (point one on the curriculum continuum). The separate subject approach fails to show continuity in the information students are asked to study and learn. Beane (1990) states that there is empirical evidence and there are theoretical ideas sufficient to support changing from the separate subject approach to a curriculum with emphasis on a general education focused on the social and personal concerns of the student. We have utilized components of the middle school theory, but we have not taken the middle school curriculum as Beane defines it and applied it to our instructional delivery. However, we would like to move in that direction by proceeding to point two on the curriculum continuum--the multidisciplinary curriculum.

Need for the Study

Attempts have been and are being made to create and deliver integrated units with the middle school ideologies in mind. Our school was originally built in the 1970s and was rebuilt after a fire in 1978. Our physical structure lends itself to middle school more so than junior high (mini-high school) ideologies. Physical and organizational characteristics of the building have changed over the last 20 years, but we have not adopted the component of the middle school curriculum as defined by Beane (1990)--a general

education that is developmentally responsive to the transescents. Essentially, we teachers have been teaching our content according to the recommendations of adults and without the input of the transescents; curriculum development that includes student input makes it responsive to their needs (Beane, 1990). Educational research over the last several years has validated the success of teachers of transescents teaching a general education sensitive to student needs.

The National Middle School Association (NMSA) (1995) defines exemplary middle schools as ones that have the following characteristics: interdisciplinary teaming, advisory programs, varied instruction, exploratory programs, and transition programs. Varied instruction, by NMSA definition, includes integrated learning experiences that address student questions and focus on real life issues relevant to the student. The multidisciplinary curriculum that we presented was not designed to be responsive to transescents' social and personal needs, but we did ask students to pose their own topical questions and help them discover answers to those questions.

In 1990, Beane explained in his book A Middle School Curriculum: From Rhetoric to Reality the idea of a general education. A general education addresses the needs of the transescents. Realizing that the NMSA has called for teachers to address the needs of the transescents, I thought Beane's proposals would help me better meet the needs of the transescent. He, I imagine, would also credit Lounsbury (1984) for his work involving the modern middle school movement as well as Lipsitz (1984), Brazee and Capelluti (1995), Stevenson (1995), Drake (1993), and others for their attempts to validate the benefit of the general education curriculum for transescents. Even after years of research, this curriculum remains the missing component in our efforts to create a true middle school.

Within the confines of my building there has not been a powerful call to teach thematic based units centered upon topics designed by teachers, let alone teachers and students. Thematic units are units of study involving broad topics which leads to the natural coalescence of the individual disciplines. Thematic units designed by teachers dissolve the separate discipline barriers that now exist and can help show relationships in content. Teacher designed thematic units fail to meet the social and personal concerns of the transescents, whereas an integrated thematic unit does meet the social and personal concerns of the transescent. The Wisconsin Department of Public Instruction (DPI) (1997) does ask that teachers make attempts to connect the individual disciplines as often as possible to help demonstrate the relationships that naturally occur. The DPI recognizes that there are different approaches to achieving thematic units of study involving students. It acknowledges the work of many, including Beane, to try to connect areas of study around a central theme. Drake and Stevenson both note that before achieving the integrated curriculum, attempts at thematic units of study can be made. Creating a multidisciplinary thematic unit with my teaching cohorts demonstrates a progression toward an integrated curriculum.

Every individual is given gifts (intelligences) unique to oneself. Students, when informed about the presence of different intelligences, can make a conscious effort to explore one or more of them (Gardner, 1993). Gardner documents that the academic world, as well as much of society, rewards those individuals who are gifted in logical and linguistic areas. He also states there are seven basic intelligences that most everyone possesses in some capacity (two of which are logical and linguistic). According to Gardner, teachers emphasize logical and linguistic intelligences on aptitude tests and place less emphasis on spatial, musical bodily-kinesthetic, interpersonal and intrapersonal intelligence. He proclaims that all seven should claim priority and that not one should be

emphasized over another. An eighth intelligence, naturalist, has recently been identified by Gardner after meeting criteria set forth by him for identifying intelligences. Multiple intelligences, as described by Gardner, can be improved in a setting where a theme is being utilized. Teachers should enhance all intelligences so more students can feel better about themselves and become better members of society. Our society needs all of its members producing to the best of their abilities in their given occupations. Ideally, although not likely, every person is working in an area in which he or she has chosen because of the development of a specific talent or intelligence that person possesses. Teachers need to help students find and develop each person's talent. Gardner states that an infusion of curriculum (several individual disciplines working together, around a central theme) helps students understand what they are doing; teachers invite individuals to develop different intelligences. He also cites that students who study in thematic learning experiences outperform academically those who do not utilize a thematic learning experience. When an individual recognizes his/her intelligence, according to Gardner, the individual naturally wants to develop that gift. He also states that thematic learning encourages students to develop a specific intelligence to greater levels. When students have the power of choice, they exert greater efforts and demonstrate greater understandings of information. That is what I hope to develop through the delivery of a thematic unit as one of our instructional strategies.

Our administrators encourage all teachers to develop thematic units. Teachers in Eight-West (Lori Rink, Math; Doug Hauser, Social Studies; Rhonda Adams, Language Arts; and myself, Science) have worked to develop other multidisciplinary thematic units in the past as an attempt to make learning more enjoyable, give students unique opportunities to express their talents, and make connections among the individual disciplines. We have been rewarded with additional planning time to develop a

multidisciplinary thematic unit based upon the 1960s; Drake (1993) notes that teacher time is a key to the successful development of thematic units. In this action research plan, we plan to have students be excited and creative while learning.

Current research reveals many successful efforts surrounding thematic units. National organizations such as the NMSA are calling for more integration; the Wisconsin DPI is calling for efforts to connect the curriculum; and my team of teachers has witnessed success in previous collaborative efforts to develop and implement interdisciplinary instruction. These are the reasons why we teachers want to pursue the development of a thematic unit based upon the 1960s.

The team had three reasons to develop the unit:

1. Our prior experiences teaching thematically have been positive. We want to create another thematic unit that would have positive implications for both students and teachers.
2. We want to move from a direct teaching model to a facilitated experience as a means for students to learn.
3. We want to employ the multiple intelligences theory into our plans.

Overview of the Thematic Unit

The Eight-West teachers at the Onalaska Middle School decided to develop a thematic unit on the 1960s. It is not designed to be a true integrated unit as defined by Beane, but to coalesce in the different individual disciplines to make it multidisciplinary in its presentation. It is presented during our reading block of time which we all have scheduled simultaneously, but separately. The theme of the 1960s is not something we are required to teach in eighth grade, but we are empowered to teach thematic units during the reading period. Development of this thematic unit by the Eight-West teachers involves the input and thought of the students of Eight-West to help determine the direction it takes. During this thematic unit the teachers seek to enhance the students' individual

intelligences as Gardner describes them, to gain experience in teaching in a thematic experience, to provide students with a real-world situation in which they make decisions and to provide opportunities for students to learn about the events of the 1960s.

Assumptions

For the purpose of this study, the following assumptions are made:

1. Observations are made by four Eight-West teachers regarding our progress toward achieving the goals and assumptions discussed previously.
2. Students in eight-west represent a typical middle school unit population.
3. The school administrators support innovative instructional efforts by teachers.
4. Teachers are key to instructional change and professional growth.
5. The project is completed within one nine week period/quarter in the academic year.
6. Events from the past impact the present.
7. Cooperation and common planning time remain in place for the development and implementation of this plan.
8. All Eight-West teachers have an understanding of the theory of the multiple intelligences.
9. Eight-West teachers can find creative ways to give homage to the multiple intelligences in their lessons.

Limitations

With so many references having been given to Beane, which are further explained in chapter two, the following can be posed as a legitimate question: Why not do exactly as Beane recommends and implement the integrated curriculum? Beane's ideas are thought provoking, but cannot be implemented at this time for the following reasons:

1. I am responsible for teaching the eighth grade science curriculum and any cooperative efforts to achieve the integrated curriculum would involve the displacement of the current

science and other core subject curriculums. A multidisciplinary thematic unit can easily be welcomed in the reading curriculum, but the dismissal of parts of the core subject area curriculums would involve the approval of administration and the school board.

2. The majority of the teachers with whom I work have to be introduced to the concept of the integrated curriculum according to Beane before engaging the concept. Otherwise, the majority of the implementation responsibility would fall upon me.

3. The concept of the integrated curriculum should involve more than one group of teachers and students. Otherwise, skills and content that needs to be covered could be missed.

Explanation of Terms

Action Research -- The process by which educators use research techniques to investigate their teaching practices (WDPI, 1997, p.4).

Block Schedule -- A schedule developed on the idea that chunks of time are allocated to each team of teachers so common planning time and common teaching time exists among them.

Common Planning Time -- An opportunity for all four core class instructors in the unit to plan together.

Common Teaching Time -- When core class instructors are engaged in teaching in their allotted periods of time.

Core Classes -- Math, science, social studies and language arts classes.

Core Class Teachers -- Teachers who teach math, science, social studies and language arts classes.

Eight-West -- A designated name to a team of core class teachers at Onalaska Middle School designated to teach 100 to 120 eighth grade students on the west side of the building.

Evaluation/Assessment -- Upon student completion of work a judgment needs to be rendered. A variety of individuals can be used to critique the work: a teacher, a peer, and the individual who completed the work.

Integrated Curriculum -- A curriculum where the social and personal concerns of the students are the driving force in the content that is presented. Ideas within the curriculum are no longer teacher-conceived and teacher-directed.

Teachers guide student learning while incorporating individual disciplines. The recognition of the core classes and individual disciplines is no longer apparent to the students (Brazee & Capelluti, 1995).

Integrated Thematic Unit -- A central theme of study is chosen by students that is directly related to the personal and social concerns of the transescents. Individual disciplines are no longer visible (Brazee & Capelluti, 1995).

Integrative Curriculum -- There is no artificial division of knowledge into separate subjects; students are the prime curriculum developers as they answer questions which reveal what is most important to them, what issues of the larger world interest them as well as those topics and issues which are important but are not included in their questions (Brazee & Capelluti, 1995).

Interdisciplinary/Interdisciplinary Thematic Unit -- Similar to multidisciplinary but all teachers participating contribute to the central theme and emphasize skills common to individual disciplines.

Middle School -- Students in grades five or six through eight. The National Middle School Association defines an exemplary middle school as one that incorporates interdisciplinary teaming, advisory programs, varied instruction, exploratory programs and transition programs (NMSA, 1995).

Multidisciplinary/Multidisciplinary Thematic Unit -- Where several teachers from the same unit and/or teachers from the special classes offer work related to a central theme or topic, but in their own separate classrooms. How the curriculum is delivered is generally teacher-conceived and teacher directed with students' wishes considered.

Multiple Intelligences -- Howard Gardner conceived the notion that humans poses a variety of intelligences. He originally proposed seven intelligences (1993), suggested there are even more and settled recently on identifying eight. The eight that are now recognized include linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist (which was recently identified in 1996). The majority of humans possess all of these intelligences at varying degrees (Campbell, 1996).

Single Discipline -- An individual course of study like science set aside by itself from the other individual disciplines. The content of the single discipline is focused on one particular form of study as opposed to a collaboration of more than one.

Special Classes -- Health, physical education, art, technology and music classes.

Separate Subjects -- Single disciplines taught in isolation of one another.

Subject Centered Curriculum -- A curriculum ideology that promotes a single discipline approach to teaching and learning, which is a junior version of the high school curriculum created by subject scholars.

Teaching Thematically -- The instruction of curriculum involving a broad topic which naturally lends itself to the collaboration of the single disciplines. The instruction may occur by one teacher or a number of teachers working together to collaborate on the theme.

Thematic Units -- Units of study involving a broad topic which lends itself to the logical coalescence of the single disciplines.

Transescent -- A young/early adolescent in the age range of ten to fourteen years.

Unit -- A term used to describe the grouping of four core class instructors and the one hundred to one hundred and twenty students who are placed with them (e.g., Eight-West). Also, a group of lessons developed around a similar theme.

Conclusion

A team of eighth grade teachers agreed to develop a thematic unit with the decade of the 1960s serving as the central theme. Prior positive experiences involving thematic lessons, the desire to become more facilitative with classroom instruction and giving respect to the multiple intelligences are three reasons why the teachers of Eight-West want to implement this theme. The theme arose from the teachers, but it was decided student input would be solicited to help promote interest and learning. Current research suggests that teachers should move toward an integrated curriculum. Seeking student input on curriculum development and developing lessons that address the students social and personal concerns are two characteristics of the integrated curriculum. Beane (1993) asserts that by addressing these student needs more learning can take place. Developing themes that involve the cooperation of the different core subject teachers is a move toward

the integrated curriculum. We are limited in pursuing the integrated curriculum presently, and thus have decided to develop a multidisciplinary thematic unit on the 1960s. In doing this teachers will seek to include the multiple intelligence theory into lesson development to help tap into more students' abilities.

CHAPTER 2

Review of Related Research

This chapter serves as a review of literature on teaching thematically at the middle school and the theory of multiple intelligences. Emphasis is first given to the history and theory of thematic teaching followed by sections for the justification and strategies for thematic teaching. An explanation of the multiple intelligences theory is given followed by connections and applications of the multiple intelligences theory to thematic teaching.

History of Thematic Teaching

It has been noted that the single disciplines were created to bring understanding to the chaotic nature of knowledge (Drake, 1993). Subject scholars at universities thought this would be the best way for individuals to learn. The idea of single discipline studies was placed upon the high schools and eventually the junior high (Beane, 1990). The junior high maintained the philosophy of the separate subject approach as the main avenue by which transescents receive formal instruction. A component of the middle school philosophy (others will be mentioned later) was the notion that natural relationships between the individual subjects should be readily apparent to the students and taught in way so the students would be able to see to their natural relationships. Several times in the past one hundred years, as the separate subject approach has dominated instruction, efforts have been made to teach in a manner that demonstrated the natural relationship among the subjects and not have them separated into individual disciplines. As early as one hundred years ago, John Dewey and others suggested applying ideas from one curriculum to another curriculum creating a more relevant curriculum for the learner who could interpret information in more interesting and relevant ways (Post, 1997). During

the 1920s there was a call for curricular integration; and in the 1940s and 1950s, there was a persistent effort to develop thematic teaching centered around problems (Drake, 1993; Beane, 1991). However, the idea for thematic teaching never gained momentum to overcome the dominance of the separate subject approach that has ruled in schools this century.

The junior high, which spawned the idea of separate subjects at the middle level, was developed as a "junior" version of the high school in 1906 (Beane, 1990). Since few students matriculated to high school, educators decided that students had to be given as much information as possible before leaving school. Furthermore Beane reports that it was believed that by structuring a student's upper elementary years (grades six through eight) similar to the high school students would be attracted from the junior high school to the high school. Apparently, the thinking was that the separate subject approach would attract students to continue their education at the high school level. With compulsory education being put into place in the early 1940s, there was an opportunity to develop thematic teaching, but again little effort was expended. However, during this time an eight year study took place that involved students at thirty different schools. It was found that those who participated in thematic studies, where the logical coalescence of individual disciplines resided, outperformed students who participated in separate subject curriculum when they were grouped together at the college level (Brazee & Capelluti, 1995).

Unfortunately, momentum was never established, and the separate subject approach in formal education did not flourish. An imbalance of pressure forcing change was never present (Brazee & Capelluti, 1995). People were unwilling to unfreeze old patterns of behavior that would change the status quo even though societal change was taking place. The call to meet standards within each discipline made it difficult to continue thematic teaching (Beane, 1990). Other events also pressured educators to improve

learning, and that usually meant relying more heavily on the separate subject approach to the delivery of the content. Other events that marked the recent entrenchment of the separate subject approach are the Russian space threat in the late 1950s and an economic threat in the late 1970s and 1980s in the United States (Beane, 1991).

The call for teaching thematically arose again in the 1960s, and the philosophical foundation for middle level education began to gain acceptance among educators (Beane, 1990). There has been teacher reluctance to changing the middle school curriculum. Components of the middle school philosophy took hold in the 1970s and 1980s at the middle level as schools began adopting parts of the philosophy and abandoning "junior high" from their formal titles. Even though middle level schools changed their names to include "middle school" in their formal titles, the junior high allegiance to separate subject curriculum remained. In 1995, the National Middle School Association (NMSA, 1995, p.1) formally defined an exemplary middle school as one that incorporates interdisciplinary teaming, advisory programs, varied instruction, exploratory programs and transition programs. The NMSA states that the varied instruction component to the middle school philosophy should include the following elements: integrated learning experiences addressing students' own questions and focusing on real life issues relevant to the student; active engagement of students in problem-solving and accommodation for individual differences; emphasis on collaboration, cooperation and community; and determination to develop individuals who care for others, democratic values and moral sensitivity. In this statement the NMSA has defined the middle school curriculum.

In 1990, Beane stated that middle schools enjoyed the benefits of interdisciplinary teaming and practiced other components of the middle school philosophy described by the NMSA but also documented that the integrated curriculum has not been implemented. However, Beane testified that interdisciplinary teaming improved the delivery of the

separate subjects. Brazee and Capelluti (1995) stated that the delivery of the curriculum has not really changed in the last fifty years even though the world surrounding it has changed. Another reason why change to the integrated curriculum has been so problematic is that the academic scholars who promote their disciplines, as well as subject teachers, have been reluctant to relinquish the academic title that helps identify them (Beane, 1993; Drake, 1993). Other barriers remain that inhibit the acceptance of the integrated curriculum. Those barriers have included expectations that the middle school should be more like the high school in its approach to learning, government mandated curriculum have made it easier for teachers to remain in the separate subject curriculum and the expectations of how learning should take place by parents and community have made it difficult to change (Brazee & Capelluti, 1995; Beane, 1990).

Students need to be able to make connections between subject matter (Post, 1997). Making the changes in the curriculum at the middle school is highly personal and political: "We should be less concerned with narrow academic courses and more concerned with challenging students to use their minds and perform important tasks" (Brazee & Capelluti, 1995, p.15). The learning activities should empower students to explore, study and create knowledge around real problems that need real solutions. Beane (1990, 1991) calls for the middle school curriculum to be centered around questions that transescents pose about the world and themselves . Beane (1993) also documents that the middle school curriculum should feature a general education, serve the transescents who go there and not look at students as victims of their developmental stage.

Obstacles to implementing the integrated curriculum have been presented. Drake (1993) described the journey toward an integrated curriculum as a linear experience, where one often takes two steps forward and then one step backward. Brazee and

Capelluti (1995) documented the development for teaching thematically. They recognized five points in the development of curriculum. The first approach, and the least evolved middle school curriculum, is the separate subject approach. It is characterized by teachers doing all the work necessary for student learning without student input. The separate subject approach does grant students the opportunity to make limited choices in the curriculum. Curriculum is set by school and state guidelines, and students have been able to make few connections among the various subjects.

The second approach is defined as multidisciplinary/interdisciplinary; this is often characterized as curriculum being done by core classes at the same time (Brazee & Capelluti, 1995; Drake, 1993). Special classes may also be included in efforts made by educators to coordinate activities around a central theme of study. The coordination of activities are done with students in mind, but these activities exist outside the regular curriculum (Brazee & Capelluti, 1995; Stevenson & Carr, 1993). Herein, regular curriculum is the separate subject curriculum. The second approach does not offer the varied instruction that the NMSA requests, but educators at the middle school believe this is how they should be teaching to be considered a true middle school (Brazee & Capelluti).

According to Brazee and Capelluti (1995), the third approach in the evolution of curriculum is the integrated curriculum. Experiences gained from teaching in the multidisciplinary approach are helpful for educators, but moving into the integrated curriculum is a difficult step for educators to take as it means dismissing the separate subject approach entirely (Drake, 1993). Within the integrated curriculum approach, transescents have multiple opportunities to ask questions about themselves and their world, as they become the focal point of the curriculum (Beane, 1993). Brazee and Capelluti also state that the artificial boundaries of the separate subject curriculum are

blurred in the integrated curriculum wherein transescents study a theme using content and skills formerly reserved for particular subjects.

The fourth approach on Brazee and Capelluti's (1995) line of curricular evolution is the integrative approach to the delivery of the curriculum. Here, the curriculum is student and teacher conceived. Drake (1993) refers to the integrative approach as the transdisciplinary curriculum. She describes it as strategies and skills that seem to merge curriculum when set in real life context. However it is described students plan the theme and activities, find the resources, and evaluate their own work (Beane, 1993). Brazee and Capelluti state that subject matter is not discarded; it is re-positioned in another form as transescents seek to find answers to authentic problems. Beyond the integrative curriculum (the fifth approach according to Brazee and Capelluti), the ultimate curriculum evolves when students demand the opportunity to study independently (pp. 28-35).

Through each of these approaches to teaching thematically, the teacher has the opportunity to become a facilitator of knowledge acquisition, as opposed to a disseminator of information (Brazee & Capelluti, 1995). Incrementally through each of these approaches, a teacher can expect to see students demonstrate higher order thinking skills (Post, 1997). As the curriculum evolves, the school day becomes more integrated; no longer are activities fragmented into a string of single subjects (Beane, 1993).

The Wisconsin DPI (1997) recommends that educators make every effort to demonstrate relationships among individual subjects. The DPI calls this effort "connecting the curriculums" (p. 4). Curriculums, in this instance, refer to the separate subjects. Efforts need to be made to show relationships in subjects (DPI; Gatewood, 1998). Gatewood claims the separate subject approach has failed. He documents that the integrated curriculum is an important consideration at the middle school, but that it should not be our number one concern. He documents national curriculum reports have

recommended a different model of instruction. "More emphasis should be placed on experiential, hands-on learning and on higher order thinking through active dialogue and discussions, open ended questioning and use of primary data sources in testing of hypotheses and reflective thinking" (p.41). He describes this approach of curriculum delivery as the constructivist model. He also states it should be the number one pursuit of instruction at the middle school. Beane (1990) and Drake (1993) contend that these hands-on and active learning processes naturally occur in the integrated curriculum.

Justification for Teaching Thematically

What Gatewood does not mention is the strength of the integrated curriculum. Within the integrated curriculum, transescents are empowered to ask questions about themselves and their world, as they become the focal point of the curriculum (Beane, 1993). Transescents are generally becoming more cognizant of their world, and the integrated curriculum lends itself to the needs of the transescents (Beane, 1990). Also, all the skills he lists can manifest in the integrated curriculum as well as the individual subjects. Within the integrated curriculum, individual subjects are studied when needed and skills are incorporated when appropriate. Beane believes content relationships and skills are best recognized if immediate and visible to the learner (1993). Such recognition can be accomplished via the integrated curriculum.

The faculty at the Brown Barge Middle School (BBMS), in Florida, developed an effective middle school using interdisciplinary curriculum; their curriculum is not integrated as defined by Beane. The teachers at BBMS developed the curriculum, which is recommended over trying to implement a curriculum unique to another school without accounting for individual differences (Beane, 1990). Within the curriculum at BBMS, several themes were devised to empower students to make choices in the themes they wanted to study (Jenkins & Jenkins, 1994). The selection of a theme gave the students a

voice in what they wanted to pursue; but by having prearranged themes in the curriculum the faculty at BBMS guaranteed certain skills would be taught and students would not have "holes" or gaps in their skills knowledge base.

Based on the thinking that teaching thematically provides an excellent opportunity for students to construct their own knowledge, Post (1997) agrees with what the teachers at BBMS are implementing . Students are voicing their choices as to how they want to receive content and skills. In the integrated curriculum the social and personal concerns of the transescents are being heard, whereas in the multidisciplinary thematic unit the teacher is designing themes with the transescents in mind (Beane, 1990). The integrated curriculum addresses the concerns of the transescents more than the multidisciplinary curriculum, but the multidisciplinary curriculum approach to teaching thematically demonstrates relationships within content more so than the separate subject approach. Instituting the multidisciplinary curriculum is a natural progression toward the integrated curriculum (Beane; Brazee & Capelluti, 1995; Drake, 1993).

With the amount of knowledge doubling every ten to fifteen years, we should teach students how to learn (Brazee & Capelluti, 1995; Post, 1997). Post notes that textbooks and the single subject approach to teaching make it difficult to solve larger scale problems. The DPI (1997) claims that connecting individual subjects in some manner benefits the student. Further, it recognizes the need to show relationships among the individual subjects so students are able to witness them in an environment that is natural and conducive for learning. By providing learning opportunities wherein students can make natural connections, they understand what is being presented (Post, 1997). Although the integrated curriculum is superior in meeting the social and personal concerns of the transescents, the multidisciplinary curriculum is developed with the needs of the

students in mind (Brazee and Capelluti, 1995). The NMSA (1995) calls for varied instruction as opposed to learning via the separate subject curriculum.

Strategies for Success in Teaching Thematically

Both Beane (1993) and Post (1997) believe the teacher should be a facilitator and the integrated curriculum is a way of thinking, not a method. Meyer-Meinbach (1995) note that an enjoyable sidebar to being a facilitator is that the teacher is able to learn alongside the students in a less restrictive environment as students and teacher answer authentic questions. Specific strategies to help the teacher enjoy success in teaching thematically are provided in the following paragraphs. Suggestions are directed toward two styles of teaching thematically: the multidisciplinary curriculum and the integrated curriculum.

When initiating the idea of a thematic unit, it is best to seek the support of students, colleagues and administrators according to Beane (1993) and Post (1997). Meyer-Meinbach (1995) encourages the use of parents and community as resources in the development of a thematic unit. Post recommends that the initial attempt at developing a thematic unit be modest in duration. The use of literature can serve as a focal point in the theme while it helps make connections among the disciplines (Meyer-Meinbach, 1995). There are several conditions necessary for the successful development of a thematic unit. Besides securing support, there are elements of motivation and preparation that need to be addressed. Post also asserts the roles of the teacher and students change as a movement away from the separate subjects is made. Such changes that describe the movement include when: students know and agree on their jobs in a group; a change in class structure occurs new guidelines are needed; the teacher needs to be prepared to ask more questions and give less information (thinking that is consistent with being a facilitator); and evaluations/assessment tools are developed (Post, 1997; Stevenson and Carr 1993).

These researchers proclaim that block schedules for instruction and team planning are critical in the coordination and implementation of the thematic unit.

Post (1997) suggests that the themes of study be ones of high interest for the student. The best themes for students include those that have relevance and timeliness, present an authentic problem, have relatedness, are co-planned by teacher and students, and provide cooperative investigations (Post, 1997). The themes should be conceived and developed locally (Brazee & Capelluti, 1995). Stevenson and Carr (1993) state that high interest themes are motivating to students as they take responsibility for their own learning.

The learning activities manifest in a thematic unit have elements of choice for the students, emphasize problem solving skills and applications, use the community as a resource, incorporate original experiences, complement a variety of multiple intelligences, and encourage studies that involve a lot of breadth (Stevenson & Carr, 1993). When learning activities are authentic and relevant, students focus more on completing the solution which results in enhanced skills as the solution is sought. Students need to demonstrate responsibility, learn how to function in a technological society and learn how to accumulate the resources they need (Beane, 1990). These needs are met through thematic instruction.

Multiple Intelligences Theory

Intelligence is the wide range of pathways a person takes to solve a problem (Lazear, 1991a). The theory of multiple intelligences was originally explained in Howard Gardner's book, Frames of the Mind (1985). He is credited with identifying the original seven intelligences. Lazear documents that one particular intelligence may dominate in the effort to solve a problem, but usually all intelligences work together to solve the problem (1991a). The multiple intelligences theory is applicable to teaching thematically and needs

to be interpreted for such application; such interpretation is given in the following paragraphs.

Both Armstrong (1994) and Lazear (1991a; 1991b) refer to the work accomplished by Gardner on multiple intelligences. Gardner is credited with the identification and recognition of each intelligence (See Appendix B). Armstrong and Lazear note that Gardner has suggested other intelligences, but they did not meet the same requirements as the seven he did identify when tested. However, an eighth intelligence, naturalist, was added in 1996 (Campbell, 1996).

Gardner (1985) documents that everyone possesses all intelligences. In certain instances "idiot savants" may possess a high degree of competency in one intelligence, but may not be able to demonstrate the simplest tasks in another intelligence. Armstrong (1994) concurs with Gardner's work and states that the development of the intelligences are dependent upon biology, personal life history and culture. Gardner asserts that individuals can develop each intelligence to an adequate level of competency unique to the individual; each intelligence works together to process information and solve problems. Stronger intelligence centers develop throughout the brain as dendrites (i.e., specialized regions on a neuron that transmit information to other neurons by way of the axon after the axon sends out neurotransmitters to receive new dendrites) grow and as more experiences are recorded to that intelligence center (Campbell, 1996). Through a variety of experiences, Gardner contends, an individual builds dendrites to different neurological regions in the brain. A pathway that is traveled more frequently reflects how an individual prefers to solve problems using a particular intelligence (Gardner, 1993).

Connections between Multiple Intelligences and Teaching Thematically

"Students don't come in with a blank slate. They have experiences to draw on and should be active participants in the learning process" (Post, 1997, p.20). Thematic

learning provides students with the opportunities to develop skills and acquire knowledge by different means as teachers strive to become facilitators of information. When an instructor's role is to disseminate knowledge, such opportunities are not likely to manifest. Lazear (1991a) asserts that teachers who give homage to the theory of multiple intelligences in their lesson presentations will assist students in developing a dominant intelligence while also improving competencies within other intelligences. The very nature of teaching thematically incorporates the idea that information is best learned around a central topic. Students organize information according to the central topic from which they learned. Through the theme, serving as the central topic, the teacher presents information to the student in more of a real world scenario (Drake, 1993).

Research about the brain reported by Drake (1993) indicates that the brain searches for patterns and interconnections as a way of interpreting information. Building a curriculum around a theme encourages the development of dendritic pathways in the brain as information is clustered into topics (Campbell, 1996). It makes sense from an organizational standpoint for the transescent to learn in a thematic way. McDonald (1994) declares that thematic material is not fragmented, but is grouped and organized for the learner to internalize. An infusion of the separate subjects, concluded by Gardner (1993), helps students understand the task they are doing. Teaching thematically demonstrates a continuous activity, and teachers can demonstrate relationships to assist in students' comprehensions of those relationships (Meyer-Meinbach, 1995). According to an individual's biology and environment, some intelligences begin to dominate in response to the teacher's instructional variations.

All children can succeed and fulfill high expectations (Brazee & Capelluti, 1995). On aptitude tests students are asked to perform skills acquired through the linguistic and logical-mathematical intelligences. As a society we promote individuals accelerating in

these intelligences to pedestal status (Gardner, 1993). School knowledge centered around intelligences does not guarantee success in society. Gardner acknowledges information learned by students is often isolated, but if information is presented that is sensitive to students' social and personal concerns individual intelligences flourish as learning becomes more meaningful. Through the integrated curriculum teachers encourage students to explore problems associated with the world. The problems are authentic, and they require unique solutions; students become creative in their problem solving approaches. When students have the opportunity enhance intelligences, they recognize their abilities and want to spend more time exploring them (Gardner, 1993). Lazear (1991a) documents that individuals need to be awakened to the different intelligences they possess if they are to fully explore them. Systematic approaches by the teacher are needed to demonstrate what intelligences a student possess.

A multidisciplinary curriculum is constructed by the teacher with the students' interests in mind. The construction of any thematic unit needs to account for individual intelligences. Armstrong (1994) documents that the multiple intelligences theory provides a context for structuring a thematic unit. He declares teaching thematically ensures that the activities selected for themes activate all intelligences. Teachers are encouraged to use whatever creative means necessary to evoke all intelligences within each student (Lazear, 1991b). When an individual's strength is tapped, it is more likely that person becomes excited about learning. A group of Maryland teachers who applied the theory of multiple intelligences in their classrooms discovered that students became more self-directed and confident (Greenhawk, 1997).

Conclusion

The formal education of transescents in the Twentieth Century has been centered upon the separate subject curriculum. Attempts were made over the last one hundred

years to teach in a thematic setting, but the separate subject curriculum has continued to dominate middle level instruction. The objective of teaching thematically is to help find ways to make learning more meaningful.

The NMSA recognizes an exemplary middle school as one that meets five different criteria. One of the five criteria includes varied instruction. The NMSA partly defines varied instruction as integrating learning experiences based on students' questions on real life issues. Real life issues relevant to the student can be accomplished in the integrated curriculum, which is a student centered curriculum.

A multidisciplinary thematic unit is the first approach beyond the separate subject curriculum, but it is still a part of the separate subject curriculum. Formal instruction during a multidisciplinary thematic unit involves the cooperation of several individual teachers working together upon a common theme. After the thematic unit is concluded, the normal separate subject curriculum again dominates instruction. An integrated thematic unit incorporates a theme that is selected by the students. The theme selected involves personal and social concerns formulated by the students. When an integrated thematic unit is completed, another social or personal concern is addressed and studied in the integrated context. In the integrated curriculum there is no evidence of the individual disciplines. Skills and content are taught within themes. The integrated curriculum is the next logical approach for instruction after teachers leave the multidisciplinary thematic approach. It is a very difficult step to take, because it means teachers have to leave the safety and familiarity of the separate subject curriculum.

Both the multidisciplinary and integrated thematic units lead to natural relationships between the subject areas existing within a topic. Since the information in a theme is not fragmented, the content is assembled by the student more readily. A theme allows students to see how individual topics are connected. The parts to a theme

encourage individual skills and knowledge to be gained through the exploration of different multiple intelligences. The whole relationship presented in a theme helps reveal how the individual disciplines work together in the world. This helps an individual's brain organize information according to how it was experienced. Activities within a theme can be generated to encourage students to explore their multiple intelligences. The knowledge acquired by students is related to their own sets of abilities and interests (Gardner, 1993).

CHAPTER 3

Methods

In developing the thematic unit on the 1960s, the Eight-West teachers found it necessary to prepare most of the unit before the start of the school year. The teachers planned on implementing the unit of study soon after the school year started, so resources and plans needed to be in place. Each subject teacher was responsible for completing a portion of information that was to be presented to the students. Based on our prior positive experiences in developing thematic units, we developed another unit that was implemented in the fall of the year; the other multidisciplinary/interdisciplinary thematic units took place in the winter and spring. We enjoyed planning and implementing previous thematic units because we found the high level of student satisfaction with the prior units rewarding.

The lack of knowledge by all four subject teachers regarding the integrated curriculum made it more logical to teach a multidisciplinary thematic unit. We were restricted to implementing the thematic unit within our reading schedule, because we were not ready to depart from our regular separate subject curriculums. A fellow team member, Rhonda Adams, initially suggested the idea to create a thematic unit involving the 1960s. We thought the thematic unit would appeal to the students because we sensed an interest by the students in the music and fashions of the decade. As teachers, we planned to include other elements that occurred in the 1960s. Strategies in teaching thematically and multiple intelligences were incorporated in the creation of this unit. In constructing this unit we challenged ourselves to find ways to appeal to the individual intelligences as described in the theory of multiple intelligences.

We determined it best to implement this thematic unit during our reading block of time in the fall of the year soon after school started. Predetermined changes in the students' reading schedules for the second quarter made it necessary to complete the thematic unit by the end of the first quarter. The 108 students enrolled in Eight-West are in the age range of 13 to 14 years. A ratio of 27 students to one reading teacher is maintained. Each teacher is a core class instructor and also is responsible for teaching one section of reading.

The reading block of time consisted of two continuous 30 minute blocks of time. This structural element had to be accommodated when creating this unit. During each 30 minute block there was always one group of students who rotated into Spanish class with a non-team teacher. That left two reading sections per day that had 60 minutes of reading. The next day those reading sections who did not have Spanish class now only had 30 minutes of reading, and the other two sections had 60 minutes of reading. We had the freedom to make changes in our block schedule to accommodate special events. The Spanish teacher was also flexible and willing to make changes in her schedule to accommodate our plans.

Initial Events

The initial idea for the unit was developed by the teachers. An idea web showing possible areas of study was constructed (See Appendix C). I felt we needed to enlist the input of the students we would be teaching next year. A letter, in the Spring of the year, was submitted to all the seventh grade teachers explaining our intentions (See Appendix D). Attached to this letter was a survey requesting that the students give us information they already knew about the 1960s and activities they would like to do during a sixties unit (See Appendix E). This letter was designed to create some initial interest in the unit that would be occurring in the Fall of the next year. I knew that only half of the students

surveyed would be designated to Eight-West. The other half of students would be designated to Eight-East, but I wanted to survey all possible students. The seventh grade unit teachers had the students complete the survey and return the results to me. I compiled a list of suggested topics that students wanted to learn (See Appendix F). The other list I compiled revealed activities that students wanted to do during the unit (See Appendix G). Seven of eight seventh grade unit teachers had their students complete the student interest survey on the 1960s in their reading class sections.

I read all the responses; I analyzed the information and compiled the responses found in Appendices F and G. The information is not displayed in a rank order. Once I observed a new idea from a survey, I recorded it for myself and the other unit teachers to observe. Students suggested a number of interests and activities they wanted to participate in during the study. Music and fashion were popular suggestions students wanted to investigate. I also witnessed "everything" as a response to question number three. This indicated to me that the individual student was willing to learn about anything related to the sixties. Other students left the same question blank indicating to me that the individual did not know what he or she could study or was apathetic about completing the question.

Question number four on the survey asked what type of activities students would like to participate in when studying the sixties. Suggested activities involved recreating or experiencing events from the 1960s. The unit teachers used this information to plan how the thematic unit was to evolve.

After organizing student input, teachers began gathering resources. Due to some of the constricting elements of our schedule and the wealth of information that could be studied regarding the 1960s, it was decided that the information needed to be divided and prioritized according to student interest. We also had to consider the element of time.

Since we were going to spend either thirty or sixty minutes on the unit each day, we needed to be practical in deciding the length of the unit. We examined our initial idea web of the 1960s (Appendix C) and compared it to the student input (Appendices F and G). Instead of having all four core class instructors become proficient in all aspects of the 1960s, it was decided that each teacher would become more knowledgeable in a specific area. By having each teacher become competent in one aspect of the sixties, we would minimize our individual preparation. The elements were selected based upon student input and teacher interest. It was then decided that: Rhonda Adams' specialization would be fads, fashions and inventions; Doug Hauser's specialization would be music and civil rights; Lori Rink's specialization would be the Vietnam War; and I would specialize in the space race and the cold war. I mentioned that we should be cognizant of the multiple intelligences theory when planning our lessons. My three cohorts were familiar with theory and agreed to find ways to include different intelligences in their lessons.

Soon after we determined our topics, we settled on how the information would be presented. We feared that the information being presented would become too exhausting for students to internalize, so we decided that each teacher would have seven thirty minute periods to present his/her specialized block of information. Seven periods of reading time are completed in one week. We determined that each teacher would present his/her block of information on the 1960s on a weekly basis four times over a four week period. The students would rotate weekly to the teacher's room. The teachers considered rotating to one another's rooms leaving the students in their assigned reading areas, but the transportation of resources appeared to be an inefficient use of time.

Twice during the four week period each reading teacher had an eighth reading period. The eighth reading period only happens twice in a four week period because of the alternating effect of the reading - Spanish schedule described earlier. We decided to

utilize the eighth period to engage the students in an unique activity representative of the 1960s that would be created when the time came near for the eighth period to be utilized. We also wanted to experience how the unit unfolded and leave the eighth period as flexible time in the schedule.

To create interest, I constructed a sign reflecting an underlying theme to the 1960s unit: "How did life in the 1960s affect life today?" Over the summer recess we collected artifacts and memorabilia from the 1960s for display in our classrooms. Finally, we constructed a letter and an interview activity to be sent home before school starts to welcome the students and generate interest in the sixties thematic unit.

Implementation of the Unit

The information that follows relates to the actual lessons and activities developed to facilitate learning within the theme. The multidisciplinary thematic unit is centered upon these goals: to develop a thematic unit around the 1960s where students can learn something about how life was different 30 years ago; to demonstrate to students how the events of the sixties impacted life in the 1990s; and to implement strategies, for students, characteristic of teaching thematically and learning via various intelligences.

Activities Presented by all the Teachers Simultaneously near the Beginning of the Unit

Before the start of school a letter was sent home welcoming students to Eight-West (See Appendix H). Attached to the letter was a request for students to complete the oral history of the 1960s assignment. This assignment was photocopied on yellow paper to focus attention on it. Included in the letter was a request for students to look for artifacts and memorabilia representative of the 1960s. By mailing the assignment before school started, students had time to find someone they wanted to interview and to look for artifacts and memorabilia. The purpose of the oral history of the 1960s assignment was to have each student conduct an interview with someone who personally witnessed the

1960s. It was designed so students would become intrigued about some of the events that took place in the 1960s and develop prior knowledge on the decade. The request for artifacts and memorabilia was made so students could have multiple opportunities to gather merchandise and items of the era. Later, students listened to explanations about the artifacts and memorabilia from one another's point of view. These were activities that we used to initiate our thematic unit and took place at the start of the unit (See Appendix I).

Over the summer recess we were able to order books, locate books at used book stores or shop rummage sales for books that were representative of the sixties (See Appendix J). Some of the unit teachers read a number of the books before the start of the school year. A lot of the books we ordered were biographies of famous people who lived during the decade of the sixties, but some were fictional accounts of events that, or people who, represented the era. A number of different types of books were gathered in all. During our unit each student was going to be responsible for reading one book. By having students read the books, we hoped they would make connections to the past and think about how the event or person impacted life today. All of the unit teachers asked the students to complete a summary activity from the book of their choice. Three summary activities that went with the books were the biography of a 1960s book, Fallen Angels, and Voices from Vietnam (See Appendix K). All of the unit teachers worked to create these activities. We believed these summary activities were enough to cover the book titles presented to the students (See Appendix J).

"The 1960s book" was assigned at the beginning of the unit, and we expected it to be read within a four week period. The reading of the book and the completion of the summary activity was done mostly outside of reading time. Reading a book activates the linguistic intelligence. Visual and logical intelligences are also activated as students interpret the story told by the author. A book also provides knowledge that may activate

a students' mood, motivation and strength, thus calling upon the intrapersonal intelligence. As a conclusion to the 1960s book assignment, we planned to have students voice their opinions and evaluate their books and the summary activities (See Appendix L). The objective was to provide feedback to the teachers on the book and the summary assignment for subsequent years. The students completed their opinions and evaluations on the books and the summary assignments the day they turned in their summary activities.

Another event that we used as an introduction to the 1960s thematic unit was a video entitled The Fabulous '60s. The video was an hour in length, and we took notes that were used to initiate student thinking before the start of the video (See Appendix M). We used follow-up questions to bring conclusion to what was viewed. We showed the video to everyone in Eight-West at the same time using two different televisions. Appendix M shows the schedule we used during the unit; we altered our core classes so we could schedule this special activity in the afternoon. We shared the sixties artifacts and memorabilia after The Fabulous '60s video. We choose to do it at this time because students could travel to other classrooms and share their items with another set of students. Students requested that they be exposed to television of the decade, so we scheduled a video reflecting an example of the type of entertainment people viewed on television. We decided to show an episode of The Andy Griffith Show. The teachers felt it was appropriate television viewing for school and the episode demonstrated how the television industry and people of the decade performed. The visual nature of the episode activated the visual/spatial intelligence. Having students witness entertainment produced during and about the decade helped create an image of the sixties for students.

In an effort to make students aware of 1960s entertainment and to fulfill student activity wishes, we planned 1960s cinema day number two, during the third week of the unit. During the morning of cinema day number two we provided students time to read

their "1960s book" and then invited them to sign-up for their movie choice (Appendix N). The teachers planned this to appeal to the students' visual intelligence. By observing dress, manners, manufactured goods and popular movies of the sixties students developed an understanding visually of how life was during the decade. We provided three different types of genre to meet the different interests of students. At the conclusion of the movies, students and teachers discussed how each movie compared to today's feature films.

Appendix O reveals the calendar of important dates (i.e., when we implemented events that involved the coordination of all teachers) and an explanation of how students moved to different teachers to receive the different subject presentations by the teachers. We needed to have our calendar and our rotation of students in place before the start of the thematic unit so we would have a working idea in place that could be changed if needed.

Activities Constructed by Mr. Sprehn (me) for a Specific Aspect of the Theme

The activities and lessons discussed so far in this paper are ones in which all four teachers participated and gave instructions to a designated group of Eight-West students. As described earlier each subject teacher was responsible for developing his/her own expertise in a specific aspect of the 1960s thematic unit and for presenting that information four times to four different groups over a four week period. I now begin explaining my reasoning behind the development of my expertise and related activities and the presentation of my block of information (the space race and cold war). I do not discuss how the other three teachers developed or presented their block of expertise for the 1960s thematic unit.

Appendix P shows how I presented my block of information. In preparing for my presentation of information I wanted to initiate interest in the topic, have students enhance existing skills and develop new skills, appeal to the different intelligences we all possess,

and provide closure to my portion of the theme within my one week period. I would repeat my block of information three more times after my initial presentation to three different groups of Eight-West students. The space race and the cold war were complex and difficult subjects. Some students, when surveyed, wanted to study the space program. No one asked to learn about the cold war. I believe the lack of requests for each topic due to a lack of knowledge by the students. I volunteered to teach these topics hoping to expose students to new information that related to the theme. I did not expect an eighth grade student to understand the intricacies of both the cold war and the space race after having studied them for a one week period. However, I tried to help them learn some basic ideas and information, while also appealing to different intelligences.

To initiate the block emphasizing the space race and cold war, I asked students to answer a set of questions (Appendix Q3). The responses to these questions are the ones I wanted the students to retain after the week was completed. Appendix Q1 is the lesson I used to introduce these questions. After having the students make their "best guess," I had them come together into groups of four or five to record their group answers to the questions on a large sheet of paper. Appendix Q2 was the overlay from which they formatted their papers. Later in the week, students determined if their answers were correct when we did the conclusion activity. A sharing of hypotheses by all the groups was the focus of the time remaining in the period. This lesson was designed to enhance interpersonal and linguistic intelligences. Although only one person presented the group hypotheses to the class, cooperation had to be achieved by interacting with one another on the questions provided.

The second lesson was devoted to explaining a research assignment and beginning a reading activity (Appendix Q4). In addition to knowing the answers to the eight questions asked in period one, I wanted each student to become familiar with an additional

aspect of either the cold war or the space race. Appendix Q5 lists the question possibilities students used while Appendix Q6 describes how the assignment was to be completed. Appendix Q7 was the rubric (a tool used for assessing student work) that the students received the day the assignment was given. The research question was drawn at random by the student and could be traded if so desired. Students had the opportunity to enhance their logical intelligence when they worked in the library and on the computer. By using the computer students activated their kinesthetic intelligence, while engaging their logical intelligence. The reading assignment assigned during the second lesson was an attempt to have students acquire more knowledge and work cooperatively with a peer of their choice, while using their logical intelligence to organize information. Appendix Q8 documents the assignment that accompanied the reading.

In period three students viewed and discussed video highlights of the space race (Appendix Q9) and worked with their partners on completing an activity related to their assigned reading (Appendix Q8). I determined the due date for the reading assignment at the end of class. I had the students view the video highlights so I could provide them with visual images of the events surrounding the United States race to the moon. This accommodated the visual learners and enhanced individual spatial intelligences. I also incorporated information orally to the students regarding the video highlights and fielded questions before the lesson was over, so closure would come to this period and interpersonal intelligences could be enhanced.

During period four (Appendix Q10) the musical intelligence was enhanced by listening to a song pertaining to spying and the cold war. The song helped relate music of the 1960s to an event that was occurring during the decade. Answers to the activity sheet were also given and research time was given for the question assigned in period two. The lesson for period five was dedicated for continued researching of the assignment from

period two (Appendix Q11). I wanted to designate almost two complete class periods to the research component because I felt I could be of assistance to the students as they researched their topic question.

Periods six and seven lessons (See Appendix Q12) were devoted to sharing information that students discovered while researching their question. It also served as a conclusion for students to demonstrate what they remembered from the week. In period seven students reformed the cooperative groups from the first period. On the large sheet of paper they started in period one (See Appendix Q2), they completed the last two columns. The last two columns were treated like quiz questions, but I encouraged them to discuss answers among group members. It was an attempt to enhance the interpersonal and linguistic intelligences. When I had period eight (which happened twice in the four week period), I directed a quiz game, in groups, over the knowledge that was presented during the week.

While delivering my block of information, I made a conscious effort to expose students to different learning opportunities so I could develop their multiple intelligences. Although a lot of time was devoted to the linguistic intelligence in the reading and speaking activities, I made an effort to include other intelligences in my presentation. I expected to stimulate the logical intelligence by the recording of information on a chart and researching of information; the groups served to enhance individuals' interpersonal intelligences through cooperative learning; to accommodate the visual/spatial intelligence, video clips were viewed; the spy song was incorporated to stimulate the musical intelligence; and working at the computer was an attempt to give students an opportunity sharpen the kinesthetic intelligence.

Culminating Activities Presented by all the Teachers Simultaneously

At the end of the four weeks, students in all four reading classes were exposed to the information that each teacher planned and presented. The Eight-West teachers wanted to have the students complete a culminating project for the theme. The "Big Unit Project for the 1960s," as the title suggests, was an effort to have students do culminating work toward something authentic that they planned, while incorporating an intelligence that they wanted to develop (See Appendix R). We invited students to create activities from ideas they brainstormed in seventh grade when we first asked them about what activities they would want to do while learning about the 1960s (See Appendix G). We also encouraged students to pursue an intelligence that they wanted to enrich for their culminating project. During prior thematic experiences when culminating projects were implemented, the Eight-West teachers had taken an approach of more control in project selection as we disseminated choices. I developed this lesson (See Appendix R), and my teaching cohorts willingly tried to become facilitators and lead the students to selecting a culminating project representing the sixties. The four of us had chosen to empower the students and lead them to a project demonstrating knowledge in accordance with how the students wanted to present the information. We choose to devote a larger period of time early in the project portion of the unit to have students brainstorm what they might want to do and get feedback from others as they sought how to improve their project ideas. All four teachers taught this lesson simultaneously, but separately in their own classrooms. We provided time for students to locate necessary resources for their projects and for teachers to speak and guide students with their project ideas. To accommodate the individual conferences we decided it would be necessary to have a special schedule during reading (See Appendix S). The schedule granted teachers time to guide students in their project ideas, while students who were ready for projects, or waited for guidance, observed a video (The Ernest Green Story) pertaining to civil rights. The second week of project

work time was devoted to four days (three hours) of class time to prepare for the sixties celebration day on Friday (See Appendix U). There was a greater level of motivation by the students toward something they planned. That is why we asked the question, "What if we were to devote one whole day toward the sixties? What would be some of the things students could do to make it seem like the sixties?" We decided to call the culminating day of the unit (i.e., when projects were presented) "Sixties Day Celebration" and have project presentations in the morning and an afternoon program where some student projects were implemented.

The four of us hoped for a variety of project ideas. We do feel we need to impose some guidelines and limitations to the Sixties Day Celebration. The teachers agreed that students could work alone or with a partner in developing a project. We recognized that individuals need specific duties, especially students working with a partner. In the development of the project choice, students were responsible for creating their own list of objectives, or things to do list, to prepare for the. All four teachers agreed to limit students to teams of two students from the same reading class. This was due to the conflict with the Spanish class on a daily basis and the desire by the teachers to have projects presented in just one reading class. We decided to limit the number of students in a group to two students because in previous experiences groups of two did work more efficiently than larger groups. However, we were willing to accommodate larger groups if students could justify why they needed more students in a group. All four teachers agreed to meet and discuss larger groups before approving them. We found it necessary to meet because we wanted to be fair in our approach to who would need to work in groups larger than two students. We sought projects that would be advantageous for large group activities in the afternoon and small group presentations in the morning. Appendix U was the schedule we proposed to the students.

I generated assessment standards (rubrics) ahead of time and shared them with the other teachers to seek their approval (See Appendix U). All teachers agreed to use the rubrics. To help lead students to quality projects, the rubrics were given to them. They were constructed in a way to include input from a peer, the teacher, and self to be used with other constructs to determine the final grade for the Sixties Day Celebration project. Students were given these assessment standards while planning their projects. A classmate completed the assessment immediately after the presentation, the teacher completed his/her portion soon after, and the student completed his/her own evaluation the next day in class. Students completed their own assessments even if they worked on a project with a partner. The objectives (things to do list) created by the students were available to the students when they assessed themselves.

An evaluation of the thematic unit was also done by the students. There were two types. One was a written evaluation and the other was conducted in a class meeting format (See Appendix W). The purpose of each was to get feedback from the students on their thoughts about the thematic unit. The written was so students have the opportunity to express an idea without the input of another person, while the meeting served as a discussion so ideas could be shared and developed as a group.

Conclusion

A multidisciplinary thematic unit was planned by four core subject teachers. The teachers planned the unit around a 1960s theme and presented it to eighth grade students. The eighth grade students contributed to the development of the unit, but the majority of the planning was done by the teachers. The lessons and activities were developed so different intelligences would be stimulated. The project was implemented during the first academic quarter of the year and completed within a seven week period. The majority of the time spent on this unit was done in reading class. Each teacher accumulated resources

and developed expertise in relationship to a specific aspect of the 1960s theme. Each teacher presented four one week blocks of information to four distinct groups of students in Eight-West. This was done after activities designed to activate learning and promote interest in the theme had taken place and was followed by a period of project development where students were guided to a culminating sixties day celebration.

CHAPTER 4

Results

The results chapter is a detailed description of the findings and an explanation of the purpose related to the action research. An indication of what was observed, how measurements were made and the difficulties encountered is explained. An interpretation of the data is provided, conclusions are drawn from the results, and an explanation of the outcome of the action research is presented.

Project Outcomes

The action research presented focused on three reasons stated with explanation in chapter one--Need for the Study. The results are presented in accordance to how the reasons were originally listed. Each reason serves as divisional headings in this section.

Develop a Thematic Unit with Positive Implications

Four core class teachers, in Eight-West, at the Onalaska Middle School, in Onalaska, Wisconsin, used current research regarding the integrated thematic unit and implemented a multidisciplinary thematic unit on the 1960s. The unit was accomplished in the first academic quarter of the 1998-99 school year. One hundred and eight eighth grade students participated in the unit.

My role was to be a leader for my three teaching cohorts. I lead discussions that prompted my team of teachers to incorporate the multiple intelligences theory into our individual and shared lessons. The lessons were component parts to a theme on the 1960s. We each developed our lessons related to our specialized topics. I also encouraged my team to become a facilitator for the culminating project. This was a specific attempt to teach according to the integrated curriculum. I organized the majority

of the shared activities after I consulted with my teaching partners. However, all four of us implemented the unit on behalf of the students.

The idea of the thematic unit on the sixties was initiated by the teachers. We had experienced prior positive efforts when all four teachers in the unit collaborated around a theme. This unit was created in hopes of achieving more positive experiences for both students and teachers. Table 4-1 reveals an analysis of student perceived comments at the conclusion of the unit. Appendix V contains the evaluation of the '60s unit that students completed.

Table 4-1

Analysis of Students' Perceived Comments at the Conclusion of the Sixties Thematic Unit

<u>Activities</u>	<u>Positive</u>	<u>Negative</u>	<u>Neutral</u>
Oral History of the 1960s	14	3	4
Vietnam War Block	17	2	2
Cold War and Space Race Block	8	6	7
Civil Rights and Music Block	18	1	2
Fads, Fashions & Inventions Block	14	4	3
Videos from the "1960s"	15	3	3
Reading/Summary of "Books from the 1960s"	15	3	3
<u>The '60s Project & '60s Day Celebration</u>	<u>20</u>	<u>1</u>	<u>0</u>

In order to provide a voice for each student in my reading class, I read the comments they recorded beside each activity listed on the evaluation. I concluded their feelings toward an activity as positive if they made a statement that suggested approval. A comment was recorded as negative if the tone of the statement written presented ill will toward the activity. Neutral comments were recorded if the statement contained both

negative and positive comments, the statement read was perceived to be indifferent regarding the activity or if the comment was a neutral "sounding" statement.

Twenty-one written student evaluations were completed out of a possible twenty-seven. The missing six evaluations were not completed in class the day the other twenty-one were completed. Students who had not completed their evaluations at the end of the class time took them with them with the intention of finishing them outside of class. Unfortunately, I forgot to ask students to turn them in following class day and soon completely forgot about asking for the remaining six evaluations.

The data presented in Table 4-1 does suggest that a majority of students found the thematic unit on the sixties to be a positive experience. Some components of the theme were more favorable than other parts. Students echoed their written statements in a class meeting the next day. The class meeting was an opportunity for students to voice suggestions and thoughts on the value of studying the sixties, while interacting with one another. I concluded after listening to students' comments regarding the thematic study that they enjoyed the projects and the sixties day celebration the most.

The data presented in this section demonstrates that a large percentage of students found the unit to be a positive experience. The teachers of Eight-West also stated that it was a positive experience. After discussion the teachers thought because the theme only occurred for about an hour a day the theme seemed like another core subject class. The thematic unit of study, however, helped bring unity to the students and staff of Eight-West as we rallied around a common focus of study. It was suggested by both teachers and students in evaluations that the thematic unit on the 1960s should be attempted again next year.

Become More of a Facilitator

In previous attempts to teach thematically, the teachers of Eight-West dictated the entire sequence of events. In this attempt we wanted to become facilitators and help students discover information about the theme and themselves. We attempted this strategy so we could move beyond previous multidisciplinary thematic unit strategies and attempt to let students have a voice in the curriculum. By encouraging students to partake in planning, we were trying to create an integrated curriculum. We know we could not teach our entire day in accordance to the integrated curriculum theory, but we did incorporate some of its points. By requesting students to voice their wishes, we were sensitive to their desires.

Initial solicitation of student input.

I lead most of the of the Eight-West team discussions and made suggestions on how to acquire input from students. I began by soliciting input from students regarding what they wanted to learn regarding the sixties (See Appendix F). Activities that they wanted to try were also recorded on this survey and listed for teachers to witness (See Appendix G). The teachers had considered topics of study in an idea web (See Appendix C), but it was the students' comments that helped make the theme more student centered. After reviewing the students' comments, each teacher on the Eight-West team decided what topic to focus their individual lessons on pertaining to the theme. I elected to present information on the space race and the cold war. Each teacher taught these topics four times, over a four week period to four different groups of students. While planning lessons, each teacher incorporated many student suggested activities.

Results from facilitating students' final projects.

After four weeks of block presentations, teachers became facilitators again by inviting students to plan projects that they wanted to do to demonstrate knowledge acquisition regarding the sixties thematic unit. When initially surveyed some students

suggested that whole day be used to act like it was the sixties. All four teachers implemented a lesson that I developed, with their input, that presented the projects in a facilitative manner (See Appendix R). It was our goal to have students develop a project around an aspect of the sixties that strengthened an intelligence.

Students generated activities that they wanted to do in response to this question: "What kind of activities and projects could students do to make a day seem like the sixties?" I informed my reading class, as did the other three teachers inform their reading classes, that one whole day would be set aside to celebrate the sixties. Each teacher stated that a hour-and-half would be set aside in the morning for students to present their projects and two hours in the afternoon would be set aside for activities planned by students. We provided an hour and half of class time, over two days, for students to develop their project objectives. The next two hours of class time, over three days, was allotted for the viewing of a civil rights video. While students viewed the video, we conferred with students who needed to provide the teachers with clarity regarding the project idea. We did not meet with every student, but only those who needed assistance based on what they wrote on their project sheets.

During the week of project work time in reading, students worked on objectives they designed to fulfill their project expectations. I asked students to provide clarity and encouraged students to find focus when I observed students faltering. I devoted additional time to students outside of class time whose projects were unique and would be part of the afternoon celebration. All unit teachers concluded that four days, or three hours, was enough time for students to work on their sixties project. Students were busy each day, and most students utilized all the class time to do project work. When asked, students said they did not feel rushed to complete their project with the exception of students who did multimedia projects.

Results from the facilitated and culminating project presentation.

Students present their project to their reading class during the hour-and-half set aside for project presentations. Students whose projects were a part of the afternoon celebration stated what they did to prepare for their afternoon presentations. For some teachers the hour-and-half was not enough time to hear from all groups, so their presentations had to take place the next day in class. Each student was responsible for critiquing another student's project. I observed that students were rushed to complete their critiques. This deprived students of quality and insightful peer feedback.

It was difficult for students to critique an individual who did a project that was a part of the afternoon celebration. Students had to describe what they did to prepare for the afternoon activity; but without seeing how their project took place, it was hard for students to be objective. This caused these students to receive few comments about their project. Reading comments generated by students regarding their own projects and their peer's projects were helpful in determining final grades for projects.

The projects presented in the morning were traditional projects that involved models, drawings, reports and multimedia presentations. Most of these projects were of high quality. One group lacked focus and organization, even though I tried to guide them; they failed to fulfill all their objectives that they defined. By having students create their own objectives, they needed to think differently than what they were used to thinking. When I would talk to them about their objectives, I would ask them questions about their objectives and help them realize they needed more detail in their plans.

The afternoon projects, that were part of the afternoon celebration, involved students who were motivated by their own objectives. The celebration that took place involved the whole unit and had students from all reading classes leading activities. The afternoon celebration involved students marketing and selling food, students presenting a

fashion show, two students serving as disc jockeys, three students serving as news reporters, students leading classmates in a dance class and subsequent competition, and a pair of students who managing a bed pushing contest. All of these events were coordinated by three students who also decorated the room where the celebration was held.

Some activities during the afternoon celebration went well and some did not. Students needed to try to anticipate problems that could take place. It appeared to me that they did not anticipate every problem. The afternoon began with the fashion show. It went very well. the only problem was that they thought they needed thirty minutes and they only used fifteen minutes. That immediately changed the schedule, I could see that the student coordinators did not know what to do. After intervening, the news reporters came on the "air" and reported news and worked with the disc jockeys to play music. Unfortunately, as they appeared unorganized and unpracticed, these boys were not gifted in the linguistic intelligence and could not hold the audience's attention. The rest of the students became restless. I checked to see if the bed pushing contest was ready. They had to finish setting the course. I checked to see if the food booths were ready for purchases or for students to procure pre-purchased items. Unfortunately, a couple of boys who did an excellent job preparing, marketing and organizing their hot dog sales had trouble cooking their hot dogs. The three student coordinators, who I over saw, needed help. I felt I needed to direct the students, because I was thinking that the student coordinators did not think it was their role to step forward and make announcements to all the students.

Finally, the bed pushing contest was ready. Both beds were in the start position with all students outside and ready to watch. Sitting side by side were two beds hand crafted by two eighth grade boys. In the initial run one bed broke as it crashed into the

curb. The boys, disappointed, reorganized the tournament so the remaining bed would be pushed and timed as it went through the course. After about six more races the remaining bed was destroyed by intense use. This event was scheduled for thirty minutes, but it only took twenty minutes. Now we were way ahead in the schedule.

The disc jockeys played songs inside, and students were able to visit food booths. I intervened with the three students who coordinated events and told them to grant more time for students to eat and socialize as they listened to music. After discussing with teachers and student coordinators, it was decided the dance contest could be flexed enough to get us through the last forty minutes of the day. Again disaster loomed. The girls who organized the contest did not do everything they had planned and this resulted in moments of uncertainty felt by teachers and student coordinators. They did, however, lead students in some dances.

During the afternoon, when the sixties celebration was occurring, the teachers felt we did not have control of things. We felt unnerved about some of the disasters that were taking place. We learned from the experience, as did the students. Through it, the students were very well behaved and cooperative when things did not go as planned. The students also appeared pleased with the day, as Table 4-1 suggests, and some students commented about being thankful for the '60s celebration day.

Incorporate Multiple Intelligences Theory into Lessons

In recognition of the fact that people learn and process information differently, I had convinced my teaching cohorts to find ways to incorporate the multiple intelligence theory into lessons. The culminating project, which was the sixties day celebration and project presentations, was an opportunity for students to enhance a particular intelligence. My teaching cohorts were also receptive to finding ways to accommodate the multiple

intelligences in the individual lessons leading to the culminating project at the end of the unit.

I do not include the individual findings of my teaching cohort's lessons in this action research project. I do share the results from the lessons we shared. I also report my individual lesson's results as they pertain to the divisional heading listed above.

Results from joint efforts by teachers to incorporate the multiple intelligences into shared lessons.

The first shared lesson that each teacher implemented individually, but simultaneously, was the Oral History of the 1960s lesson. I developed this lesson so students would have an opportunity to interact with an adult. The students were expected to use their interpersonal intelligences as they recorded responses to questions that they asked an adult who lived during the 1960s. Two-thirds of the students surveyed in the evaluation indicated that the activity was a positive experience (Table 4-1). The teachers agreed that it was a profitable activity because it also initiated thinking about the upcoming theme and enhanced the interpersonal intelligence. Almost one hundred percent of the students had the assignment done on time. The negative comments recorded for this activity pertained to having to work on homework before school started.

As a part of the welcome letter that was sent home before school started, we had asked students to look for an item that was an artifact or memorabilia of the 1960s. This request was offered as extra credit if students brought something in to share with the class, and it was well received by the students. Almost half of the one hundred and eight students brought an artifact to share with their peers. This activity enhanced the visual intelligence of those witnessing the items and the linguistic intelligence for those who choose to stand to speak regarding the item they brought to share.

The sharing of the artifacts and memorabilia took place on the second day of the unit. Also on that day we wanted to provide additional activities to kick-off the multidisciplinary thematic unit pertaining to the sixties. A video entitled The Fabulous '60s was shown to all students simultaneously on two televisions. We observed that students did not pay attention to the video as well as we would have liked. In an attempt to provide visual images of the events from the sixties, students appeared to be excited about the change in schedule and did not focus on the video. We did provide pre and post video discussion. The post video discussion seemed modestly successful as only a few students were able or willing to answer questions regarding the information presented in the video.

During the afternoon of the second day, after the video and the sharing of artifacts and memorabilia, time was set aside to watch a television show from the 1960s. Students had requested to learn how television was different in the sixties. We choose to show a segment of The Andy Griffith Show. We presented the television episode to fulfill their request. We also thought it would demonstrate how our culture has changed. I asked what one student thought about the episode, and he said, "It was all right." I asked him to explain. He said it was not like today's humor, that it was like pie in the face funny which is not that funny. I realized that he had been impacted by what was shown to him. He had witnessed how television of the sixties has changed when compared today's television.

Another shared lesson involved the viewing of a sixties movie. Again, we wanted fulfill student request and show how movies had changed. We thought that the three movies offered would not only demonstrate what types of movies were popular, but also provide visual images of the decade. The movies were shown simultaneously in three different locations. The students had an opportunity to sign up and reserve a spot to the

movie they wanted to attend. The movies viewed demonstrated how technology and movie making had changed. I asked the forty students who watched the movie and about half said they liked it. The other ones said it was boring and slow. Some students explained they thought the James Bond they would be watching would be more exciting like the newer one that was in the theaters recently.

One final video that served as a shared lesson was shown with another teacher and her class. The Ernest Green Story was very popular with students. The only complaint received was that a student said she had already seen it and did not need to watch it again. Students said it was interesting and were interested to know it was based on a true story. Showing this video permitted us to speak with some students individually as they prepared for their culminating projects. Table 4-1 suggest that a high percentage of students enjoyed the videos pertaining to the '60s.

The videos, movies and television episodes enhanced individual visual intelligences pertaining to the sixties. Students also enhanced their visual intelligence while becoming intimately familiar with a famous person or event. Visual images were also created as students read their "sixties book." Students also enhanced their linguistic intelligence as they explained their ideas regarding the book on paper. Table 4-1 suggests that the majority of students enjoyed reading a book "from" or about the sixties. The negative comments included not liking to read and having to do the summary activity. Students also requested that there be more books available regarding stories about the Vietnam War.

Results from my individual efforts to incorporate the multiple intelligences theory into my individual lessons.

Each teacher also taught individual lessons pertaining to a topic related to the sixties. Lori Rink taught the block of information pertaining to the Vietnam War; Rhonda

Adams taught fads and fashions of the decade, Doug Hauser taught civil rights (he reported that he did not have time to teach about the music of the decade); and I taught about the cold war and the space race. I do not discuss how the three other teachers presented their lessons, but I do report how in my individual lessons I accommodated the multiple intelligences.

During my presentation of information, I implemented lessons and activities that included most of the intelligences. My first lesson encouraged students to think independently and then work cooperatively, thus enhancing their interpersonal intelligence. Students appeared to enjoy this lesson as they made predictions and shared ideas with others.

During the second 30 minute period, students were given an assignment to research a topic or person who played an important role in either the cold war or the space race. It was due at the start of the sixth period. During the research time, set aside in periods four and five in the library and computer lab, students utilized their logic in finding and interpreting information. The kinesthetic intelligence was also enhanced when students worked on computers. During periods six and seven, students presented their findings to their peers, in front of the class, thus having an opportunity to enhance their linguistic intelligence. By encouraging students to view the rubric before the assignment was due, students had an opportunity to reflect on their work and thus enhance their intrapersonal intelligence as they critiqued their own work.

Included in period two, as well as three, students again had the opportunity to work cooperatively. Students improved their interpersonal intelligence as they completed an activity based on individual readings that each person had to complete. After the reading the article students shared their findings with their partner, who also shared their

findings pertaining to their article. Each pair of students read a different article. Students reported the reading was hard, but they liked sharing the work.

The space race video clips that were included in period three plans encouraged students to visualize the technology used to get to the moon. The video clips also demonstrated how United States citizens viewed our nations action on traveling to the moon. Students spontaneously discussed their opinions at the conclusion to these video clips. Although no video clips were shown regarding the cold war, students listened to a song that told about spying. I informed them how spying was an important aspect of the cold war. Ironically, students knew of the song because it had been played frequently on the radio during the past year because it was apart of a movie sound track.

While implementing each block presentation pertaining to the cold war and the space race, I soon realized I had too many objectives in my allotted time. Students confirmed my thoughts. They asked for extended due dates. During the two weeks in which I had eight periods, instead of seven, I was able to accommodate all the objectives. During the weeks in which I had only seven periods I had to scale back some of my expectations. It was also difficult arranging computer lab time for students to do research on their topic. Ninety percent of the students were able to get their work done on time. Table 4-1 reveals that less than half liked this topic pertaining to the theme. Students stated it was too much work in such a short period of time. A portion of the comments collected from students stated that they liked the topic, but did not like all the work.

Conclusion

An explanation of the results presented centered around three reasons for pursuing this action research: develop a thematic unit with positive implications; become more of a facilitator; and incorporate multiple intelligences theory into lessons. Student and teacher evaluations of the thematic study indicated it was an enjoyable learning and teaching

experience. Studying information pertaining to a central theme brought unity to students and teachers. This was especially true during the culminating project work time and sixties day celebration.

In a challenge to our professional growth the teachers of Eight-West became more facilitative in their instruction. I lead the way incorporating student thought into the design of the thematic unit. Most students found most of the information enjoyable. To demonstrate knowledge gained a culminating project was assigned. The culminating project was facilitated as students designed a project around an intelligence they wanted to develop. Some of the projects were traditional presentations that involved models or art work. Other projects were associated with the afternoon celebration and involved a presentation to approximately 100 students. Some projects were successful and some were not as successful, but the project objectives were designed by students under the guidance of teachers.

The teachers also challenged themselves to incorporate the multiple intelligences theory into individual and shared lessons. I demonstrated how the different intelligences were utilized in my individual lessons and in shared lessons that I helped create for all teachers to use simultaneously, but did not share the results of other teachers. I was able to find ways to reach intelligence except the naturalist intelligence in my lessons. The culminating project welcomed students to choose an intelligence that they wanted to develop. It was concluded by both students and teachers that the unit should be attempted again in the future.

CHAPTER 5

Discussion, Revisions and Recommendation

The team of teachers who worked to develop this multidisciplinary thematic unit on the 1960s was encouraged to do so because of prior positive experiences in creating thematic units. We wanted to implement the unit in the Fall of the year. The Fall semester did not contain a thematic unit. The thematic unit of study focused on three reasons. One reason was to develop the thematic unit so it would have positive implications for students and teachers. Another reason was to become a facilitator of information. A third reason focused on finding ways to appeal to the multiple intelligences people possess. It was my role to lead my cohorts as we developed this thematic unit.

Discussion

An objective was to develop a thematic unit that had a positive implication for students and teachers. We wanted to create an enjoyable and educational experience for students and ourselves. By choosing to complete a thematic unit at the beginning of the school year, we provided interest and excitement in the daily routines of students and teachers right from the start of school. Changes in schedules and activities helped create excitement as everyone in Eight-West focused on activities that pertained to the theme.

Discussion of the Impact of the Unit

After we completed our first week of the thematic study students moved to a new reading teacher. This happened two more times. It was the first time the teachers of Eight-West had attempted a rotation of students during reading class. The rotation of students helped to know and understand a different group of students. Teachers liked being able to know the students better, faster. The weekly rotation of different reading

groups to different reading teachers from the student perspective was not collected. However, I sensed there was no noticeable impact on the students. The rotation of students awarded teachers time to become good at one specific area of the theme without having to spend a lot of time becoming intimately familiar with other topics.

Since we could not immerse ourselves in the theme for several hours each day, activities occurring in the separate subjects distracted students from the theme. At times I thought the thematic unit was like any other class. That caused the theme to be lost at the end of day with the other subjects. What made it special was that everyone in Eight-West was working on the theme during reading class and that we also set aside time to do special events that involved the theme and everyone in Eight-West. The special events, like the presentation of videos and the sharing of artifacts and memorabilia, escalated student interest in what might have been otherwise a typical subject centered curriculum day. The results suggest that students enjoyed the activities presented. The block presentations were generally enjoyed by the students. I attribute the high volume of positive feedback for all activities from students due to the fact that we consulted with the students in the development of the theme. The surveys given to the students at the end of their seventh grade year were used to shape the development of the theme created by the teachers.

Working together was beneficial to the professional and personal relationships the teachers share. It demonstrated that we were capable of coordinating our efforts to accomplish new objectives. We did things to serve students and improve professionally according to current research. For this we are pleased and satisfied with the steps we have taken professionally as colleagues.

While the block presentations occurred, students asked if we were going to have a sixties day. The sixties celebration day, that served as a culminating day for the projects

presentations and activities, created a lot of excitement for students. Students really liked being able to do something different and something they wanted to do. The second objective I listed called for teachers to become facilitators for students. Through much of the unit we disseminated information because we were still teaching according to the separate subject curriculum philosophy. The purpose of this objective was to force us to facilitate information and address the social and personal concerns of the transescents. We wanted to experience a component of the integrated curriculum approach to teaching.

Discussion Regarding the Facilitation of Information

I do not believe the social and personal concerns of the students were heard, but we did listen to students' wishes. We did encourage students to direct and create activities that they wanted to pursue that would demonstrate knowledge of the 1960s. While facilitating students in their culminating project I was challenged to have students think in different ways. I could have easily told students what to do, but I asked students "what if" questions; I tried to get them to anticipate problems in their projects. It was challenging to them because it was a different way of thinking. They were forced into taking ownership in the development of what they wanted to do. They had to anticipate what things needed to be done to make their projects successful. A number of students did accomplish projects that indicated excellent knowledge of the 1960s. Students also fell short of excellence. Students who did not succeed in demonstrating as much knowledge lacked fulfillment of their own objectives.

When students implemented their activities during the sixties day celebration time (in the afternoon after traditional projects were completed), I felt the coordination of projects and how they were presented had to be fixed if things did not go perfectly. It was the students who had to make this work. It was their project. At times I helped because I felt a teacher need to step and lead, when something was failing to get done. What was

really interesting was that the students who were observing students' short comings were sympathetic. They were not concerned about problems and were respectful toward one another. Students who were participating in the presentations were disappointed in themselves when things did not go right. The mistakes made by students are learning experiences. I told myself to be flexible and patient. I told myself that this was a learning experience for myself, too. I did provide assistance for the students, when they needed guidance during the presentations.

It was challenging for me to be a facilitator. I had to guide students to where they wanted to go academically. It was rewarding for me to see them attempt to solve problems that they selected. I also enjoyed interacting with students to achieve a goal they set for themselves.

Discussion on the Incorporation of the Multiple Intelligence Theory

When I submitted my survey for students' input, near the end of the students' seventh grade year, I wanted to know what things they already knew about the sixties and what activities students wanted to participate in if we pursued this thematic study. It was an attempt to include student thinking in the unit, so they would have ownership in what was created. With that information the teachers created lessons. The lessons we created were sensitive to the multiple intelligences. The culminating project, presented during the sixties celebration day, was the best opportunity for students to explore an idea through an intelligence they wanted to enhance. However, each teacher wanted to include activities in their lessons that were sensitive to the different intelligences. The third goal that I accomplished was incorporating the multiple intelligences into lessons.

Shared lessons that we, the teachers of Eight-West, taught simultaneously or simultaneously but apart from one another were developed to improve a particular intelligence. During each one of these lessons, we wanted to present information related

to the theme through a particular intelligence. A lot of the shared lessons involved the enhancement of the spatial/visual intelligence. A good picture is worth a thousand words, so we took advantage of videos and demonstrated some of the sixties culture and also encouraged students to witness the entertainment industry of the 1960s. A majority of the students demonstrated interest in the videos. It was an affective means to demonstrate authentic sixties information.

Each teacher also collaborated to develop lessons for students to read a book representative of the 1960s. Books activate a number of different intelligences (logical, linguistic, and visual), when students are engaged in reading. After the book were done, students again had to call upon these intelligences to explain themselves in the summary activities. The evaluations indicated this activity to be a positive experience for students. Students cited being able to read the book of their choice as a major reason why they enjoyed reading the books that pertained to the 1960s.

The students who choose to present artifacts and memorabilia enhanced their linguistic intelligence. Students spoke before peers explained their artifacts and memorabilia. This invited other students to witness items related to the theme and improve their visual intelligence related to the theme.

A lot of the lessons we did together involved linguistic, logical and visual intelligences. The logical and linguistic intelligences are easily enhanced at school. Finding ways to incorporate the other intelligences was not easy. One activity that did involve both interpersonal and intrapersonal intelligences was the Oral History of the 1960s. Students effectively communicated with an individual who lived during the 1960s. Students recorded the person's responses and also achieved a better understanding of themselves if the person they interviewed was a family member. At school students also shared their results with peers, thus enhancing the interpersonal intelligence again.

Students indicated on their evaluations that they did like doing this assignment. Two reasons they liked the assignment were because it was different and it appealed to personal history.

I knew the culminating project would provide students with the opportunity to explore the intelligence of their choice, but I wanted to find ways to include the different intelligences in my individual lessons. It was hard to find ways to teach toward each intelligence. I did find ways to include all the intelligences in at least one lesson except for the naturalist intelligence. The linguistic and logical intelligences dominated a lot of my lessons; all lessons typically include a higher degree of logical and linguistic intelligences. Having to listen, think and communicate for understanding are always present in lessons. Thus it is expected that there would be a high degree of use for the logical and linguistic intelligences.

The interpersonal intelligence was encouraged in three separate activities during my week of lessons for the space race and cold war. In each instance it involved cooperative grouping. I created effective groups and opportunities to enhance the interpersonal intelligence because each member of a group had a specific duty to perform. I consider that crucial in having effective cooperative groups. A specific duty holds the individual responsible to completing a task.

I included video images to achieve my objective of having students understand the space race. The visual images helped students witness technology and emotions people had regarding the space race. Students recalled specifics from their visual intelligence related to these video clips.

The intrapersonal intelligence could have been utilized if I had had students reflect on their work. The music intelligence was utilized only for about five minutes as we listened to a song that highlighted an aspect of the cold war. Working at a computer

invited students to be hands-on and utilize their kinesthetic intelligences. Although I did include these intelligences in my lessons, I need to incorporate more activities that enhance these intelligences, so I can help those who excel in one of these particular intelligences gain better understandings of the content being taught.

Revisions

The data from the students' evaluations indicate that the unit was worth doing. Students confirmed their support for the unit again when a class meeting was held at the conclusion of the unit. Teachers also agreed that the unit had its strengths and that changes could be made to improve the unit's weaknesses.

The wording of my student interest survey (See Appendix E) should change. The first two questions invite students to consider all options and possibilities in their responses. Questions three and four do the same. In future attempts I will provide topic ideas from the sixties idea web that the teachers generated for question three. By soliciting students to see what topic choices are available, they can make a more informed decision on what they want to study. Students could still suggest ideas in writing. For question four I should have provided a list of known activities so students could choose as well as suggest an activity. By doing this I would have had a better representation of what students wanted to do. For both questions three and four, students were limited to their own suggestions. By providing some examples students could consider other topics and activities within the theme.

The thematic unit began with the oral history of the 1960s assignment and the artifacts and memorabilia presentations. Both of these assignments were well received by both students and staff as they initiated our study of the 1960s. Nothing should change in how these assignments were done. The Fabulous '60s video, which was also an initial event, should be shown to individual groups and not the whole unit of students. When a

large group of students come together, students become too excited and fail to stay on task.

We will show popular movies and television shows in future years. We might not repeat the same selection as this year. They did accomplish their purpose of demonstrating popular entertainment, but it would be nice to show entertainment that was popular with youth during the 1960s. Some students would have liked to have been better entertained with the selections we provided, but that was not as important as presentation and style of the entertainment.

The culminating project and sixties day will change. It did not go as smoothly as we would have liked. Student enjoyed the day and the projects. New ways need to be found to help students develop projects so they can anticipate problems, especially projects associated with afternoon entertainment. The facilitation process that the teachers utilized was good, but we need to work closely with students who would be doing unique projects that are part of the celebration time. These students struggled. We also must remember to emphasize quality effort and remind students to be able to demonstrate knowledge. Some projects lacked these characteristics.

The idea of having students rotating to different areas for one week periods was effective. It helped teachers be more efficient in their delivery of information. The content of the presentation may change based on future student input. My individual presentations will have to change. I presented too much information during my block presentations. Students stated that I provided too much work in a short period time. What specific area I choose to pursue (space race, cold war or something else) will be dependent upon the initial survey I submit to the next group of students.

How I collected information pertaining to evaluations completed by students could have been done better. I should have been more precise in what I was asking and not

leave their response open to interpretation by me. I could have had them check a statement that described their attitudes toward a topic or activity. I would have then received a more representative evaluation pertaining to student attitudes. I should have also included a separate section for suggestions to improve the unit. I also lacked the foresight to obtain an appropriate number of evaluations. Twenty percent is not a good representation. I did seek out teacher input on what they interpreted from their student evaluations, but I should have had every student who participated in the thematic unit accounted. I should have also collected data after each activity instead of at the conclusion of the whole unit. After six weeks students lose insights on how things could be better.

Recommendation

The overall presentation of the thematic unit is a part of the separate subject curriculum. We have taken strides to teach in a manner to connect the individual subjects. The integrated curriculum approach to instruction dissolves the subject boundaries. My instructional team is interested in pursuing the idea of teaching in an integrated curriculum. Students who have participated in the integrated curriculum have reported that they like this style of learning (Pate, 1994). My team would like to know more about the integrated curriculum and to see more examples.

To move closer to the integrated curriculum we, the team of teachers in Eight-West, must teach a theme all day long as opposed to an hour a day for seven weeks. This would involve treading onto the separate subject curriculums. We need to do this so we can find more continuity and focus for the theme. Right now the sixties theme is another class that supplements the social studies curriculum

By teaching the theme for several periods during the day, we can increase the natural relationships a theme displays to the students. My team needs to find a way to

present information in a shorter period of time and still include activities that appeal to the multiple intelligences. I would like to begin by incorporating our block presentations into our daily class schedule. After about two weeks we could have a sixties celebration day or a culminating event to display knowledge learned in a grand scale that appeals to transescents.

In the special schedule that we develop, I would like to also find ways to include art, music and physical education into the theme. These components are lacking currently. By including these special classes we can also better meet the needs of individuals who excel in these intelligences.

After we have enriched the theme by including special classes, I would like to try doing a true integrated curriculum. I would like to take the steps necessary to address the social and person concerns of transescents and have the boundaries between the subject areas disappear. The Eight-West team of teachers would like to speak with individuals and learn from their trials before making our attempt.

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APPENDIXES

Annotated Bibliography

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Project Week One Schedule

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Sixties Project Evaluation

An Evaluation of the '60s Unit

APPENDIX A

Annotated Bibliography

Annotated Bibliography

Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Armstrong begins by giving credit to Howard Gardner and his theory behind multiple intelligences. He then also provides means by which an individual may identify multiple intelligences in oneself and identify intelligences in students, and then he informs educators on a course in which to present the multiple intelligences theory to students. The author suggests that curriculum be built around a theme. A particular statement is instrumental to my research: "Multiple intelligences theory provides a context for structuring thematic curricula. It provides a way of making sure the activities selected for a theme will activate all seven intelligences and therefore draw upon every child's inner gifts" (p. 62). The author describes applications for multiple intelligences in the areas of classroom environment, management assessment, special education cognitive skills and other applications.

Beane, J.A. (1990). A middle school curriculum: From rhetoric to reality. Columbus, OH: National Middle School Association.

Beane congratulates middle level education teachers on the advances they have taken to serve middle level students. However, he points out that the true middle level philosophy is not being fulfilled. He adds that the rhetoric supporting separate disciplines is continuing, and manifests that if there is any correlation among the disciplines it is teachers looking for commonalities between their individual subjects. He documents that the true middle school curriculum should be problem based and have the needs of the transescent at the center of the initiative. The implementation of the "new" curriculum should arise from the individual teachers with the help of the students.

Beane, J.A. (1991). The middle school: The natural home of the integrated curriculum. Educational Leadership, 49 (2), 9 - 14.

Beane, in this theoretical article, cites examples of schools using the middle school curriculum as he defines it. The focus, though, is a theoretical explanation of what the middle school should be. He discredits the old junior high approach and calls for the

curriculum to center around the needs of the transescent. After discrediting the subject centered curriculum Beane asserts that the middle school curriculum should be a general education that answers questions the transescent has about his or her self or his or her world.

Beane, J. (1993, October). In search of a middle school curriculum. Education Digest, 59 (2), 24 - 29.

Beane continues his explanation of the middle school curriculum as defined in prior resources. The content of this article focuses on moving toward a thematic curriculum. He presents types of curriculums that can be employed at the middle level and notes that the further an educator moves up this ladder the more skill and content students learn. At the start of this ladder is the idea of the multidisciplinary curriculum, and he cites some examples of schools and the themes explored. However, he notes that subject boundary lines still are present with this form of curriculum. Next, he describes the integrated curriculum, where students generate the theme through their concerns about themselves and the world. The integrative curriculum is a step above the integrated curriculum because it expands the thinking about oneself and the world. It is even more student directed. Beane makes these statements regarding the integrated curriculum: there is no recipe or program for doing them; teachers should seek out those individuals interested in pursuing similar ideas; teachers feel a loss with when surrendering the title that comes with their subject; these are not methods, but ways of thinking, and many possibilities exist for creating themes.

Braze, E.N., & Capelluti, J. (1995). Dissolving boundaries: Toward an integrative curriculum. Columbus, OH: National Middle School Association.

Braze and Capelluti spend their time in the early chapters discrediting the separate subject approach and providing explanations on why change is necessary. Rationale for change includes the fact that the present teaching strategies are not meeting the needs of the transescent. Teachers need to recognize the needs of the transescent by showing relationships in the world of learning, infusing relevancy into what is being taught, and having the students seek answers to questions they pose. The authors recognize that educators need to move along a continuum, although it does not have to be linear, to help improve student achievement. The authors use the conventional middle school curriculum as the starting point and extend beyond the integrative curriculum as the ending point. Educators are encouraged to move toward the ending point. Points between the beginning and the end are numerous, but are identified as

interdisciplinary/multidisciplinary curriculum (point two), the integrated curriculum (point three), and the integrative curriculum (point four). The writers say there is prescribed way to dissolve boundaries to achieve curriculum integration. Each group of teachers develops its own plan. Brazee and Capelluti provide actual accounts of integrated curriculum success stories for the reader to analyze.

Drake, S.M. (1993). Planning integrated curriculum: The call to adventure. Alexandria, VA: Association for Supervision and Curriculum Development.

Drake provides a pathway in which teachers who are teaching in single discipline classrooms to move toward an integrated curriculum. She presents a metaphor of a journey to demonstrate the feelings an educator will have when he/she makes the transition to an integrated curriculum. Some highlights of the journey include the need or call to change and the joy of new beginnings. She also provides three frameworks in which curriculum can manifest as integrated: multidisciplinary, interdisciplinary and transdisciplinary. These three frameworks are different means by which to integrate the curriculum.

Gardner, H. (1985). Frames of mind: The theory of multiple intelligences. New York: Harper & Row.

Gardner introduces his theory behind multiple intelligences. He recognizes seven intelligences and explains how he identifies them. The seven he suggests include: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. Descriptions of each are given, while providing an explanation as to why and how these intelligences are suggested and other intelligences are not excepted. He states that all humans possess these intelligences, except in extreme circumstances, and that each individual can develop each intelligence to some degree of proficiency. The degree of proficiency is dependent upon an individual's biology and environmental interaction.

Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: BasicBooks.

Gardner emphasizes how the theory of multiple intelligences (MI theory) can be applied in educational settings. Gardner provides the background behind the MI theory in the early chapters and then proceeds to explain how it can be applied in educational settings. Outside the first two chapters I placed emphasis how MI theory could be implemented at the middle level. Mara Krechvesky coauthored the chapter that focused on middle level education. Discussion in this chapter focused on how a project entitled "Practical Intelligence for School (PIFS)" was utilized to increase individual intelligences.

Gatewood, T. (1998, March). How valid is integrated curriculum in today's middle schools? Middle School Journal, 29 (4), 38 - 41.

Gatewood is not totally committed to the integrated curriculum like so many of its advocates. He supports the basic theory of curriculum integration as having great potential and encourages continuing debate, discussion and research. He believes in integration but only to a multidisciplinary or interdisciplinary level. He also thinks curriculum integration should not be the primary focus of the middle school. He cites instructional developments that have been successful within some disciplines and reasons that teachers and students should not be deciding the curriculum exclusively. Input by the community and the board of education should be welcomed. He also notes higher order thinking through active dialogue and discussion, open-ended questioning, analysis of primary data sources, and hands on experiences can be accomplished within the discipline-based multidisciplinary or interdisciplinary approaches. Gatewood contends that the average teacher will not be able to meet the demands of the integrated curriculum being that it is too labor intensive. Also, he notes that none of the councils representing the individual disciplines are calling for the elimination of the disciplines, that they all are calling for more integration. Discovering this article has been interesting. It is the first article I encountered saying that middle school teachers do not need to change that much.

George, P.S. (1996, November). Arguing integrated curriculum. Education Digest, 62 (3), 16 - 21.

The author expresses concerns for the integrated curriculum. He lists and explains 30-six ideas on why choosing the integrated curriculum is not a practical choice. On several of his 30-six points he calls for more evidence to prove the effectiveness of the integrated curriculum. He also states that good, exciting teachers in the integrated curriculum are good, exciting teachers in their single subjects.

Greenhawk, Jan. (1997, September). Multiple intelligences meet the standards. Educational Leadership, 55 (1), 62-64.

At a Maryland elementary school the theory of multiple intelligences was introduced followed by improvement on the state's assessment test. A small group of teachers initially began to implement the idea of using the multiple intelligence theory in the classrooms. Some saw the idea as an educational fad, and some parents wondered if this was preparing their students to meet the needs of society. The teachers initiating the idea stated their reasons, persuaded parents and teachers, observed "unforgettable" learning by students, and then helped their students develop test taking techniques to apply their knowledge to the state's test. Concerns subsided when favorable results were observed by students performing at high achievement levels. Additional staff then followed the lead. After the teachers made students aware of their different intelligences students recognized their strengths and felt better about themselves. This was especially true when students did work to exercise a particular intelligence. Teachers guided students to decide how they would learn, process and display their knowledge.

Jenkins, K.D., & Jenkins, D.M. (1998, March). The Brown Barge experience: Integrating curriculum in a total quality school. Middle School Journal 29, (4), 14 - 27.

The Brown Barge Middle School opened its doors in the mid 1980s. The building itself had not been used for classes for a long period of time. Students were selected by lottery to attend this magnet school. Brown Barge teachers developed many unique approaches to serving transescents. All of their ideas are consistent with middle level thinking, and they are consistently achieving lofty goals with their unique approach. Teams were shuffled at the end of each twelve week theme. The teachers developed standards, referenced as propositions, which they attempted to help their students fulfill. The authors explain how they achieve these propositions: constancy of purpose, the essence of quality, continuous improvement, customer focus, analyzing data, and gambare (a Japanese word referring to an innate quality of drive and determination).

Lazear, David. (1991a). Seven ways of knowing: Teaching for multiple intelligences (2nd ed.). Palatine, IL: IRI/Skylight Training and Publishing, Inc.

Lazear honors the multiple intelligences work of Howard Gardner in his introduction. The focus of this book, though, is Lazear's encouragement of the development of the seven multiple intelligences. Naturalist, an eighth intelligence recently identified, is not acknowledged. He provides a practical formula in developing each intelligence: awaken, amplify, teach and transfer. Each chapter focuses on one of the seven intelligences. In these chapters he provides the reader with the steps necessary (using the formula described) to develop each intelligence. Practical applications can be taken from each chapter on how to develop a specific intelligence. In the lessons the author provides, the awaken steps are exercises or puzzles to initiate that intelligence. This is followed by a practice that amplifies or strengthens that intelligence. The teaching then proceeds, which is a lesson that helps students remember specifics to that intelligence. Finally, the last step in the formula is achieving transfer, (i.e., using the knowledge gained from development of that intelligence to an aspect of daily living). Blackline copies are provided at the end of each chapter for teacher use.

Lazear, David. (1991b). Seven ways of teaching: The artistry of teaching with multiple intelligences. Palatine, IL: Skylight Publishing.

Lazear recognizes the work that Howard Gardner did with multiple intelligences and, then, proceeds to demonstrate the possibilities of teaching for, with and about the various intelligences. The author acknowledges that each intelligence is a part of a symphony of intelligences being expressed by everyone and that no intelligence should be separated from the rest. He devotes a chapter to each one of the intelligences explaining how each one can be awakened. At the end of each chapter are charts listing planning ideas for a specific intelligence. I found these charts to be helpful, as Lazear provided a quick reference to identify with each intelligence.

McDonald, J. (1994, January). Developing interdisciplinary units: Strategies and examples. School Science and Mathematics, 94 (1), 5 - 9.

The teachers share their experience, plans and examples of how they developed a central theme around sharks. The examples of studies on sharks were integrated from the core subject areas as well as the fine arts. A rationale for interdisciplinary units is also given. Reference to Beane's work is given in the rationale. The rationale points include students being able to connect knowledge in the science domain to other domains, participation in a theme by all disciplines preventing a fragmented curriculum, an assimilation of ideas that can be applied to the real world, and students personally weaving the information.

Meyer-Meinbach, A., Rothlein, L., & Fredricks, A.D. (1993). The complete guide to thematic units: Creating the integrated curriculum. Norwood, MA: Christopher-Gordon Publishers, Inc.

These authors provide a plethora of ideas on how to develop thematic units. Before the authors present their strategies for success, tips on developing and using thematic units are given. A point made that reminds me of being a facilitator of information, and not a disseminator, is the notion that teachers learn along side their students. A valuable section on authentic assessment is presented including helpful tips on the utilization of portfolios. Also, like so many publications endorsing thematic units, the authors recommend parental and community involvement. Examples are given on how to build a professional relationship with parents and community. Finally, thematic units developed by the teachers are provided for inspection and use/adaptation.

National Middle School Association. (1995). NMSA research summary #4: Exemplary middle schools [On-line]. Available: <http://www.nmsa.org/ressum4.htm>

The National Middle School Association lists five characteristics of successful middle schools. The characteristics listed include: interdisciplinary teaming, advisory programs, varied instruction, exploratory programs and transition programs. Each one of these characteristics is defined in depth and provide guidance to the reader. The varied instruction characteristic has four points: integrating learning experiences that address students' own questions that focus on real life issues, actively engage students in problem solving, emphasis of collaboration, cooperation and community, and seek to develop good caring people sensitive to others. Each one of these points are sensitive the students and their needs.

Pate, P.E., Homestead, E. & McGinnis, K. (1994, November). Middle school students' perceptions of the integrated curriculum. Middle School Journal, 26 (2), 21 -23.

A team of two teachers teaching sixty eighth grade students completed an analysis of the perceptions of students who were involved in a year long effort involving integrated curriculum. The data were collected by several different means. Before the collection of data began, the group of students were divided by two characteristics. Students were divided by sex and then placed into three ability groups. The ability groups were high, average and low achieving students. The results revealed that the a majority of each ability group demonstrated they like the integrated curriculum. The students who disliked the integrated curriculum were concerned about preparation for high school, had too many group projects with the same people, did not know what subject was being studied, thought it was harder work with two subjects at the same time or did not state a reason why they disliked it.

Post, T.R., Ellis, A.K., Humphreys, A.H., & Buggey, L.J. (1997). Interdisciplinary approaches to curriculum. Upper Saddle River, NJ: Prentice-Hall, Inc.

The authors provide a rationale for interdisciplinary teaching and learning. A methodology is also suggested for teachers and students to use for the development of an interdisciplinary unit. For me the methodology chapter helped generate ideas for planning my portion of the interdisciplinary unit. Numerous other examples of thematic units are given for the reader to inspect.

Stevenson, C. & Carr J.F. (Eds.). (1993). Integrating studies in the middle grades: Dancing through walls. New York: Teachers College Press.

Valuable information about the goals of integrated studies are presented in this book. In addition to the four goals being explained (students should develop skills in confidence, cooperation, social-ethical consciousness, and thinking), a planning framework is provided to pursue integrated studies. Five criteria are suggested for successful units: ideas for planning activities, implementing the study, publicize, assessment and evaluation. These are steps I used in helping plan my approach toward the interdisciplinary unit I developed. The later chapters are actual accounts of teachers utilizing these strategies in implementing integrated studies.

Wisconsin Department of Public Instruction. (1997). Connected curriculum and action research (No. 97177). Milwaukee, WI.

This guide, issued by the State of Wisconsin, provides everything from examples, to definitions, to tips on implementing individual action research in the area of interdisciplinary units. "Connecting the curriculum" (CTC) is a catch all term used to describe an effort to focus on a central theme with multiple disciplines. This "safe" phrase is used in place of interdisciplinary, multidisciplinary, or integrated which other authors use variously. The focus of this book is to encourage teachers at all levels to provide some connectedness to the individual disciplines being taught in their classrooms. Many examples are given of people who have attempted connect the curriculum around the State of Wisconsin. Standards, set forth by the Department of Public Instruction and legislators, are encouraged to be used as frameworks in developing interdisciplinary units.

APPENDIX B

A Description of the Multiple Intelligences
(Campbell, 1996; Gardner, 1985 & 1993; Lazear, 1991a)

A Description of the Multiple Intelligences

Linguistic Intelligence

The ability to use words effectively, either orally or in writing (e.g., politician, story teller, and commentator). A writer, editor, and playwright are examples of those who write effectively. Included in this intelligence is the ability to manipulate the structure of language and the sounds of language.

Logical-Mathematical Intelligence

The capacity to use numbers effectively (e.g., as a mathematician, statistician, or accountant) and to reason well (e.g., as a scientist or computer programmer). This intelligence includes an awareness for logical patterns, cause and effect relationships and the making of inferences.

Spatial Intelligence

The ability to perceive the visual-spatial world accurately (e.g., hunter or guide) and to perform transformations upon what is perceived (e.g., artist, architect, or interior designer). This intelligence involves an awareness of color, line form shape, space and the relationship that exists between these components.

Bodily-Kinesthetic Intelligence

The ability to move one's whole body to express feelings and ideas (e.g., mime, dancer or athlete) and an ease to use one's hands to produce or transform things (e.g., mechanic, craftsman, sculptor or surgeon). This intelligence involves specific physical skills such as speed, coordination, balance, dexterity, flexibility and strength.

Musical Intelligence

The aptitude of being able to sense, discriminate, transform and express musical forms (e.g., instrumental musician, vocal musician and conductor). This intelligence includes an awareness to rhythm, pitch, or melody, and tone color of a musical piece. An individual may have a technical or intuitive understanding of music or both.

Interpersonal Intelligence

The capacity to perceive and make distinctions in moods, intentions, motivations and feelings of other people (e.g., teacher, social worker, actor, and politician). This intelligence includes a sensitivity to facial expressions voice and gesture and the ability to respond to those cues in a practical way.

Intrapersonal Intelligence

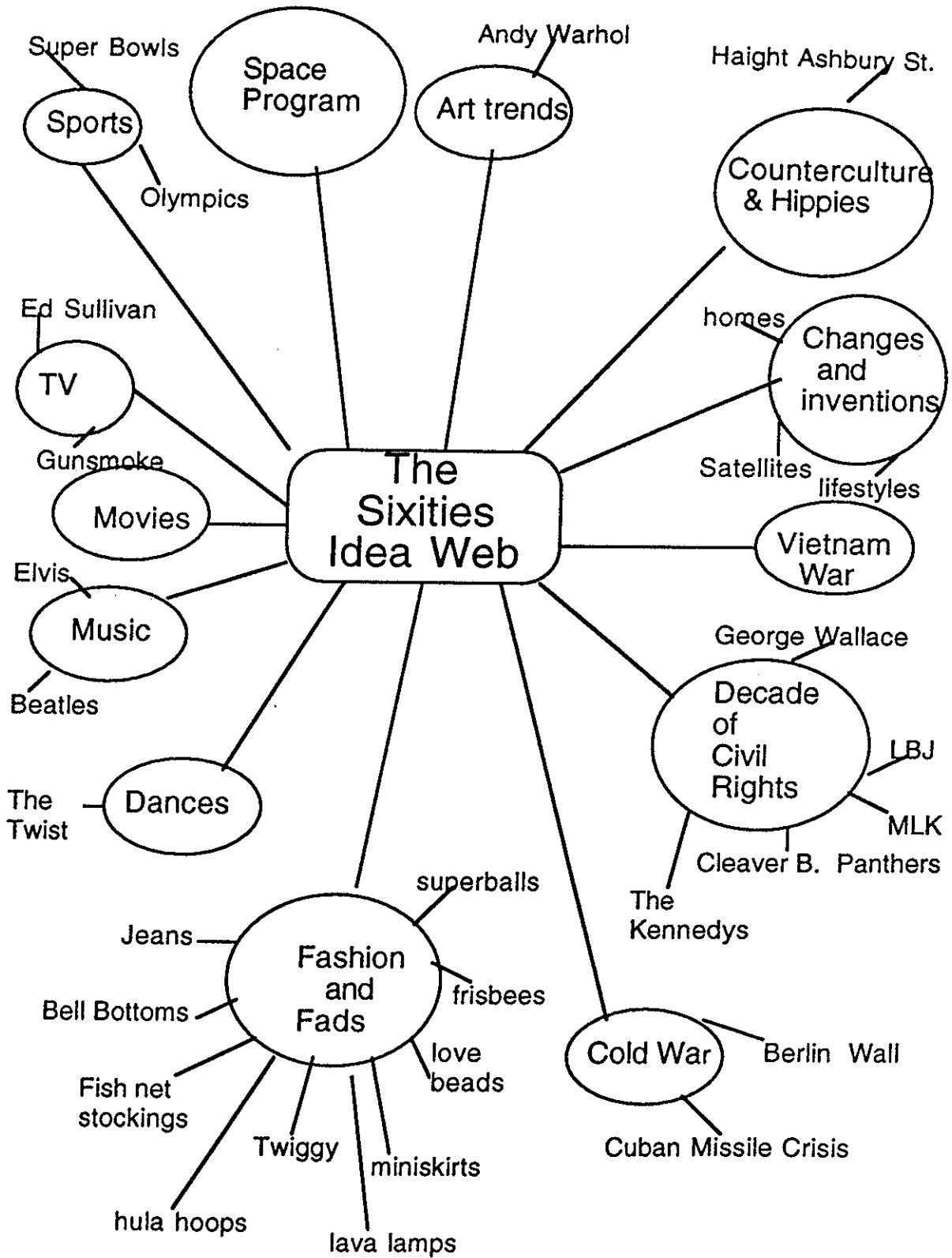
The ability to have knowledge of oneself and act adaptively on the basis of that knowledge (e.g., spiritual leader, psychologist and philosopher). This intelligence includes having an accurate understanding of one's strengths and limitations, moods, motivations and intentions.

Naturalist Intelligence

The naturalist intelligence has to do with observing, understanding and organizing patterns in the natural environment. A naturalist is someone who shows expertise in the recognition and classification of plants and animals (e.g., molecular biologist or medicine man).

APPENDIX C

**The Sixties Idea Web
Generated by Eight-West Teachers**



APPENDIX D

**Faculty Request Letter
from Eight-West Teachers**

**Faculty Request Letter
from Eight-West Teachers**

3/5/98

To: 7E & 7W Teachers
From: Jon Sprehn, 8W
Re: Survey for Students

Dear teachers,

I am working on completing my Master Degree. For my final project I am doing some action research and need the students in seventh grade to give me some input on a unit we are planning to teach 8W next year. I need you to do me a favor and have your reading class complete this survey sometime this month. Return them to me by placing them in my mailbox by March 26. I appreciate your help with this project.

Sincerely,

Jon Sprehn

APPENDIX E

Student Interest Survey on the 1960s:
Responses Generated March, 1998

APPENDIX F

Things Wanted to be Learned by Students Regarding the 1960s
Responses Generated March, 1998

**Things Wanted to be Learned by Students Regarding the 1960s
Responses Generated March, 1998**

activities people did
cheech and chong
clothing
dances
drugs
entertainers/musicians
everyday things
everything
famous people
favorite sports
government
hippies - why? San Francisco
history
how much things cost
how parents acted toward kids
issues in the news
laws
life in general

Martin Luther King
music
Peace Corps
people - what were they like
popular shoes
presidents of the era
protests
rights people had
scientific discoveries
space program
technology
the cars and transportation
Vietnam War
what houses looked like
what people did for fun
what things people did for a living
Woodstock

APPENDIX G

Activities Students Requested for 1960s Thematic Unit:
Responses Generated March, 1998

**Activities Students Requested for 1960s Thematic Unit:
Responses Generated March, 1998**

act like a famous person	learn songs
act the way people did in the '60s	listen and study music
build a museum	listen to people tell stories about the '60s
complete a biography of a famous person	look at old newspapers
costume contest	make a model
do a play - from an important event	make something
drawing	make ty-dye shirts
dress up like a famous person from the '60s	make videos
dress up like soldiers	meet with people who were active in the '60s
eat food that was popular in the '60s	play games people use to play
group activities	present biographies to the class
guest speakers	simulate life in the '60s
have a day where everything is like the '60s	talk to somebody about war
have a dress up day in clothing of the '60s	use the internet
learn dances	view '60s entertainment (sitcoms & movies)

APPENDIX H

Welcome Letter and Oral History of the 1960s Assignment

Dear 8W student,

Welcome to 8W! We are writing this letter to greet you, but we also want to provide you with some information about the '60s unit that we will do in our unit during the first quarter. With some of the information that you provided us with as seventh grade students (a survey) we have made plans to begin the unit Wednesday, September 9th.

Enclosed find an assignment. Normally, we wouldn't send you an assignment before school starts, but because for the nature of this assignment we wanted to give you lots of time and opportunity to complete it. After you read over the directions you'll see that you'll need to meet with someone who lived during the 1960s so he/she may share some of his/her experiences. This assignment is due to your reading teacher (you'll find out who that is on the first day of school) on or before the Wednesday, September 9th.

P.S. Know anyone who may possess some "groovy stuff" from the '60s? Once school begins a date will be announced for students to bring in their artifacts or memorabilia so that it may be shared with their classmates. Extra credit will be given to students who bring in some objects and explain them to the class. We want to guarantee the safety of the items so include labels with their names and don't send something of significant value.

Until school starts,

Your 8W teachers

Name _____ Due : Wednesday, Sept. 9th

Oral History of the 1960s

Purpose: To have a student interview someone or people who lived during the 1960s.

Directions:

1. Interview a person or people you feel comfortable speaking with.
2. Choose someone or people who lived during the 1960s
3. Choose someone or people who would be willing to participate openly and actively in an interview.
4. Complete the biographical information on the individual(s) being interviewed.
5. Begin with the questions listed and record answers in the space provided.
6. In addition to the assigned interview questions, compose three questions you would like to ask the interviewee.
 - *These questions may be an extension of the question assigned.
 - *These questions should be one that directly interest you.
 - *Additional questions may be asked.

Record Biographical Information On the Person(s) Being Interviewed

Name of person(s)

The year he/she was born _____

Where he/she lived during the 1960s _____

Questions:

1. What is the first thing you think of when I say "the 1960s?"

11. What things do you remember about the Space Race of the 1960s?

12. What do you remember about the hippies and the counterculture?

*** For questions 13 - 15 you the interviewer need to compose three questions and write your interviewee's response to them.**

13.

14.

15.

APPENDIX I

Oral History of the 1960s and Artifacts & Memorabilia of the 1960s Lessons

Lesson II
Oral History of the 1960s

Objective: To have students acquaint themselves with some of the events of the 1960s by interviewing someone who lived during that period of time.

Materials: Introduction letter, assignment handout, school mail resources

Time: In class 30 minutes

Procedure: (meet in reading room)

1. Several weeks before school begins assign the interview assignment. The assignment and directions are attached.

** We elected to mail home the assignment a few weeks before the start of school to provide ample time and opportunity to complete the assignment. See cover letter to the assignment for explanation.*

2. The day before we are to begin the 60s block schedules complete the sharing session of the results collected from the interviews.

The in class sharing session of the interview results

3. Assign students to groups of four. Before placing students in groups inform class of objectives: a) share results that other people gathered
b) find out how answers differed
c) discover additional information
and give them directions on how to share.

4. Directions for sharing at tables: a) each person share the biography information b) the second tallest person reads the question and begins sharing their response(s) collected for that question c) everybody else shares their response in a cooperative manner d) when everybody done hold onto assignment.

5. With time remaining in the hour: a) have a class discussion on the results that people shared in their groups b) inform class how the next several weeks will work in reading c) turn in assignment

Program I2

Artifacts & Memorabilia of the 1960s

Objective: To have students witness some of the merchandise and items of the 1960s while listening to a peer explain its origin.

Materials: Introduction letter, assignment handout, school mail resources

Time: dependent upon the number of people participating.

Procedure: (meet in reading room)

*. Prior to the due date remind students to look for memorabilia and artifacts of the 1960s. Get a commitment from them by writing their name down on a piece of paper and the item(s) they plan to bring. Items that are small can be securely stored in the locked file cabinet. Larger items should be brought in the day sharing will take place.

1. Explain to students:
 - a. Stand up at seat and describe the item they brought in.
 - b. Explain how obtained the item.
 - c. State anything else they feel is relevant.
 - d. Use the "show and tell" format.
2. Have students take turn presenting.
3. Allow students to show & explain what they brought in. Teacher records who presents. Extra credit is awarded (between two and five points).

APPENDIX J

A List of Books for Students that Pertain to the 1960s

Resource J1
A List of Books for Students that Pertain to the 1960s
Located in the Reading Resource Room

The titles of books used in 1960s thematic unit are given below. The number in parentheses indicates the number of copies available.

A Hero for Our Time:

- | | |
|--|---------------------------------------|
| An Intimate Story of the
Kennedy Years Profiles in
Courage (1) | |
| Arthur Ashe (3) | Langston Hughes (3) |
| Bill Cosby (3) | Malcolm X (3) |
| Born Free (5) | Malcolm X: By Any Means Necessary (1) |
| Cesar Chavez (3) | Martin Luther King, Jr. (3) |
| Civil Rights Leaders (1) | Maya Angelou (3) |
| December Stillness (3) | Michael Jackson (3) |
| Elvis and Me (1) | Muhammad Ali (3) |
| Fallen Angels (20) | Roberto Clemente (3) |
| Glory Field (1) | Rosa Parks (3) |
| Hank Aaron (3) | Spite Fences (5) |
| Jimi Hendrix (3) | The Watsons Go To Birmingham (5) |
| Joan Baez (3) | Thurgood Marshall (3) |
| John F. Kennedy (3) | Voices from Vietnam (5) |
| John Lennon (1) | Wilma Rudolph (3) |

Resource J2
A List of Books for Students that Pertain to the 1960s
Located in Eight-West

The titles of books used in 1960s thematic unit are given below. The number in parentheses indicates the number of copies available.

2001 Space Odyssey (1)
Beatles the Real Story (1)
Big A: The Story of Lew Alcindor (1)
Billie Jean (1)
Born Free (6)
Daybreak Joan Baez (2)
Elvis (1)
Elvis and Me (1)
Greatest My Own Story Muhammad Ali (1)
Jackie A Truly Intimate Biography (1)
JFK: Boyhood to White House (1)
Kennedy Curse (1)
Lombardi Winning is the Only Thing (1)
Marting Luther King, Jr. (1)
RFK (1)
Willie Mays (1)

APPENDIX K

Writing Activities for the 1960s Books

Activity K1

Name _____

Due Date _____

Reading Teacher _____

Biography Summary of a "1960s" Book

Name of Book: _____

Author : _____ Pages Read: _____

A. Pre-Reading Directions: Please respond to these prediction questions before you begin to read your biography.

1. After reading the title of your biography and looking at the book cover, write a prediction as to why you think this person is famous.

2. What other things do you believe you know to about this individual? (Even if you are not sure, write down what you believe to be true about this individual.)

B. Post-Reading Directions: After reading your book, please answer the following questions in complete sentences using correct spelling, punctuation, and sentence structure. (You may want to write a rough draft before writing on this required form.) All answers should be as complete as possible with detail and examples from the book. Blue or black pen is required for this assignment.

1. Now that you have finished reading your biography, please read your response in the prediction section. Were your predictions accurate? Please Explain on the following lines.

2. Why is the subject of your book famous? Please summarize your answer in seven to ten sentences.

3. When and where did the subject of your book live in his or her lifetime?

4. What obstacles or disappointments did the subject of your book encounter in his or her lifetime?

5. What impressed you most about this person and why?

6. If you had to choose three characteristics or personality traits that would describe the subject of your book, what would those three traits be? Please list each trait and give a brief example.

7. If they made a movie about your subject what movie star should play his or her part in this movie? Why?

8. The subject of your book lived during the 1960s. What did you learn about the 1960s from reading this book? Please answer in five to eight sentences.

9. Explain how you think the subject of your book had an effect on the world we live in today.

10. As a reader explain what appealed to you about this book. If nothing appealed to you about this book explain why you feel this way.

Activity K2

Name _____

Due Date _____

Reading Teacher _____

Fallen Angels Summary**A "1960s" Book**

Author : _____

Pages Read: _____

A. Pre-Reading Directions: Please respond to these prediction questions before you begin to read your biography.

1. Explain why you believe the author titled this book Fallen Angels?

2. Describe the events that you anticipate reading about in this book.

B. Post-Reading Directions: After reading your book, please answer the following questions in complete sentences using correct spelling, punctuation, and sentence structure. (You may want to write a rough draft before writing on this required form.) All answers should be as complete as possible with detail and examples from the book. Blue or black pen is required for this assignment.

1. Now that you have finished reading your book, please read your response in the prediction section. Were your predictions accurate? Please Explain on the following lines.

2. Whom is the story told by? Describe his personality.

3. What events affect Perry the most throughout the book? Give two examples.

a. _____

b. _____

4. Describe the relationship between Perry and Pee Wee.

5. Why was the Vietnam War so confusing for the soldiers? Give two examples.

a. _____

b. _____

6. How did Perry handle the fear of dying and seeing others die around him?

7. Identify Pee Wee's personality and summarize it.

8. Reflecting on all that was said in the book what event was the most shocking to you?

9. Some United States citizens believed it was our duty to fight in Vietnam to contain the spread of communism. Others believed we had no business fighting in Vietnam for many reasons. If you were alive in the 1960s what do you think your point of view would be on the Vietnam War? Justify your response.

10. As a reader explain what appealed to you about this book. If nothing appealed to you about this book explain why you feel this way.

Activity K3

Name _____

Due Date _____

Reading Teacher _____

Voices From Vietnam Summary

A 1960s Book

Author : _____

Pages Read: _____

A. Pre-Reading Directions: Please respond to these prediction questions before you begin to read your biography.

1. Explain why you believe the author titled this book Voices of Vietnam?

2. Describe the events that you anticipate reading about in this book.

B. Post-Reading Directions: After reading your book, please answer the following questions in complete sentences using correct spelling, punctuation, and sentence structure. (You may want to write a rough draft before writing on this required form.) All answers should be as complete as possible with detail and examples from the book. Blue or black pen is required for this assignment.

1. Now that you have finished reading your book, please read your response in the prediction section. Were your predictions accurate? Please explain.

2. What do you think the person who wrote the poem: "Sure rains a lot here..." is saying?

8. Describe some of the conditions American prisoners of war (POWs) had to endure in Vietnam prisons.

9. What type of problems did Vietnam veterans experience when they returned home after the war was over? List 5.

1.

2.

3.

4.

5.

10. The Vietnam Memorial (the wall) in Washington D.C. is to honor the soldiers who fought and died in Vietnam. Do you believe it was a good idea to build this memorial? Explain your position.

APPENDIX L

1960s Book Summary Activity - Closure Activity

1960s Book Summary Activity

Closure Activity

Objective: Students should evaluate the book they read and provide some feedback on the reading of the "1960s" book and the summary activity.

Directions: Before the teacher collects the summary activity and the "1960s" book students should answer these questions. Answer can be written on a separate sheet of paper or on the back of the summary activity.

1. Honestly, did you read all of the book? If you did not read all of it how much did you read?
2. On a scale of one to ten (one being really bad, five being fair, and ten being awesome) how do you rate your book?
3. Would you recommend this book to someone else? Why?
4. Was this assignment a fair and reasonable assignment? Explain your position.

APPENDIX M

1960s Cinema Day No. 1

Lesson M1
1960s Cinema Day No. 1

- 12:30 to 12:40 - Meet in reading groups. Introduction to the video: The Fabulous '60s.
- 12:45 Begin Video. Sprehn & Hauser students sit together - Adams & Rink students sit together. * Have one VCR hooked to two TVs.
- 1:45 Bathroom break - report back to reading class.
- 1:50 to 2:05 Wrap up comments from the video.
Student presentation of '60s artifacts and memorabilia for extra credit. Have students present to other reading classes in the unit as time permits.
- 2:10 to 2:40 1960s sitcom: The Andy Griffith Show
- 2:45 Dismissal

Lesson M2

Fabulous '60s Video Overview & IntroductionTopics Presented in Video

Marilyn Monroe	JFK	Berlin
Cuban Missile Crisis	Assassinations	Middle East War
War Crimes Trial	Elvis	Dustin Hoffman
War Demonstrations	Beatles	Woodstock
Thalidomide	Birth Control	Campus Revolt
Olympics	Civil Rights	

Questions to be asked in the introduction:

1. What are some famous people or events that occurred in the 1960s?
2. What made these people/events so important?

Wrap up questions:

1. What events from the video seem to be most shocking to you?
2. How come _____ happened?
3. What things do you notice different between now and the 1960s?
 4. How did the events of the 1960s effect our life today?

APPENDIX N

1960s Cinema Day No. 2

Lesson N1
1960s Cinema Day No. 2

8:40 to 9:17

Students report to home reading class with their "1960s" book.

- a. Inform students about movie choices.
- b. Sign up for movies is in Mr. Sprehn's reading area.
- c. Sign up time for movies is between 9:20 and 10:30 today.
- d. Students read "1960s" book until end of class

12:30

- a. students report to home reading class.
- b. attendance

12:35 Students report to room where they signed up to view the video.

12:40 Introduction to video and begin video

2:35 Conclusion to video Discuss student point of view.

2:40 Clean up.

Lesson N2
Some 1960s Movies

Butch Cassidy and the Sundance Kid

At the turn of the century Butch Cassidy (Paul Newmann) and the Sundance Kid (Robert Redford) make a living by robbing trains and banks. They become quite famous and notorious. They are sought after by the best trackers in America. This eventually causes them to escape to Bolivia where again they rob banks. The Sundance Kid has beautiful woman friend played by Katherine Ross. This is a true story that has probably been stretched a bit for movie purposes.

Dr. No

Sean Connery stars as James Bond 007. In this 1962 classic spy film 007 goes to the Caribbean to investigate the death of a British Intelligence official. He uncovers a plot by Dr. No to interfere with the United States space exploration plans.

Planet of the Apes

This sci-fi movie from 1968, portrays humans as inferior beings to apes. Charlton Heston plays an astronaut who is looking for a fellow astronaut when he discovers the ape society. This movie reflects some of cultural differences that were occurring during the 1960s.

APPENDIX O

1998 Schedule for the 1960s Unit

Lesson O1
1998 Schedule for the 1960s Unit

Mon.	Tues.	Wed.	Thurs.	Fri.
9/7 no school	9/8	9/9 *Oral History Due *1960s Book assignment given	9/10 *Sharing of Oral History	9/11 *Begin '60s block one *Cinema Day Number 1
9/14	9/15	9/16	9/17 *End 60s block one	9/18 *Begin '60s block two
9/21	9/22	9/23 *No classes - Spring Green Field Trip	9/24	9/25 *End '60s block two *Cinema Day Number 2
9/28 *Begin '60s block three	9/29	9/30	10/1	10/2 *End '60s block three
10/5 *Begin '60s block four	10/6 *60s book & activity due	10/7	10/8	10/9 *Ends '60s block four
10/12 *Projects Introduced - See special schedule	10/13	10/14	10/15	10/16
10/19 *Project work time in reading unit	10/20	10/21	10/22	10/23 *Sixties Day Celebration Schedule

Lesson O2

How Students will Move for the '60s Unit

Students continue to go to Spanish as if they were meeting with their regular reading teachers during this month.

Week One

All students stay with their current reading teacher.

Week Two

Mr. Sprehn's students are with Mrs. Adams.

Mrs. Adams' students are with Mr. Sprehn.

Mr. Hauser's students are with Mrs. Rink.

Mrs. Rink's students are with Mr. Hauser.

Week Three

Mr. Sprehn's students are with Mr. Hauser.

Mrs. Adams' students are with Mrs. Rink.

Mr. Hauser's students are with Mrs. Adams.

Mrs. Rink's students are with Mr. Sprehn.

Week Four

Mr. Sprehn's students are with Mrs. Rink.

Mrs. Adams' students are with Mr. Hauser.

Mr. Hauser's students are with Mr. Sprehn.

Mrs. Rink's students are with Mrs. Adams.

Week Five

Everyone heads back to their original, or "home", reading teacher. Projects begin this week.

APPENDIX P

Cold War and Space Race Week Schedule

Space Race and Cold War Block Schedule

Each period is about 30 minutes in length

1	2	3	4	5	6	7
<p>Cold War & Space Race Intro Activity</p>	<p>Cold War & Space Race investigation assigned & explained</p> <p>Due Period 6</p> <p>Homework: read article</p> <p>Due Period 3</p>	<p>Space Race video clips & explanation</p> <p>Partner assignment -</p> <p>Science Leaps & Cold War Gets Hotter</p>	<p>CD: "Secret Agent Man" & explanation</p> <p>LMC research time</p>	<p>Computer Lab research time</p>	<p>Individual research presentations</p> <p>two minutes per presentation</p>	<p>Individual research presentations</p> <p>two minutes per presentation</p> <p>Conclusion activity</p>
<p>Resources</p> <p>overhead overlays large paper markers</p>	<p>Resources</p> <p>Handouts: -CW & SR investigation -topics to be researched cut out & drawn out of a hat -rubric - reading article</p>	<p>Resources</p> <p>TV/VCR & Space Race video clips Handout: -Science Leaps & Cold War Gets Hotter</p>	<p>Resources</p> <p>Boom Box CD: "Secret Agent Man" by Johny Rivers LMC reserved</p>	<p>Resources</p> <p>Computer lab reserved</p>	<p>Resources</p> <p>Large sheet from period one & markers</p>	<p>Resources</p> <p>Large sheet from period one & markers</p>

APPENDIX Q

Cold War and Space Race Lessons and Activities

Lesson Q1
1960s Cold War & Space Race
Period 1
Introduction

Objective: To introduce the class to the ideas of the Cold War and the Space Race.

Vocab: Cold War & Space Race

Materials: large sheets of paper, permanent markers, overlay, overhead,

Time: 30 minutes

Procedure: (meet in science lab)

Period One

1. Have students get out a piece of paper.
2. Use overlay entitled "1960's Cold War & Space Race Introduction" read question recorded here and have students make guesses to questions individually. Use overlay
3. After all eight questions have been read inform students that they will be getting into groups of four or five students. Before moving to groups: a. inform students the recorder and speaker is the tallest person today. b. report the group objective is to copy down this table (see next page) on the large sheet of paper that will be provided and to come to a group consensus for each question asked earlier.
4. Inform students they have about ten minutes to complete the eight guesses. Students get into groups and go to work.
5. After work time has elapsed have each speaker report a guess until all questions have had at least one response listed aloud.

Activity Q2

Group Members _____

<p style="text-align: center;">Period 1</p> <p>Things we think we know about the Cold War & the Space Race</p> <hr/> <p>A group consensus of the questions asked</p>	<p style="text-align: center;">Periods 6&7</p> <p>How accurate our guesses were</p> <hr/> <p>& corrections if necessary</p>	<p style="text-align: center;">Periods 6&7</p> <p>Additional things we also know now</p>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8..	rd60les1.drw	

Activity Q3
1960s Cold War & Space Race Introduction
Activity #1

Initial Questions

1. When was the Cold War?
2. Who were the participants in the Cold War?
3. What was the Cuban Missile Crisis?
4. What was the Berlin wall and why was it built?
5. What was Sputnik?
6. Who were the participants in the space race?
7. Who was the first person in space, and when did he/she go there?
8. Who was the first person to land on the moon, and when did it happen?

Lesson Q4
1960's Cold War & Space Race
Period 2

Objective: To assign & explain the cold war and space race research activity. Also, to assign and explain the reading assignment.

Materials: strips of paper with research topic cut out, hat, research assignment directions handout, rubric, activity sheet and articles

Time: 30 minutes

Procedure: (meet in science lab)

Period Two

1. Explain how to complete the research assignment that is due on period six.
2. Have students draw for topic question to researched from the "hat."
3. Have students sit with a partner.
4. Handout one assignment (The Cold War Gets Hotter and Science Leaps into the Twenty-First Century) per group.
5. Read over directions.
6. Readings due tomorrow. Questions will be answered during class time.
7. Allow students to work.

Resource Q5
People/Elements/Events
of the
Cold War & Space Race Era
that are to be researched by students

**** Cut each numbered item into strips and place into a hat and randomly draw.
Asterisks indicate easier choices for special needs students. *****

1. What was Sputnik & how was it significant to the cold war and the space race?
2. What was the Berlin Wall and why was it built?
3. Who were the Communist Block Countries and what was their role in cold war?
4. What is Communism and what does it have to do with the cold war?
5. What is Capitalism and what does it have to do with the cold war?
6. What is the history behind the Cuban Missile Crisis?
7. What is the history behind the Bay of Pigs?
8. How was Nikita Khrushchev presidency associated with the cold war?
9. How was John F. Kennedy's presidency associated with the cold war?
- *10. Who was Yuri Gagarin and how was he involved in the space race?
- *11. Who was John Glenn and how was he involved in the space race?
- *12. Who was Neil Armstrong and how was he involved in the space race?
13. What was Fidel Castro's role in the cold war during the '60s?

- *14. Who was Francis Gary Powers and how was he associated with the cold war?
15. How were U - 2 spy planes apart of the cold war?
16. How did nuclear weapons play a role in the cold war during the 1960s?
17. Who was Andrei Sakharov and what role did he play during the cold war?
- *18. Why was NASA created and what was it doing in the '60s?
- *19. What were the Apollo rocket missions and what did they have to do with the space race?
20. What is the Strategic Arms Limitation Treaty (SALT) and what did it have to do with the cold war?
21. How was Lyndon B. Johnson's presidency associated with the cold war?
22. What is Red China, and what does it have to do with communism and the cold war?
23. Who was the Soviet Union (USSR or Union of Soviet Socialist Republic)?
24. How was the Vietnam War associated with the cold war?
25. What was the Czech revolt?
- *26. What was the cold war? When did it start & end, and who were the major players?
27. What were some things that happened under President Nixon that were associated with the cold war?
- *28. What was the space race? When did it start & end, and who were the major players?

Activity Q6

The Cold War & Space Race Investigation*A personal investigation of these two elements associated with the 1960s.*

Name _____ Due _____

Purpose: For each individual to become familiar with one component of the cold war or the space race, and then share it with other people.

Questions/Directions:

1. What element of the cold war/space race have you been assigned to investigate?

Staple, glue or tape strip of paper with research topic/question right over these words.

2. Research the topic. LMC and computer lab class times:

LMC: _____

Computer Lab: _____

3. Record here the two sources you plan to utilize to complete your investigation.

4. Read over your resources.

5. Attach to this sheet of paper a picture (made by you or obtained from some resource) or something else of equal significance that represents the topic you had to research. Minimum size of the picture is 4" x 6", and the maximum size is 8" x 11". Articles, books, or lengthy print outs will not be accepted.

6. Complete your investigation by writing about your research topic.

a. Locate your own theme paper.

b. Put your name in the upper right hand corner.

c. On the top line write the topic question you researched.

d. Skip a line or two and write this: " A Summary Response to My Research Topic."

- e. Under the subheading you just wrote, begin a paragraph that summarizes the topic you researched. Be sure your summary answers the question you were assigned to investigate. This summary should also be grammatically accurate, and be written by you. Additional paragraphs may be added. You also need to be prepared to read this aloud in class.
7. Continue your writing.
 - a. After you have completed your summary response skip a line and write on a line: "What I Think about My Research Topic."
 - b. On the next line begin another paragraph explaining why you think this object/event/person was good or bad. Provide an in depth explanation of your thoughts. Justify what you say by providing examples. Provide other insights that can be helpful.
 8. Last section to your investigation.
 - a. After you have completed the previous response skip a line and write on a line: "How I Think this Impacted Us Today."
 - b. On the next line begin a new paragraph and explain how you believe these events impacted how we live today, or impacted the future in some other way. Justify what you say by providing examples. Provide an in depth explanation of your thoughts.
 9. Staple your writing, along with your picture, to this hand out, and be prepared to share your findings in class.
 10. Have rubric available to teacher on due day, also.

Activity Q7


Rubric for the Cold War & Space Race Investigation

as completed by the teacher

Name _____

	Awesome --	Fair --	Need Improvement	
1. Investigation was completed on time.	2	1	0	
2. Utilization of research/work time as observed by the teacher and use of class resources was appropriate (didn't require extra handouts).	3	2	1	
3. Questions/Directions steps one through three were completed accurately.	3	2	1	
4. A quality picture that was accurate and appropriate (or something of equal significance) was completed and presented.	4	3	2	1
5. The summary portion was completed accurately according to the topic, it was of high quality and it was grammatically accurate.	5	4	3	2
6. The personal thoughts section about the topic researched was completed according to the directions, demonstrated high quality and was grammatically accurate.	5	4	3	3
7. An interpretation on how this event impacted the future was completed according to the directions and was grammatically accurate.	5	4	3	2
8. The investigation was presented to the class according to the teachers wishes.	2	1	0	
	Total score _____			/ 30

Activity Q8
**Cold War Gets Hotter
 & Science Leaps
 Activity Sheet**



Names _____ & _____

Directions: You and a partner will be responsible for completing this entire activity sheet. These questions come from the articles "The Cold War Gets Hotter" and "Science Leaps into the Twenty-First Century." Both articles were written by Jules Archer, and come from his book the Incredible Sixties. Your job is to:

1. Decide between you and your partner who will be reading each article.

_____ will read The Cold War Gets Hotter.

_____ will read Science Leaps into the Twenty-First Century.

2. Both partners should preview the questions listed below together.
3. Pick up the article you've chosen to read and read it.
4. You and your partner complete the questions cooperatively on this one sheet in class. No one person is responsible for completing this whole assignment. Some questions come specifically from one article and not the other. However, at times both people will need to give input to complete the question.

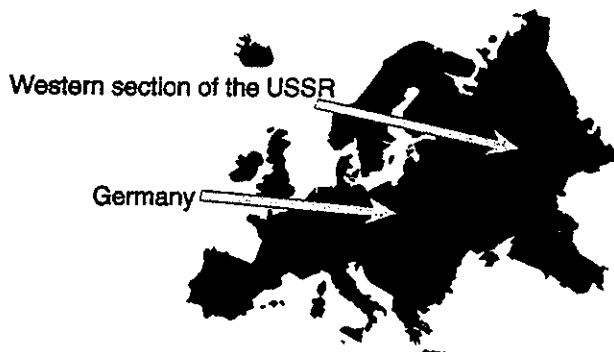
****This assignment is due _____**

Questions. Be sure to respond in complete sentences when appropriate.

1. What countries were competing in the space race and were also competing politically in the cold war?
2. What specific act caused the cold war to become "hotter" according to the article?

3. Explain how the U.S. got caught in a lie?

4. According to the article why did Russia want to keep the Eastern European countries communist?



5. Between you and your partner determine what the difference is between a cold war and a hot war.

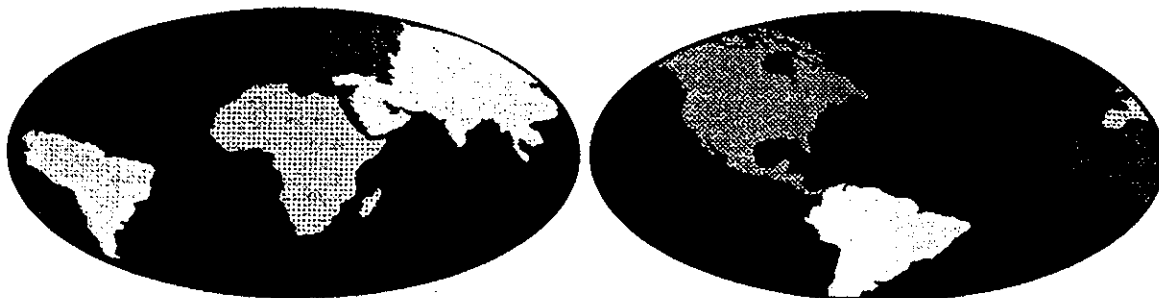
6. What did people think the weapon of choice would be if the cold war became hot?

7. Explain why the Berlin Wall was built?



8. What made Cuba so important in the cold war?

9. Inform your partner and then record what you believe to be the event that brought us closest to nuclear war.



10. List other actions that you and your partner believe could be tied to the cold war during the 1960's.

11. What was the first man made object to reach outer space, and who put it there?

12. Who was the first man in space and what country was he from?

13. What U.S. President encouraged America to put a man on the moon and return him safely to earth?

14. Between you and your partner list five obstacles both countries probably had in trying to reach the moon. Number your responses please.

15. Were any personnel associated with the space race killed? If so explain how.

16. Who landed on the moon first? Name the astronaut and country.

17. Considering who got to moon first, does that mean that they own it and nobody else can go there? Explain what you and your partner believe. There is a correct answer, too.
18. Explain, after consulting with your partner, how come you believe the USA and the USSR were bitter rivals and didn't work together to get to the moon.
19. Going to the moon cost billions of dollars. How did some citizens feel about spending all this money on going to the moon and space exploration?
20. How was space exploration important in regards to "high tech" equipment for all Americans?
21. Probes and satellites have traveled to Mars and some other celestial bodies in our solar system. What recommendations would you tell the people in charge about going to other moons or planets? Would you send humans there? You and your partner should explain your thoughts in the space below.



Lesson Q9
1960s Cold War & Space Race
Period 3

Objective: To show some video highlights of the space race and allow work time for students to work cooperatively to complete the activity sheet.

Materials: TV/VCR

Time: 30 minutes

Procedure: (meet in science lab)

Period Three

1. Show video clips of space race events. (7 min.)
2. Allow students to work cooperatively to complete Cold War..& Science Leaps Activity Sheet. Due tomorrow. (23 min.)

Lesson Q10
1960s Cold War & Space Race
Period 4

Objective: Share thoughts and answers to Cold War & Science Leaps Activity Sheet. Also, to provide class work time on research topic.

Materials: Boom box, Secret Agent Man CD, & LMC time

Time: 30 minutes

Procedure: (meet in science lab)

Period Four

1. Play the song "Secret Agent Man," by Johnny Rivers. Discuss how this '60's song relates to the cold war. (5 min.)
2. Put students into groups of four. Ask them to compare ideas and answers that they generated on their cooperative activity sheet that was due today. Tell students that they should not change their answers. (5 - 7 min.)
3. Go over answers as a class & turn in. (5 min.)
4. Give directions & expectations on going to LMC. (2 min.)
5. Go to LMC and work on research topic. (12 min.)

Lesson Q11
1960s Cold War & Space Race
Period 5

Objective: Spend time researching on internet research topic

Materials: Computer lab time

Time: 30 minutes

Procedure: (meet in science lab)

Period Five

1. Give directions & expectations on going to computer lab.
5. Go to computer lab and work on research topic.

Lesson Q12
1960s Cold War & Space Race
Periods 6 & 7

Objective: To have students share findings and opinions of research topic

Materials: large sheets of paper from period one, permanent markers, overlay, overhead,

Time: 60 minutes

Procedure: (meet in science lab)

Period six and seven

1. State goals:
 - a. complete large sheet of paper
 - b. make presentations
 - c. final thoughts and conclusions

2. Before having students get back into the groups that they were in during period one lesson do the following:
 - a. Use the overlay entitled "1960's Cold War & Space Race Introduction" to remind the students that they now must prepare themselves to answer these questions in their group.
 - b. Remind students that their answers must go on the large sheet of paper that they had during period one. Someone may pick up the paper in a minute.
 - c. Everyone will have about five minutes to answer these questions. Inform the students that if they do not have the answer they will have an opportunity to record the answer during/after individual presentations. Also, at the end of the hour there will time to ask questions.
 - d. The column entitled "Additional things we know now" Will be completed at the end of the hour.
 - e. The smallest person will be the recorder, and should come and get the large sheet of paper.
 - f. Be prepared to come up and make presentation.

3. Presentations (Have written on the board so students can check during their presentation). Each presentation should be no more than two minutes.
 - a. State what you researched.
 - b. Show picture or something you thought was equally appropriate

- c. State a summary of what you wrote about without reading your paper aloud. (Summary of the findings, feelings about topic findings, & how you think these events impacted the future.)
 - d. Staple rubric to top of papers and turn in.
 - e. I'll post pictures and give back grades for research next week.
4. Students take materials and get into groups.
 5. Allow students to answer original questions.
 6. Complete all presentations.
 7. Take questions on the original eight questions.
 8. Have students in groups record everything they now know in the column entitled "Additional things we know now" on the large sheet of paper.
 9. Discuss any final thoughts if time permits, or just turn in large sheet of paper.

APPENDIX R

Big Unit Project for the 1960s Theme

Lesson R1

Big Unit Project for the 1960s Theme

Objective: To facilitate students in the development and implementation of a project centered around a '60s day. The day would be a celebration of that period of time.

Materials: overhead or chalkboard, rubric/evaluation packet, '60s project sheet and overlay & '60s partner project sheet with overlay,

Time: Two 30 minute periods

Procedure: (meet in reading classroom)

* Request that this be a double period day for everyone - No Spanish for anyone.

Periods 1 & 2 (9:23 - 9:55 & 10:00 - 10:32)

1. Ask students to brainstorm all the activities they (and the rest of the unit could do) if we took one day and made it a '60s day? What kind of things could students do to make it seem like the 1960s? Have them record their own ideas on a sheet of paper individually. Allow about five minutes.

2. Ask students to share ideas aloud with class. Record responses on board or overhead. Allow about five - ten minutes to complete. May need to provide helpful suggestions like:

- a. Would someone be interested in.....
- b. What if someone was to

** See next page for some project ideas **

3. **Objective:** Inform students that they are requested to take one of the ideas suggested and develop a quality project. The project may fall into one of two different categories. One general category would be a traditional project centered around demonstrating some knowledge about the 1960s. The other category would be an administrator of some activities. Report to the students that we the teachers see the '60s day unfolding like this:

- a. One and half hours would be set aside for project presentations in the morning. This is when evaluations would take place.

- b. Two hours in the afternoon would be set aside for activities and events planned by students and run by students.

4. Other things students should know:
 - a. Students may choose to develop a project according to their own talent (multiple intelligence), or choose to try some totally different.
 - b. Students may work with one other person, but it has to be from the same reading class. Groups larger than two will not be permitted unless students can provide a rationale why and document how more students are needed. Then other teachers within the unit must agree.
 - c. Knowledge presented in projects by students should be new to them, and may be expanded upon prior knowledge or interests learned during the previous four weeks.
 - d. When students make their presentations individuals will be expected to present their project in a two to three minute period. Two people working together will be expected to present for four to five minutes.
5. Pass out the rubric showing students how they will be evaluated. Have students put names on the packet. Encourage students to look through the packet, as the teacher explains the evaluation process. Offer to students that if they wish they may turn this back in if they feel they are going to lose these papers before the '60s day presentations.
6. After or during the discussion of how evaluations will work, discuss with students things necessary for a successful & quality project.
7. Show to the students the project sheets for groups and individuals. Explain how they work. Use overlays. Inform students they will be able to discuss project ideas with peers for x minutes before deciding what to do. Before allowing student discussion time emphasize:
 - a. permission must be given before any work is to be done on project.
 - b. today and tomorrow are planning days.
 - c. all project materials must be here at school in one week. At that time four classes of reading will be provided for project work time. Students will be evaluated on their ability to stay on task as well as have

materials present and working.

d. at the end of the hour today a rough draft of your proposed project idea is required listing all the possible steps necessary for you, and your partner if appropriate, to complete your project successfully.

e. tomorrow project sheets will be passed back and comments will be made as planning continues.

f. a request for a final draft outlining your project will be required, and notification as to when that is due will be made tomorrow.

8. Allow students to discuss with peers project ideas and begin writing project objectives.

9. Have students return to seats and collect project ideas.

10. During common planning time have teachers meet and discuss student project ideas.

Project Possibilities for Sixties Day

Don't tell them the projects, but lead them to the possibilities.

A '60's dance

- serve food from the time period
- dress like '60's
- act like '60's

A presentation of projects to the unit

People sing song from the time period

Perform dances from the period (Mrs. Hammond will help during study time)

Living history performance of popular athletes, space heroes, leaders, politicians

Reenact a famous moment

Cars

Invention fair

Collage of artist's work

"Siskell & Ebert" review of '60's movies

Fashion show of the '60's

Activity R2

The '60s Project Sheet

This project sheet is for individuals.

Name _____

Project/Problem that you would like to investigate:

List, by numbering, the **things necessary to make this a successful and quality project.**

1.

Teacher approval _____

Activity R3

The 60s Project Sheet For Groups

The Names of the individuals working on the development and implementation of this project:

Project/Problem that the group would like to investigate:

List, by numbering, the **things necessary that each person must do to make this a successful and quality project.** Begin by listing below the things necessary for one individual and then begin listing the steps that individual will complete. Continue doing this for each individual. You may use the back of this sheet or add papers if necessary.

Name of person completing the steps listed immediately below.

1.

Teacher approval _____

APPENDIX S

Project Week One Schedule

Project Week One Schedule

Monday	Tuesday	Wednesday	Thursday	Friday																								
<p>No Spanish for anyone</p> <p>Begin Lesson on creating a project</p> <p>Pass out rubric. Let students know how they will be evaluated the second half of the period. (Working during class time on projects.)</p>	<p><u>Single period</u></p> <p>Hauser and Rink</p> <p><u>Double period</u></p> <p>Sprehn and Adams</p> <p>Continue project development</p> <p>Announce to students that materials or resources to complete project should be at school this Monday.</p>	<p>← Ernest Green Video (1 hour & 40 minutes) →</p>																										
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APPENDIX T

Sixties Celebration Day Schedule

Sixties Day Celebration Schedule
Friday, Oct. 23, 1998

9:00 to 10:30
Student Presentations

12:30 to 2:30
Student Planned Activities

2:30 to 2:45
Clean Up

APPENDIX U

Sixties Project Evaluation

Activity U1
Sixties Project Evaluation
 to be completed by a peer

blue paper

Directions: Using the key below fill out this evaluation for your classmate. Write comments when appropriate.

Key: Excellent = E, Good = G, Fair = F, Need Improvement = NI, No Effort = NE

Person being evaluated: _____

Type of work being evaluated: _____

Person doing the evaluating: _____

Rank	Criteria
E G F NI NE	1. The '60's Project Sheet was completed accurately and stapled to the top of this packet. comment:
E G F NI NE	2. Evidence of Knowledge was gained. comment:
E G F NI NE	3. Project was neat in appearance and looked professional. comment:
E G F NI NE	4. The level of enthusiasm put into the project. comment:
E G F NI NE	5. The criteria listed under "things necessary to make this a successful & quality project" (see student's project sheet) were all completed. comment:

Activity U2
Sixties Project Evaluation
 to be completed by the **TEACHER**

pink paper

Rank	Criteria
E G F NI NE	1. Work was done on time
E G F NI NE	2. Evidence of Knowledge was gained. comment:
E G F NI NE	3. Project was neat in appearance and looked professional. comment:
E G F NI NE	4. The level of enthusiasm put into the project. comment:
E G F NI NE	5. The criteria listed under "things necessary to make this a successful & quality project" (see student's project sheet) were all completed. comment:
E G F NI NE	6. Utilization of project work time at school. comment:
E G F NI NE	7. Student exhibited a level of independence and cooperation when completing his/her project. comment:
E G F NI NE	8. Other variables to be considered (attendance, honesty, organization, creativity, compliance with unit rules, attitude, ect.) comment:

After having considered the input of the peer evaluation, the self evaluation and the teacher evaluation this individual's final project grade is a/an:

APP Activity U3

Sixties Project Self Evaluation

To be completed the day after the projects were presented

green

Name _____

Directions: Complete the self evaluation according to the steps listed below.

A. Begin by rating yourself in each one of the following categories. Use the key when judging yourself.

Key: Excellent = E, Good = G, Fair = F, Need Improvement = NI, No Effort = NE

Write the letter symbol from the key in the blank to the left to report on yourself.

_____ 1. Your ability to follow unit rules and be safe.

_____ 2. Your use of work time at school

_____ 3. You respected the rights of other during the project work time and during the presentations.

B. In the space below explain what you deserve as a letter grade for '60s project. Begin by stating what you think you earned, and then explain why you earned it. You will probably want to mention what you did to contribute to the success of your project, discuss the quality of your work, and mention what else comes to mind. Factor into your grade how you rated yourself above.

APPENDIX V

An Evaluation of the '60s Unit

Activity V1

An Evaluation of the '60s Unit

A Student Evaluation

Directions: Your input will help us improve our unit. Please write comments about the different aspects of the '60s unit. Tell us what you liked, and tell us what you would like to see different. Specific comments are most appreciated.

1. The oral history assignment.
2. The Vietnam War studies.
3. The Cold War & Space Race studies.
4. The Civil Rights & Music studies.
5. The Fads/Fashion & Inventions studies.
6. The '60s videos.
7. The '60s projects & the '60s day celebration.
8. The '60s book choice.
9. Other comments

Lesson V2
An Evaluation of the '60s Unit
A Class Meeting on the 1960s Unit and Day of Celebration

Level: 8th grade - Reading Class

Ground Rules (after having moved into a circle):

1. Respect each other
2. Raise hands

Topic: 1960s unit and day of celebration

Objective: To have students voice their opinion on the '60s unit and celebration day.

Warm up: Go around the circle and ask each student to respond to this question: "What comes to mind when I say 1960s?" Don't allow students to repeat responses.

Define Questions:

1. What made the decade of the 1960s special?
2. Why did we study the 1960s?
3. What things did we do to study the 1960s?
4. What events did we do on '60s day?
5. Was the teachers approach on allowing project choice unique? If so how was it different?

Personalize Questions:

1. How have you benefited from studying the 1960s?
2. Do you think everyone should study the 1960s?
3. Did any particular assignments help you develop or enhance any special talent you have?
4. In regards to how the unit was taught what things did you like or dislike about the unit?
5. Do you think learning about the 1960s helped you in any way?
6. Do you think having a 1960s day celebration an efficient use of time?
7. Do you think students made the most of learning opportunity presented to them in developing the 1960s project?

Challenge Questions:

1. What things could the teachers do to make the 1960s unit better?
2. What things could the teachers do to make the 1960s day celebration better?
3. Should the teachers continue with this unit next year?