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By
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<table>
<thead>
<tr>
<th>Chapter Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature Page</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Research Question</td>
<td>1</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1</td>
</tr>
<tr>
<td>Nature of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Assumptions</td>
<td>5</td>
</tr>
<tr>
<td>Scope, Delimitations, and Limitations</td>
<td>5</td>
</tr>
<tr>
<td>Significance</td>
<td>6</td>
</tr>
<tr>
<td>Summary</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 2: Review of Literature</td>
<td>8</td>
</tr>
<tr>
<td>What is Social Studies?</td>
<td>8</td>
</tr>
<tr>
<td>What is Art?</td>
<td>11</td>
</tr>
<tr>
<td>What is Social Studies and Art Integration?</td>
<td>13</td>
</tr>
<tr>
<td>Student Learning</td>
<td>15</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>15</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>16</td>
</tr>
<tr>
<td>Cooperative Learning Groups</td>
<td>17</td>
</tr>
<tr>
<td>Chapter 3: Methodology</td>
<td>20</td>
</tr>
<tr>
<td>Research Settings</td>
<td>20</td>
</tr>
<tr>
<td>Instruments and Procedures</td>
<td>20</td>
</tr>
<tr>
<td>Data Collection</td>
<td>23</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Role of the Researcher</td>
<td>23</td>
</tr>
<tr>
<td>Chapter 4: Findings</td>
<td>24</td>
</tr>
<tr>
<td>Behavioral Engagement of Students Working Independently</td>
<td>24</td>
</tr>
<tr>
<td>Emotional Engagement of Students Working Independently</td>
<td>25</td>
</tr>
<tr>
<td>Cognitive Engagement of Students Working Independently</td>
<td>26</td>
</tr>
<tr>
<td>Behavioral Engagement of Students Working in Cooperative Learning Groups</td>
<td>26</td>
</tr>
<tr>
<td>Emotional Engagement of Students Working in Cooperative Learning Groups</td>
<td>27</td>
</tr>
<tr>
<td>Cognitive Engagement of Students Working in Cooperative Learning Groups</td>
<td>28</td>
</tr>
<tr>
<td>Conclusion</td>
<td>30</td>
</tr>
<tr>
<td>Independent Students</td>
<td>30</td>
</tr>
<tr>
<td>Cooperative Learning Group Students</td>
<td>31</td>
</tr>
<tr>
<td>Implications and Discussion</td>
<td>33</td>
</tr>
<tr>
<td>References</td>
<td>35</td>
</tr>
<tr>
<td>Appendix A: Observations &amp; Interviews</td>
<td>38</td>
</tr>
<tr>
<td>Appendix B: Lesson Plan</td>
<td>41</td>
</tr>
</tbody>
</table>
ABSTRACT

SOCIAL STUDIES AND ART INTEGRATION THROUGH COOPERATIVE LEARNING GROUPS

By
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Master of Arts in Education,
Elementary Education

The traditional classroom is seeing a slow transformation as integration of subjects across curriculum is paving the way for a balanced education for students. However, high stakes testing and content standards can funnel down learning for students into a narrow one-size-fits-all method of learning. This study looks at the meaning of achievement and the various methods in reaching the objective of a lesson plan. Both cognitive and non-cognitive engagement serve as indicators of a student’s achievement and understanding of the curriculum. Cooperative learning groups are fast becoming a tool used in enhancing the engagement of students while allowing them to work collaboratively rather than independently.

Key terms: art integration, social studies, engagement, cooperative learning groups
Chapter 1: Introduction

Social studies and art continue to be two subjects that are not given as much instructional time in the classroom in comparison to mathematics and language arts (Burstein & Knotts, 2011). By integrating art into the study of social sciences, teachers may be able to find appropriate time in the day to integrate the two subjects that blend together (Brewer & Brown, 2009). However, the question of student achievement in social studies and the arts and how that achievement is measured poses the dilemma as to how professionals even define achievement. One measurement of achievement this study seeks to explore is the cognitive and non-cognitive engagement of students during a social studies and arts integrated lesson and assignment when working independently or in cooperative learning groups.

Research Question

This study is investigating the non-cognitive and cognitive engagement of students when studying social studies and art integration in cooperative learning groups. Will students achieve more or less when working in cooperative learning groups or independently?

Conceptual Framework

When the research study for the thesis was first laid out, the question as to whether students achieve more when working in cooperative learning groups began as the focal point of the study. However, the conceptual framework came about after the definition of achievement was investigated further. The conclusion was to define achievement not by a numerical score the teacher would calculate
using a holistic rubric, but rather, the observations of the researcher into cognitive and non-cognitive engagement (Fredericks, Blumenfeld, & Paris, 2004) while meeting the objective stated in the lesson plan. Observations are organized using the framework of cognitive and non-cognitive (behavioral and emotional) engagement. Fredericks, Blumenfeld, and Paris (2004) state that, “Engagement is presumed to be malleable, responsive to contextual features, and amenable to environmental change” (p. 59). Due to the flexibility of the meaning and presence of engagement, this study uses the structure of behavioral, emotional, and cognitive engagement as indicators of achievement in students throughout the study.

A structured understanding of the various forms engagement takes on in students and the factors that attribute to their cognitive and non-cognitive engagement is a healthy indicator of student achievement. Researchers concluded, “Student engagement in learning at school is an important and well-documented predictor of academic achievement in general, as well as in specific subject areas including reading” (Fredericks, Blumenfeld, & Paris, 2004; Guthrie & Wigfield, 2000, as cited in Lutz, Guthrie & David, 2006, p.3). Although a holistic rubric came attached with the lesson plan given to the volunteer teacher, the research study was to focus more on the engagement and understanding of the lesson through observations and interviews with the students in both the cooperative learning group and those working independently.
Nature of the Study

The focus of the study is integrating social studies and the arts through cooperative learning groups. The measurements of the research are centered on the engagement of students. To create a contrast, the study looks at the cognitive and non-cognitive engagement of students who work independently and in cooperative learning groups. The cooperative learning group is the tool for intended engagement of students who are able to work together and collaborate. To ensure an unbiased set of data, students were both observed and asked to participate in one-on-one interviews with researchers.

Definition of Terms

For the purpose of this thesis, the following terms were defined:

Social Studies: Social studies is defined as, “the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences” (NCSS, 1994, p. 3).

Art: “The visual-performing arts are a way that individuals and groups can express their cultural norms and traditions. It is a way to embody culture and for humans to express their culture through sensory experiences such as dance, music, literature, visual media, and theater” (Burstein & Knotts, 2011, p. 38).
Art Integration: Art integration has been defined as, “…instruction that integrates content and skills from the arts-dance, music, theatre and the visual arts- with other core subjects” (Why Arts Integration, nd, para. 1).

Engagement: Fredericks, Blumenfeld, and Paris (2004) use The American Heritage College Dictionary (4th ed.) which defines engagement as "[being] actively committed"; to be engaged is "to involve oneself or become occupied; to participate" (a definition based on behavior). Also, as defined in the New Oxford American Dictionary, to engage is to "attract or involve" (p. 60).

Cognitive Engagement: Fredericks, Blumenfeld, and Paris (2004) define cognitive engagement as ranging from simple memorization to the use of self-regulated learning strategies that promote deep understanding and expertise (p. 61). It also draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills (p. 60).

Emotional Engagement (Non-cognitive Engagement): Fredericks, Blumenfeld, and Paris (2004) defines emotional engagement as students’ affective reactions in the classroom, including interest, boredom, happiness, sadness, and anxiety (Connell & Wellborn, 1991; Skinner & Belmont, 1993). Fredericks, Blumenfeld, and Paris (2004) also define emotional engagement as encompassing positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work (p. 63).

Behavioral Engagement (Non-cognitive Engagement): Fredericks, Blumenfeld, and Paris (2004) define behavioral engagement as the idea of participation; it
includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.

*Cooperative Learning Groups*: Slavin (1991) defines cooperative learning groups as instructional techniques in which students work in small groups to help one another learn academic material (p. 105).

**Assumptions**

The primary assumption for the study was that students completing the social studies and art assignment in a cooperative learning group would be more engaged and enjoy working together in a group over working independently. In addition, one procedural assumption was that more than half the students in the class would return the correct assent and consent forms allowing them to participate in the study. An additional assumption before the study was conducted was that students would respond to interview questions with clear responses that would have a consistent theme. In addition, when students are being interviewed one-on-one, the responses from students who work independently would have similar themes in their responses. Likewise, students who worked in cooperative learning groups would have similar responses supporting a common frame of thought. This would support a collective conclusion at the end of the study.

**Scope, Delimitations, & Limitations**

In an authentic effort to find a method to teach students across subjects, this study is set up to investigate the effect of integrating social studies and art while having students engage and achieve in cooperative learning groups. For the
purpose of including all details of the study, the volunteer teacher was provided a detailed and scripted lesson plan to carry out during the day. The lesson plan came with the goals and detailed objectives of the study to guide and prepare the volunteer teacher to anticipate the projected results from students. Due to the commitment in classroom time, this study was only focused on the observations and interviews of students in a single classroom of third graders. The range of topics the study encompasses forces the literature chosen to be reviewed to strictly answer the research questions that dig into the pedagogical meaning of subjects, curriculum objectives, cognitive and non-cognitive engagement and achievement in the classroom. The study will not focus on the results of a rubric or score given by the volunteer teacher as the basis of deciding whether students met the objectives of the lesson. Although a greater pool of students to observe and interview would provide a more thorough set of data to analyze, the study was conducted with the number of students who were granted consent by parents. During the study, behavioral factors that distracted students being observed within the classroom were neither anticipated nor able to be controlled. Researchers could not control behavioral factors of other students in the room disrupting and talking to students who were assigned to work independently on the given assignment.

**Significance**

The effect of the study will challenge instructors in every level of education to evaluate and consider the methods used to reach content objectives while keeping students engaged and invested in their own learning. The
reflections and observations of third graders and their understanding of the benefits of true collaboration will challenge educators to take a closer look at the effectiveness of cooperative learning groups and integrating across subjects.

**Summary**

Math and language arts continue to be the two main subjects of focus after No Child Left Behind was put into motion in 2001 (Burstein & Knotts, 2011). To make time for subjects like the arts and social studies in the classroom, integrating the two subjects can be a beneficial connection students can make with the curriculum while expressing themselves through visual and performing art (Ozturk & Erden, 2011). While planning a lesson that touches on integrating both social studies and art, a deeper connection can be made when utilizing engagement tools such cooperative learning groups.
Chapter 2: Review of Literature

Language arts and mathematics have become the only two subjects closely assessed and monitored through government mandate after the education reform bill, No Child Left Behind, was passed in 2001. The result of this policy leaves us with the dismal statistic of less than one-third of American classrooms having any form of accountability in social studies (Burstein & Knotts, 2011). Today, educators must consciously carve out instruction time to make space for social studies and also for the arts.

With limited instruction time and high-stakes testing adding on to the pressure, a solution to creating time in a day to include social studies and arts is to integrate the two subjects. Researchers Burstein and Knotts (2011) advocate the integration of social studies and arts as, “the artifacts and concrete objects of culture, the writings and enactments of the arts – the dances, songs, plays, and visual pieces created by people – best describe the whole of the culture where those people are from. Since social studies is the study of human beings, we believe that we can best understand and learn about people by investigating, manipulating, and asking questions about the ‘stuff’ that they create” (p. 13). It is with the stated importance and goal of integration in mind that the research question and study was molded.

What is Social Studies?

Social studies is one of the core subjects students are required to study in order to prepare them to become participating citizens in their community. The National Council for the Social Studies defines social studies as being, “The
integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences” (NCSS, 1994, p. 3).

Social studies is multi-tiered and encompasses many facets, but can be more simply defined as “…the study of human beings, their interaction with each other, and their environment” (Burstein & Knotts, 2011, p. 92). The definition of what social studies in the classroom looks like can vary by research and researcher. However, the focus and intent of the implementation of social studies by educators are of utmost importance and recognition.

Social studies covers a broad spectrum of practices and disciplines that integrate and overlap one another in order to cover the variety of studies needed to provide students with a complete and thorough study of those around them and the world they live in. The purpose of social studies, outlined by NCSS is to, “help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world” (NCSS, 1994, p. 3). Also, according to the NCSS, social studies is, “designed to promote civic competence” (pg. 3).

The common thread in social studies research shows the key to social studies is in teaching students, “how to participate in a community and to understand how to work for the common good of all people” (Burstein & Knotts, 2011 p. 93).
Through this understanding and deep study of social studies, students will become aware of their role in their community on a local, national and global scale. A cohesive and complete study of the social sciences will allow for students to learn and deeply understand their role in a community and their place in the world in relation and reflection to those around them locally, nationally and internationally (Burstein & Knotts, 2011).

Social studies curriculum may highlight a subtopic of social studies such as Geography or Community. However, no one social science that is isolated and taught without direct relationships to other studies can give students the large-scale picture of what social studies entirely covers (Burstein & Knotts, 2011). The connections students make when learning social studies is key to their understanding of “an integrated view of human beings across historical time periods, geographic locations, and cultural backdrops” (Burstein & Knotts, 2011, p. 92). In order for students to understand the current society they live in, and contrast the similarities and differences in relation to the past, a social studies program must address the, “contemporary conditions of real life and of academic scholarship” (NCSS). According to the NCSS, a successful and accurate K-12 social studies program will, “help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future” (NCSS, 1994).

Social studies, by definition, covers multiple subjects and is rich with complex studies, thereby making the options to integrate with supplementary courses auspicious. Art and its cultural influence play a heavy role in the social
sciences and create a complete and thorough understanding of social studies through the arts, which allow for fluid creativity and multi-modal learning in the classroom.

What is Art?

The arts have been an evolving subject in schools that allow for students to symbolize, think and express themselves through dance, music, theatre, and the visual arts (California Department of Education, 2001, p. ix). A subject that allows students to express themselves through creative outlets while learning is not only important to students in today’s classrooms but can bring a better understanding of curricula and higher learning. The development of a subject that recognizes the importance in enabling students to create and study the arts has led to positive effects of living and learning (California Department of Education, 2011; Smithrim & Upitis, 2005).

Self-expression and interpretation of culture and traditions can be woven throughout the curriculum of practical and fine arts. For example, “The visual-performing arts are a way that individuals and groups can express their cultural norms and traditions. It is a way to embody culture and for humans to express their culture through sensory experiences such as dance, music, literature, visual media, and theater” (Burstein & Knotts, 2011, p. 38). Gullatt (2008) also states, “While students are dramatizing a particular narrative, they are continually analyzing and evaluating their work to decide whether they are convincing in their role” (Gullatt, 2008, p. 15). Through the arts, students are given a platform to exhibit and perform their learning and skillset simultaneously.
Not only do the arts serve as a vehicle for self-expression and evaluating cultures and belief systems, but art can serve as a tool for students to better understand themselves, those around them, and different periods and events in history (Chicola & Smith, 2005/2006). Students can investigate for deeper understanding through, “…activities such as the dramatization of stories or historical events and the use of paintings to investigate different aspects of time periods” (Gullatt, 2008, p. 16). Students may not believe their strengths lie in every subject; thus, art gives them the opportunity to portray and demonstrate their knowledge and skill as they develop self-confidence and a better understanding of the events through the performing arts (Holmes & Brooks, 2010, as cited in Burstein & Knotts, 2011).

Research continues to support and report the correlated skills students develop through the arts with test scores increasing over time (Smithrim & Upitis, 2005). Smithrim and Upitis’ study in 2005 concluded reported benefits of the arts that include the development of the imagination, greater motivation to learn, increased student creativity, lower dropout rates, and increased social skills.” As stated in the research conducted by Smithrim and Upitis, “a growing body of evidence suggests that arts education positively affects aspects of living and learning beyond the intrinsic values of the art themselves” (p. 110).

According to Kosky and Curtis (2008), a majority of students have strengths in bodily/kinesthetic or verbal/linguistic skills and are not often given opportunities to practice those through the arts. In a study conducted by Oreck (2004), the research gathered showed teachers believed art to be a great method
for teaching but they hardly find the time to use it. With a greater and stronger presence in the classroom and curriculum, Ozturk and Erden (2011) believe that teachers can use art as a method and assessment tool to determine children’s understanding by using the student’s end product to show progress.

Although the arts are known to be important to teach, evidence and results are necessary to hold weight in the debate of how much time should be allotted for the arts. Upitis and Smithrim’s study (2005) found that results for integrating art with mathematics required three years of integration prior to finding results of its effect. The study states that these kinds of effects are not sudden, but gradual” Art, like many subjects, can be taught in isolation but when integrating art with another subject, such as social studies, this allows for students to connect and gain a deeper understanding when the study of both subjects are taught with integrity and content is split evenly (Brewer & Brown, 2009).

**What is Social Studies/Art Integration?**

Art and social studies remain two deep and broad subjects that can be taught remotely but can benefit students substantially when integrated across the curriculum (Ozturk & Erden, 2011). Art integration has been defined as, “…instruction that integrates content and skills from the arts-dance, music, theatre and the visual arts- with other core subjects” (Why Arts Integration, nd, para. 1). There is no one way to integrate arts into a core subject, and integrating art and social studies leaves opportunity for instructors to use facets of art such as visual arts to integrate into instruction that can increase learning while promoting enjoyment (Chicola & Smith, 2005/2006). The “integration of visual arts into the
curriculum refers to a harmonious combination of art concepts and activities with other academic subjects such as mathematics, languages, social studies, and science” (Ozturk & Erden, 2011, p. 892).

The benefits of integrating the arts into a core subject such as social studies are sweeping and supported thoroughly by researchers. Ozturk and Erden found, “integration of visual arts into the curriculum helps children to find methods of expression, to understand their own cultures as well as others and to improve their analytic thinking skills” (Ozturk & Erden, 2011, p. 895). Students’ thinking methods are improved through the arts while simultaneously giving them multiple outlets for expression and understanding. “Effective integration of visual arts helps children to improve their reading and interpretation skills, develop their writing skills, enhance their mathematical and scientific reasoning abilities, develop their ability to focus on details in context, and enhance their skills to find inconsistencies related to math and science” (Ozturk & Erden, 2005, p. 895).

While many students may expect to see assignments and assessments of social studies come through in the form of worksheets and tests, a new opportunity to express their learning is a chance to excel for students who express themselves through their creativity (Montgomery & Rule, 2011). Through art integration in social studies, students can express themselves freely by drawing, painting or shaping clay (Ozturk & Erden, 2011).

Most importantly, integrating art and social studies allows for students to have an opportunity to make meaning of the learning and use their multiple intelligences (Burstein & Knotts, 2011). Ozturk and Erden (2011) share that most
people do not realize the essence of art integration being a harmonious combination of art concepts and activities from the core subjects.

**Student Learning**

Student learning plays a role when understanding the processing of a student when learning about abstract events and time periods. According to Burstein and Knotts (2011), “the common process skills are creating, interpreting/performing, and responding” (p. 40). The importance of integrating social studies and art is apparent when students have the ability to open up and see things visually, helping them understand and make a natural process to build their experiences and knowledge upon previous and new knowledge (Chicola & Smith, 2005/2006). Connections can be made by the student when abstract ideas and events become concrete ones through multiple learning processes given by instructors in the form of an integrated curriculum (Chicola & Smith, 2005/2006).

**Teacher Role**

An abundance of supporting research may state the importance and benefits of integrating art into a social studies curriculum, but the teacher’s role in facilitating structured lessons in social studies and art integration is vital. However, teachers are faced with two great and challenging tasks: “Not only do they have to teach their subject matter, but they also have to convince their students that their discipline is worth learning in the first place. Students often perceive social studies as boring and unimportant in comparison with other subject areas” (Schug, Todd, & Beery, 1984; Stodolsky, Salk, & Glaessner, 1991, as cited in Gehlbach, 2006).
**Student Engagement**

Integration of the arts into a curriculum can combine art concepts with other academic subjects into a harmonious combinations (Ozturk & Erden, 2011). Although there are indications of a narrow door for teachers who are willing to challenge the indifference of students and the need for initiative in a more creative curriculum, using effective student engagement as a tool to widen the door can transcend the trials instructors face in today’s classrooms.

Student engagement is seen as, “an antidote to such signs of student alienation” (Fredericks, Blumenfeld, & Paris, 2004, p. 60). Fredericks, Blumenfeld and Paris state, “Engagement is presumed to be malleable, responsive to contextual features, and amenable to environmental change” (2004, p. 59). When instructors create an integrated social studies and art curriculum, in order to create the possibility of a great outcome, instructors must have a structured assessment of what they are measuring. Considering student engagement indicates the need for measuring both cognitive and non-cognitive engagement.


Behavioral engagement draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out. Emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to
an institution and influence willingness to do the work. Finally, cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

(p. 60)

Combined behavioral, emotional, and cognitive engagement observations are a well-documented predictor of academic achievement and especially in the subject area of reading (Fredericks, Blumenfeld & Paris, 2004; Guthrie & Wigfield, 2000, as cited in Lutz, Guthrie & David, 2006). If students can successfully engage both cognitively and non-cognitively [behavioral and emotional engagement], instructors may be able to predict the academic achievement of specific assignments and projects of integrated curriculum. A growing method of activating student engagement in today’s classrooms comes from giving students the opportunity to work together in small groups to engage in cooperative learning (Hwang, Hwang, & Tsai, 2008).

**Cooperative Learning Groups**

With any given assignment, students are either working independently, with a partner or in small groups with colleagues. However, an increasing awareness in the effectiveness of cooperative learning groups has stimulated instructors to practice this engagement strategy with students with assignments and projects. Past research has shown that positive peer relationships in cooperative learning are essential (Hwang, Hwang, & Tsai, 2008).
According to Hwang, Hwang, and Tsai (2008), successful cooperative learning groups is accomplished through promoting each other’s success, through assisting, sharing, mentoring, explaining and encouragement. The processing that occurs while working in a group allows for students to find the need to clarify and improve the effectiveness of the members in contributing to the group efforts to learn (Yager, Johnson, Johnson & Snider, 2001). Data shows that utilizing cooperative learning groups in the classroom promotes positive learning outcomes for all students, including those with a wide range of learning and adjustment needs (Gillies, 2006).

When working in a cooperative learning group, researchers have found that students show increased participation in group discussions, demonstrate a more sophisticated level of discourse and interrupt others less when they are speaking (Gillies, 2006). Peterson and Miller (2004) state that the overall quality of experience was greater during cooperative learning; benefits occurred specifically for thinking on task, student engagement, perceptions of task importance and optimal levels of challenge and skill.

However, cooperative learning groups are maximized when not one, but all members’ learning efficacy is being exercised and extended (Hwang, Hwang & Tsai, 2008). The teacher’s role in facilitating and promoting interactions between students and engaging them in the learning process is crucial (Gillies, 2006). When students are engaged in cooperative learning groups, teachers, “play a critical role in promoting interactions between students and engaging them in the learning process” (Gillies, 2006, p. 271).
Teachers may find that the social climate of the classroom shifts as well when cooperative learning groups are initiated. “Teachers establish cooperative learning in their classrooms, they engage in more mediated-learning behaviors and direct fewer disciplinary remarks to their students…” (Gilles, 2006, p. 285).

With the knowledge and organization of an art and social studies integrated curriculum, teachers can prepare lessons involved cooperative learning groups to maximize both the cognitive and non-cognitive engagement and learning of students while pushing for higher academic achievement simultaneously.
Chapter 3: Methods

Research Settings

The study was conducted at Rio Grande Elementary School within the Fillmore Unified School District in the Los Angeles County. Rio Grande Elementary School is a brand new facility that just opened its doors to staff and students in 2014. Del Verde Elementary School serves a diverse community of approximately 525 learners in grades transitional kindergarten through fifth, of which approximately 83% or more are eligible for free and reduced lunch. Ninety-two percent of the student population is Hispanic/Latino; the Caucasian population comprises 7%; and mix/other comprise 1% of the student population. Del Verde’s English Language Learner population is 42% and the Students with Disabilities population is 9%.

The researcher proposed the research question and components of the research process to teachers at Del Verde Elementary School and requested a third grade teacher to volunteer her class to participate in the research. A teacher offered her third grade class for the research proposed. The class of the volunteer teacher is comprised of 29 students, ages eight to nine years old, with a variety of ethnic backgrounds. The goal of the research was to ask as many students to participate in the study for the researcher to gather qualitative data from observations and interviews conducted with potential students.

Instruments and Procedures

In order to conduct this study, the classroom teacher needed to provide students and parents with the correct information, assent and consent forms prior
to the researcher’s study being implemented. Before permission from students or parents was asked for, the teacher explained what the research project entailed to the class as a whole. The teacher talked specifically to students and explained what participating in the lesson entailed and that a one-on-one interview with the researcher would occur right afterwards the same day.

The students in the volunteered classroom who were eight years of age were able to submit verbal assent when asked if they wanted to participate in the study. The researcher said, “I would like you to be a part of a study I am conducting. You would need to participate in a lesson and then talk to me in an interview after you are all done so you can tell me what you have learned. Would you like to participate?” Additionally, the parents of the eight-year-olds were presented with consent forms to sign allowing their child to participate in the study.

Students that are nine years old filled out child assent forms given to them by the teacher. After student assent forms were obtained, the teacher wrote a letter to parents with the parental consent form attached so that the invitation to participate was more friendly and inviting. Parents would also be able to read the letter to understand the context of the research project conducted by researchers. Students who provided researchers with all of the appropriate consent and assent forms were allowed to participate in the study.

Prior to the study, researchers sat down with the instructor, Monica, and reviewed a scripted lesson plan written by the researcher (Appendix A) to be taught during the social studies hour of the day. The lesson focused on a series of
how a community changes over time. Students read a section of their social studies textbook together as a classroom titled *How have people helped places in your region grow?* After reading and discussing the lesson, students were asked to draw an illustration showing the change over time of a restaurant from the 1950’s compared to the present day. The assignment reflects one of the focal points of the study indicating an integrated social studies and arts assignment.

Out of the 29 students in the classroom, ten returned the correct assent and consent forms. The select ten students were split into a group of five who worked as a cooperative learning group, while the other five worked independently. The students who were chosen to work in a group were mixed in terms of gender and students who worked independently on their assignment were also mixed in terms of gender.

During the 30 minutes students were given to complete their social studies and art integrated assignment, the researcher observed the select ten students who volunteered to participate in the study. Using the theoretical framework of cognitive and non-cognitive engagement, behavioral, emotional, and cognitive engagement characteristics were sought through observation. As the researcher circulated around the classroom silently observing, notes were taken in a notebook to later be organized and analyzed. The notes taken down were simply observational and did not contain any bias or interpretation from the researcher.

After the time allotted to complete the assignment was over, students participated in five-minute one-on-one interviews with the researcher. The open-ended questions asked throughout the interview focused on the student’s feelings,
preferences, and opinions about working either independently or in a group. Students were asked to recall how often cooperative learning groups was used as a learning strategy in the classroom on a weekly basis. Finally, students were asked about the level of difficulty in completing the assignment either independently or in a cooperative learning group. The questions were provided to the instructor, Monica, prior to the delivery of the lesson and research date.

**Data Collection**

During the lesson and time given to complete the assignment, students were working both independently and within a group setting. The researcher walked around the room with a notebook and recorded student actions during the activity for later analysis. After the lesson was completed, the researcher met with each student individually and conducted one-on-one interviews.

**Role of the Researcher**

The researcher was aware that biases and assumptions about interpreting observations and how it could affect the project. The data collected during the observation were the actions of the students without any interpretation and/or analysis by the researcher. Analysis of the data consisted of locating themes and patterns, or lack thereof, in the responses of students working independently and working in groups. Although the responses from ten students will indicate a clear analysis of a percentage of the class, a limitation could be the narrow amount of students participating out of a class of 29.
Chapter 4: Findings

The results of the study were collected after all the correct forms were approved through the IRB and consent and students and parents turned in assent forms. The results of the study conducted are organized into two parts. The first portion of the results details the observations taken by the researcher while students worked independently and in cooperative learning groups. The second section outlines the one-on-one interviews conducted with both students who worked independently and in cooperative learning groups.

Behavioral Engagement of Students Working Independently

Observations of students working independently on their arts and social studies assignment show signs of behavioral engagement. Some students worked quietly while observing the photographs and listened to the teacher’s instructions by not speaking to other students and working independently. One student mused to himself by asking out loud what else he had to draw. Another student helped a student nearby by advising him on what to draw next. However, there was also a student who was not working on her assignment and only followed the first instruction given regarding the folding of the paper. The remainder of her time was spent sitting quietly at her desk not participating in the activity or taking initiative to ask questions.

During the one-on-one interviews conducted with the researcher, students were asked how often they participate in group activities. Students reported a range of answers from every day to once a week. Students responded to questions asking what their personal preference was in either working independently or in a
group. Students who preferred working alone insisted that working with and around other students caused too much of a distraction. However, the majority of students responded positively regarding working in a group. Students said there would be more information to gather from peers through cooperative learning groups and students could share ideas with one another if they were able to work together. Eighty-percent of students interviewed preferred to work in a group if given the option rather than working independently.

**Emotional Engagement of Students Working Independently**

Due to students following the teacher’s instructions and quietly working, observations of emotional engagement could only be gathered by one student who did not participate or show any willingness to complete the assignment.

From observations alone, the emotional engagement of students working independently was difficult to gather. However, in one-on-one interviews with the researcher, students who worked independently opened up about their thoughts and preferences. Eighty-percent of students who worked independently preferred working in cooperative learning groups and used positive adjectives such as “good” and “fun” to describe their opinions regarding the effectiveness of cooperative learning groups. The emotional engagement students claimed they experienced while working in groups was positive and present. One student out of the five interviewed continued to stand firm in her opinion that working independently on an assignment was what he considered to be “good.”
Cognitive Engagement of Students Working Independently

All students who participated in the activity started the assignment by actively copying the order of instructions given by the teacher. Observations show one student exhibited a willingness to master the concept demonstrated by the instructor by drawing on the notes to practice his illustrations before transferring them onto his own paper. However, the remaining four students observed working independently on the assignment showed a lack of cognitive engagement when they stopped following instruction and sat quietly, not completing the assignment while looking bored.

Of the five students working independently, two were able to respond to questions regarding their understanding of the curriculum and assignment through the interview with the researcher. Students were asked *What did you learn from the Social Studies and Arts lesson?* Three of the five students who worked independently were able to discuss the change over time theme of the lesson. One student responded in the interview, “*There are a lot of things in our community that can always help us and serve us.*” Although students may not have shown emotional and behavioral engagement, Sixty-percent of students who worked independently on the assignment understood the objective of the activity and curriculum.

Behavioral Engagement of Students Working in Cooperative Learning Groups

When students in the cooperative learning group began the assignment together, behavioral engagement was high as each student was very active and
involved in the assignment. The group collectively designated a materials manager, a seating arrangement, and decided as a group what to draw on each side of the paper. Students did not venture out on their own but asked group members whether they were all comfortable with a decision being made about the assignment. Students would ask questions such as, “Can I write ‘then’?” and “Can I draw something upside down?”

During one-on-one interviews with the researcher, the five students who worked in the cooperative learning group were asked what their preference would be when completing an assignment. Students were able to respond using behavioral engagement as their reasoning behind why they preferred to work in groups. Students said they would be able to “share the learning” but also understood the drawbacks stating that working in a group may “take too long because of arguing.” Students in the cooperative learning group understood the dynamics of working as a team and were able to express both the positive and negative sides to working with others.

**Emotional Engagement of Students Working in Cooperative Learning Groups**

Students completing the arts and social studies assignment in a cooperative learning group exhibited signs of emotional engagement. Students were participating in the activity with one another and laughed while collaborating with each other on various tasks of the assignment. Initially, students spoke to each other often discussing what each student would be responsible for. As time passed, students began to quietly work on their own after
they discussed as a group what each member would be completing. At one point, a student who could not find enough space to draw on the poster just stood by herself and did not complete anything. Students also began arguing about which items to draw as details were being discussed.

In the interviews conducted with the researcher, students in the cooperative learning group opened up about their feelings toward the assignment and working as a group rather than independently. Students used value terms such as “good” and “fun” to describe working as a group versus working independently. Students preferred working in a group so they would not have to be alone, they would be able to cooperate with others, it would not be boring and they would not be on their own if they ran into trouble with a particular question. Students tied their emotions strongly to the positive side of working collaboratively and were able to use their emotions as the key to their preference and ability to remain engaged throughout an assignment. Rather than working alone and handling obstacles on their own, students in the cooperative learning group preferred the method of collaboration as a way to enjoy their time while completing the assignment with others.

**Cognitive Engagement of Students Working in Cooperative Learning Groups**

Students in the cooperative learning group showed cognitive engagement throughout the assignment on social studies and art. Students understood the directions given by their teacher and discussed who would illustrate the “then” and “now” portion of the assignment. During the instructional period, the teacher
drew an illustration of a restaurant to guide students to draw a similar image. Students in the cooperative learning group immediately decided to draw a restaurant showing an active involvement and understanding of what the assignment called them to do. Although the assignment was one to be completed as a group, each student decided to draw their own illustration once the general idea of the assignment was discussed as a group.

Of the five students who worked in a cooperative learning group, only two were able to meet the curriculum objective in stating what he learned from the lesson and assignment. One student said he learned “-about community and what they do. How Camarillo got its name. How missions turned into churches. We also learned about new restaurants and stores.” Another student said he learned about “what it was like then and now and how it looks now.” The remaining three students interviewed did not show cognitive engagement with their assignment and stated that they simply drew pictures or “did not know” what he learned. Although students showed high levels of emotional and behavioral engagement, only forty-percent were able to clearly communicate the curriculum objective through the interview conducted.
Conclusion

Independent Students

After observations and interviews were documented and analyzed, the findings show that 80% students who worked independently met the objectives of the conducted lesson which was to show understanding of how history develops through shops and restaurants serving the community. However, this study was not conducted to focus solely on the content objectives of the lesson. Through the research presented, we see that achievement can also be measured by the level of both cognitive and non-cognitive engagement students commit to during a lesson.

Observations of students working independently showed a distinct decline in behavioral engagement from students completing the assignment alone. The concentration, attention and effort given by those working alone were either poor or completely absent. Sixty-percent of students working independently did not follow the basic instructions given by the teacher and sat at their desks and did not complete the task assigned to them for the duration of time given to every student in the class. Emotional engagement was also lacking as students were observed looking bored and disinterested with the assignment laid out on their desk before them.

The interviews conducted with students who worked independently conclude that although students report that working alone was “fine” and “good,” when given the option to work in a cooperative learning group, 80% of the students preferred to work with their peers. Reasons given as to why students preferred to work with their peers mainly fell under the category of wanting to
share and learn new ideas amongst each other. The key to a cooperative learning group is for students to be able to collaborate and work together as a cohesive unit (Hwang, Hwang, & Tsai, 2008). The 80% of students who worked in a collaborative group understood the distribution of work in the given assignment that would occur and stated the purpose for wanting to work together would be for students to work together to overcome the difficult parts of the assignment. Students believed that working as a group would bring more efficiency and preferred it to working independently on the art and social studies integrated assignment.

Cooperative Learning Group Students

The five students working in a cooperative learning group all reported that they enjoyed working together on the social studies and art integrated assignment. When the assignment began, students immediately and excitedly chose their seats and began volunteering for roles in the learning group. Eighty-percent of the students in the cooperative learning group met content objectives outlined in the lesson plan with only one student who said he did not know what he learned after reading the textbook aloud with the class. Responses to measure the cognitive engagement and achievement of students throughout the lesson were drawn from the question that asked students to recall what they learned during the one-on-one interviews.

All five students working in a cooperative learning group showed behavioral engagement throughout the entire activity by doing the work and following the rules outlined by the teacher. There was persistence when the group
questioned the next steps in completing the assignment. Students in the group paid attention throughout the time dedicated to the assignment and students asked each other questions to and exhibited effort in completing the assignment thoroughly and with quality. All five students in the cooperative learning group also showed emotional engagement by laughing and smiling while working together- even when there were disagreements. Students did not look bored or restless as time wore on with the assignment. Students stayed engaged until they were asked to clean up for recess.

More importantly to note, all five students gave positive feedback when asked to state their preference for either working in cooperative learning groups or independently. One hundred-percent of students stated that they preferred to work collaboratively on their social studies and art assignment. However, the fascinating finding gathered from the interview was that all students explained their reasoning for wanting to work in collaborative groups as being the benefit in sharing their learning. Without any prompting from the researcher or teacher, students understood and inferred that working together meant that students would be able to bounce ideas around with their peers and help each other when there were obstacles throughout the assignment. Students understood the contrast between working independently and being able to utilize the strengths of those in a collaborative group and opted for the latter.

All of the third grade students in the collaborative group also showed positive behavioral and emotional engagement and recalled on their feelings as a factor in preferring working together in a group. Students reported that the
learning was “fun” and that they “enjoyed” their time together while completing their assignment.

**Implications and Discussion**

Both groups of students who worked either independently or as a cooperative learning group reached the same percentage of content objectives. The curriculum served its purpose in ensuring that students understood the connection between the progress of a community and change over time. However, if that is our only objective as educators, the question as to whether students are engaged, and what we can do to keep students interested, would be irrelevant.

The research from this study clearly indicates a defined level of behavioral and emotional engagement to the assignment and curriculum when students are discussing, delegating, and debating with one another through cooperative learning groups. When students find the method of learning as “fun” and “enjoyable,” they are more engaged and think positively about the assignment and the learning style used.

As educators, the goal of each lesson and assignment is the student having a deep understanding of the quality curriculum and learning something new while making connections. However, if we stop there, we are leaving out a key piece of the learning process that is the engagement and emotional investment students have in their own learning. This study challenges educators to utilize methods of engagement while reaching standards and content objectives in the classroom. Research and studies conducted using various subjects continue to show the effective results of using engagement tools such as cooperative learning groups in
the classroom. Students from this study show an overwhelming understanding of the benefits each student can walk away with while working together. The collaborative spirit of group work is something an eight- or nine-year-old can already understand, appreciate and utilize to reach deep understanding.
References


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Why arts integration. (n.d.). Retrieved from  

Yager, S., Johnson, R. T., Johnson, D. W., & Snider, B. (2001). The impact of  
group processing on achievement in cooperative learning groups. The  
## Appendix A

### Observations

<table>
<thead>
<tr>
<th>Independent (2 females, 3 males)</th>
<th>Group (3 females, 2 males)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Quietly observing photos</td>
<td>- All five students were involved with the discussion and were sharing and reading aloud with other students</td>
</tr>
<tr>
<td>- Student practiced drawing on notes before drawing on paper</td>
<td>- Students discussed what side of the paper to draw on</td>
</tr>
<tr>
<td>- One student drew four boxes rather than the two the teacher instructed</td>
<td>- “Can I write ‘then’?” one student asked</td>
</tr>
<tr>
<td>- Not all were willing: some student left their paper blank, folded, drew with a pencil but didn’t color, just kept redrawing abstract lines</td>
<td>- “She was supposed to write that…”</td>
</tr>
<tr>
<td>- One student drew with a pencil only after being prompted by the instructor</td>
<td>- Materials manager designated by the group</td>
</tr>
<tr>
<td>- Students keep referring back to the teacher’s model on the board</td>
<td>- “Can I draw something upside down?”</td>
</tr>
<tr>
<td>- One student (female) was not working on anything, only folded but labeled both sides</td>
<td>- “Don’t push too hard!”</td>
</tr>
<tr>
<td>- Not talking to others</td>
<td>- Students drew a restaurant on one side</td>
</tr>
<tr>
<td>- Working alone</td>
<td>- All five students were engaged, participating and laughing together</td>
</tr>
<tr>
<td>- Copying the teachers model on the board</td>
<td>- Students moved around to sit at the end of the table to draw right-side up</td>
</tr>
<tr>
<td>- Telling another student what to draw</td>
<td>- half of the group completed one side of the poster while the other half of the group completed the other (however, each half was 3 females on one side and 2 males on the other)</td>
</tr>
<tr>
<td>- Student looks at the board and asks themselves, what else do I have to draw?</td>
<td>- Students began to argue about which items to draw</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- One student who couldn’t find a place to draw began to just stand by herself not doing anything</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- Female group kept drawing a dining area</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- Male group drew motorcycles</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- Students split up the activity into two sections. Girls did the then side and the boys did the now side</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- Girls were only talking to girls and boys were only talking to boys</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- There was not a lot of conversation within the group</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>- Each student was doing their own drawing</td>
</tr>
</tbody>
</table>
- No collaboration was going on
- One student told the other, I draw the outside, you draw the inside
- The boys began to draw together one said lets draw pancakes and the other said lets draw bacon
- Should I draw orange juice? Ya, orange juice
## Interviews

<table>
<thead>
<tr>
<th>Question 1: How did you feel working independently/in a group?</th>
<th>Question 2: How often do you do group activities per week?</th>
<th>Question 3: What did you learn from the Social Studies &amp; Art lesson?</th>
<th>Question 4: What was easy or hard?</th>
<th>Question 5: What would it be like to work in a group? Independently?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1 (Independent)</strong></td>
<td>Good– we drew pictures and something else with crayons.</td>
<td>Every day.</td>
<td>I learned that there was a restaurant; there were new chairs and tables, old sinks, old chairs in the first picture.</td>
<td>Easy, we copied Miss Hernandez’s and needed to think about our own.</td>
</tr>
<tr>
<td><strong>Student 2 (Independent)</strong></td>
<td>A little hard because I was thinking but couldn’t concentrate. People were fighting at my table so I couldn’t really concentrate.</td>
<td>4 to 5 times per week.</td>
<td>I learned how and when stuff was built and changed. Like when it started to look... this picture looks dead and crusty pointing at THEN photo but this one looks new and shiny.</td>
<td>To be honest, it was hard because all the kids, especially next to me, was yelling so I couldn’t really concentrate.</td>
</tr>
<tr>
<td><strong>Student 3 (Independent)</strong></td>
<td>Good– I like to work by myself.</td>
<td>Once a week.</td>
<td>I learned about new and old.</td>
<td>It was kind of hard because of the pictures.</td>
</tr>
<tr>
<td><strong>Student 4 (Independent)</strong></td>
<td>Well because nobody could bother me. I couldn’t finish if people bothered me.</td>
<td>Sometimes a lot, sometimes a little.</td>
<td>I learned that doing art is really fun. It’s not a game but an activity. You should try your best and do it with all you got.</td>
<td>Easy because all we had to do was draw and picture and think about both back then with the restaurant.</td>
</tr>
<tr>
<td><strong>Student 5 (Independent)</strong></td>
<td>Well if I needed help, no one could help me. If I was in a group we could share ideas.</td>
<td>All the time.</td>
<td>There are a lot of things in our community that can always help us and serve us.</td>
<td>Kinda easy because we just have to tell our favorite restaurant and what’s new from now and then.</td>
</tr>
</tbody>
</table>

| Question 1: Good – because I like learning about restaurants. | Question 2: Mostly every day, but not every day. | Question 3: Drawing with a group, reading about Miss H’s pictures Hard because mostly we didn’t learn about this. We mostly learned about the moon. | Question 4: Sometimes in a group because it could be easier because we can share the learning. |
| **Student 1 (Group)** | **Student 2 (Group)** | **Student 3 (Group)** | **Student 4 (Group)** | **Student 5 (Group)** |

| Question 1: Good – because we share our ideas it helps us learn more. And we can think the way they’re thinking. | Question 2: Probably once a month. | Question 3: Learned about community and what they do. How Camarillo got its name. How missions turned into churches. We also learned about new restaurants and stores. | Question 4: Actually, kind of in the middle because when I work independently, it might be too hard. But if I work in a group, it might take too long because of arguing. |
| **Student 2 (Group)** | 13 times all year. | I don’t know. | **Student 3 (Group)** | **Student 4 (Group)** |

| Question 1: Good – I had to cooperate with people. | Question 2: Sometimes. | Question 3: Easy because it was easy to draw pictures. | Question 4: Boring because you can’t talk to anyone. |
| **Student 3 (Group)** | **Student 4 (Group)** | **Student 4 (Group)** | **Student 5 (Group)** |

| Question 1: Fun because we didn’t have to do it alone and if we didn’t know the answer, we could ask for help. If we did it alone, I could get it wrong. | Question 2: Like 5 times. | Question 3: I learned what it was like then and now and how it looks now. | Question 4: Probably would have been a lot harder and took a lot longer alone. |
| **Student 5 (Group)** | **Student 5 (Group)** | **Student 5 (Group)** | **Student 5 (Group)** |
Appendix B

Lesson Plan

Department of Elementary Education

Lesson Plan

Content Objective/s:
After reading the lesson How have people helped places in your region grow? and examining photographs of the Saugus Café from the 1890’s to 2013, the learner will draw a Then vs. Now illustration of the Saugus Café from the 1920’s to 2013 to show understanding of how history develops through shops and restaurants serving the community.

Lesson Goal:

Essential Question(s):
How have people helped places in your region grow?

The 5-part lesson series begins in chronological order scaffolding lessons beginning with the founding and exploration of California and funneling down to the local community of students in the Santa Clarita Valley. Students will have learned about explorers and the influx of population in California along with a mixture of culture spread across the state. After students learn about business and economy in the state of California, we move onto communities and specifically at three key aspects of growth in community that could not exist without the members the city working together.

To introduce the idea of community in a contextual way for students to understand, I hope to dig deeper and guide students to think critically about the importance of people working together within a community and hopefully answer the Essential Question:

How have people helped places in your region grow?

Content Standard/s:
Social Studies
3. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

California English Language Development Standard/s:
Reading Comprehension
Intermediate: Understand and follow some multiple-step directions for classroom-related activities.

Fluency and Systematic Vocabulary Development
Intermediate: Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.

Strategies and Applications
Intermediate: Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Materials, Technology, Visual Aids:
- History-Social Science for California: Our Communities Textbook
- Multiple sets of 4 photographs dating between 1890 – 1950 of the same location of the Saugus Café
- Multiple sets of 2 current photographs of the Saugus Café in the year 2013
- 1 sheet of white drawing paper
- pencils
- markers
- crayons

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:
The learner will complete the drawing independently but sit in small groups of 3-4 to share photographs and supplies with classmates sitting nearby. The teacher will read instructions aloud and model a sketch of the Then vs. Now. Complete models will be clipped on the board for students to use as references.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:
SDAIE Level 2 Strategies will be implemented throughout the lesson when the teacher labels the primary source photographs, scenes or events with short sentences. Names of the subject or location will be written on the board for students to use as a reference. Photographs will be described as a group discussion.

Academic Language and/or Vocabulary to be introduced:
Explorer, culture, ownership, property, laborer, good, service, community, founded

Procedure:

<table>
<thead>
<tr>
<th>Teacher Action</th>
<th>Student Action</th>
</tr>
</thead>
</table>
| (INTO): Motivation: (6 minutes)  
I will engage students in the lesson by asking them a question written on the board: What is your favorite restaurant? As students discuss with one another, I will ask for volunteers to introduce to the class their favorite restaurant in the community. This activity will introduce the idea of restaurants in the community to students. I will write the names of 6 restaurants on the board. At the end of the introduction to the lesson, I will say that my favorite restaurant in the community is Saugus Café. I will post a picture I took as a primary source of the exterior of the Café and post it on the board for students to see. | (INTO): Motivation:  
Students will discuss with peers what their favorite restaurants are in their neighborhoods. Since students will be sitting in groups of 3-4, students will be introduced to unfamiliar restaurants and may learn about new restaurants that may be culturally influenced by their peers as well. When students see the photograph I took of Saugus Café, they will be interested and some may even be familiar with the landmark restaurant in the town. |
| Preview: (3 minutes)  
I will review the textbook material and lessons read together as a class previously and go over key terms in the lesson such as community and founded. These terms will be written on the board. To spark inquiry, I will ask students how long ago they think the Saugus Café was built. I will take their educated guesses and write them on the board. I will tell students we will get to that answer shortly after the reading. | Preview:  
Students will participate in recalling previously read material from the class and offer their suggestions as to what the vocabulary terms community and founded mean. When asked to guess how long ago the Saugus Café was built, students will participate and give their best educated guess. |
**Review:** (10 minutes)

I will read *The First Towns and Families and Communities* with the whole class and pause to ask comprehension questions along the way.

After *Families and Communities*, I will ask students to share local shops and restaurants they know of that serve the community. Names of the shops and restaurants shared will be written down on the board.

**Elaborate:** (6 minutes)

After a list has been made on the board, I will ask how long students think these shops and restaurants have been in business. I will point out in the text that the town of Camarillo was founded in 1899 to give students an idea of context in terms of time. Students will guess when a select few of the names on the list were founded and I will prompt the class to focus on the Saugus Café and show them a photograph of the dining room of the Saugus Café in the 1890s and share that the Saugus Café was built over 125 years ago in 1887.

**Present Content in Different Ways:**

I will give students 4 more photographs showing the same Saugus Café at different time periods with the years written on the back of each photograph. For deeper analysis, I will prompt students to think critically in terms of how businesses and communities have grown by asking: "What are the clues from the objects in the photograph that tell you about the past?" "How is this photograph different from other photographs you have seen of the Saugus Café today?" "How does this photograph show change over time?" and "How do you think the Café will look 125 years from now?"

**Closure:** (5 minutes)

I will give oral directions and write requirements on the board for students to complete a Then vs. Now drawing of the Saugus Café after folding their paper in half and using the art materials at their tables. I will show two models, one of a sketch and one completely done Then vs. Now drawing and leave on the board for students to walk up to for reference.

**Review**

Students will listen to the reading and respond to comprehension questions. Students will be actively listening and predicting.

Students will raise their hands and share with the class the local shops and restaurants that are familiar to them.

**Elaborate:**

Students will participate in guessing how long certain businesses have been open in the area. When the photograph of the Saugus Café in the 1890s is shared with the class, students will contribute their best educated guess as to when the business opened based on their observation and analysis of the photograph in front of them.

When prompted with questions to analyze the various photographs of the Saugus Café, students will draw upon the differences of the photographs and share how the restaurant has changed over time.

**Closure:**

Students will practice active listening and comprehension during the oral instructions given.

Students will demonstrate their understanding of change over time by showing a contrast of the Saugus from the 1890’s to 2013. On one side of the drawing, students will draw either the interior or exterior of the Saugus Café with simple illustrations showing the limited
| reference. | materials of the 1890s. On the opposite side of the drawing, students will show a modern day Saugus Café. This is a single-day activity. The details of the drawings will be where differentiation will show. |