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ABSTRACT

Five social studies programs at the fourth and sixth grade levels were examined to determine how much and what kind of reading comprehension instruction was provided in both the students' and teachers' editions of the texts. Programs studied were those published by Follett; Harcourt, Brace, Jovanovich; Laidlaw; Macmillan; and Scott, Foresman. Results showed that publishers of four of the five programs acknowledged the importance of reading in the social studies curriculum and purported to teach reading-related skills. However, there was little direct instruction of these skills, and what little instruction there was often seemed inadequate. The programs relied primarily on having students practice or apply skills without the benefit of instruction in how to do this. This situation may stem from (1) the confusion regarding what "reading skills" really are, (2) the fact that what is known about teaching reading comprehension is not finding its way into the social studies programs, and (3) the fact that really good instruction in content area reading takes time to develop and time to practice, and publishers seem to be unwilling to invest a large amount of their resources in developing reading instruction. (Excerpts from the teachers' editions and charts of reading skills covered in the textbooks are appended.) (FL)

CENTER FOR THE STUDY OF READING

Technical Report No. 309

READING COMPREHENSION INSTRUCTION IN SOCIAL STUDIES PROGRAMS or, ON MAKING MOBILES OUT OF SOAPSUDS

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Reading Comprehension Instruction in Social Studies Programs or, On Making Mobiles Out of Soapsuds

The ability to learn from reading is critical for school success. It is estimated that 80 percent of school learning is acquired through reading (Piercey, 1982). Because of the recognized importance of learning from reading, interest in improving content area reading has steadily increased since 1970 (Herber, 1978; Vacca, 1981). There is growing awareness that students need help in learning how to read informative text, text which is different in form and function from the basal reader stories on which they cut their reading teeth. The difficulty of learning to read a different type of text is compounded by the fact that the text in content area textbooks is often poorly written and "inconsiderate" to the reader (Kantor, Anderson, & Armbruster, 1983; Armbruster, 1983).

Despite awareness of the need for instruction in content area reading, currently little such instruction appears to be taking place in classrooms. Two studies by Durkin (1978-79; 1981) examined instruction in reading comprehension. In the first study, Durkin observed about 18,000 minutes of instruction in both reading and social studies periods and classified teacher behaviors. She found that less than one percent of classroom time was devoted to activities that she defined as comprehension instruction-- discussion or interaction with students about how one goes about doing comprehension tasks, such as finding main

ideas, paraphrasing, and determining sequence. Instead of direct, explicit instruction in reading comprehension, teachers were spending most of their instructional time giving assignments and asking questions.

In a sequel to her classroom observation study, Durkin (1981) examined the teacher's editions of five basal reading programs from kindergarten through Grade 6, looking for instances of reading comprehension instruction as defined in her previous study. Again, Durkin found little in the way of direct instruction; again, the emphasis was on practice. In sum, Durkin's studies suggest that reading teachers are providing little comorehension instruction and are receiving little help in how to do so from the teacher's manuals.

The need for help in teaching reading comprehension is even greater for content area teachers who probably have received little training in teaching reading. As Herber (1978) observes, many content area teachers do not know how to provide reading instruction at the same time they are teaching course content.

The foregoing concerns led us to wonder whether content area programs are responding to teachers' need for help in providing instruction in reading comprehension. Specifically, in the study reported here we addressed the following question regarding social studies programs: How much and what kind of reading comprehension instruction is provided for students and teachers in the student textbook and teacher's editions? We turn now to a description of the study.

Method

Materials

We examined the student textbooks and teacher's editions of five social studies programs at the fourth and sixth grade levels. The specific texts included in the study are listed in Table 1. These texts were the most recent versions available from the publishers when the study was undertaken.

Insert Table 1 about here.

Procedure

Step 1. Before beginning our analysis of reading comprehension instruction, we wanted to see what the publishers had to say about the role of reading and reading instruction in the social studies curriculum. Therefore, we examined the promotional literature accompanying the programs and the program descriptions in the teacher's editions.

Step 2. We determined which reading-related skills were included in the programs. To do this, we used the "Scope and Sequence" charts accompanying each of the programs. These charts list the skills the publishers claim are taught, developed, applied, and/or practiced in the program.

We selected those skills which seemed by their name to be involved in reading and studying the prose itself. We also included in our analysis what most programs referred to as "thinking skills," since we do not believe that "thinking skills"

can be separated logically from "reading/studying skills." We excluded from our analysis skills related to understanding graphics (maps, charts, graphs, photographs, cartoons, etc.). These skills are obviously important in learning from social studies textbooks, and they have traditionally been included as part of social studies programs. We focused instead on other skills--skills specifically related to reading and studying the prose itself.

Step 3. The scope and sequence charts included references to pages on which the skills were supposedly taught or applied. For the target reading/studying and thinking skills, we examined each page reference on the charts in order to determine what was done with the skill on that page. Information about how the skill was treated was recorded on index cards; the exact wording of the textbook or teacher's edition was preserved wherever feasible. Finally, we sorted the cards into one of three categories: (a) some direct instruction provided, (b) application or practice, or (c) indeterminate.

Our definition of "direct instruction" is the same as Durkin's (1978-79; 1981) definition: direct instruction is information given to a teacher or a student about how to go about doing a reading/studying or thinking task. Our category of direct instruction includes references to pages containing any attempt at direct instruction, regardless of our opinion of the merit of that instruction. Our definition of

"Application/practice" refers to situations in which students are expected to apply or practice a reading/studying or thinking skills without the benefit of instruction in how to do so. "Indeterminate" covers those situations in which we were unable to determine what, if anything, was being done with a skill on the referenced page.

Results

The Role of Reading in a Social Studies Program

Our examination of the teacher's editions revealed that every program except Laidlaw acknowledged the importance of reading in social studies by including reading skills among their stated objectives. For example, one program claims to teach "six major reading proficiency goals" (Gross, Follett, Gabler, Burton, & Nilsen, 1980), while another provides "a developmental program of basic skills which focuses on literal comprehension and critical thinking skills in reading" (Lefferts & Soifer, 1982). Table 2 presents more extensive excerpts from the teacher's editions that reflect attention to reading.

All of the programs also claim to provide everything needed for teaching social studies, which presumably includes the teaching of reading skills. For example, one program offers "ample help" in working toward reading proficiency goals (Gross, Follett, Gabler, Burton, & Nilsen, 1980), while another claims that "each skill is taught in a planned, systematic way" (Parramore & D'Amelio, 1982). Table 3 presents more extensive claims of the publishers regarding the "teachability" of their

programs. On the basis of the publishers' promotional literature, therefore, a teacher could expect to receive a lot of help in teaching reading-related skills.

Insert Tables 2 and 3 about here.

The Reading/Studying and Thinking Skills

Table 4 presents the reading/studying skills and Table 5 the thinking skills included on the scope and sequence charts of four of the programs. We tried to arrange the tables to facilitate comparison of skills across programs, although matching undefined skills was difficult.

As Tables 4 and 5 reveal, all programs attend to three skills: building vocabulary, locating information in several sources, and finding the main idea. Three out of four programs include skills in comparing and contrasting, analyzing, problem solving, recognizing chronological relationships, and making an outline. Although these few skills form a common core, the programs differ widely in the other skills they address.

Insert Tables 4 and 5 about here.

The skills for the Laidlaw program are listed in a separate table (Table 6) because the Laidlaw scope and sequence chart is organized differently from the charts of the other four programs.

One important difference is that Laidlaw uses a general category of "Social Studies Skills" rather than subcategories of Reading/Studying and Thinking skills. This is reasonable since Laidlaw does not include reading skills among its objectives.

Like the other four programs, Laidlaw includes the skill of locating information in several sources. Like three of the other four programs, Laidlaw includes the skills of comparing and contrasting, analyzing, and outlining.

Insert Table 6 about here.

Tables 4-6 reveal a wide range in the number and type of skills that seemed to be related to reading prose. For example, the program with the most skills lists 27 "Reading/Study" skills and 21 "Reading/Thinking Skills," while the program with the least skills lists only nine skills that we considered to be related to reading.

How the Skills are Treated

Tables 7-11 present the results of our analysis of the treatment of skills at the fourth and sixth grade levels of five social studies programs. Table 12 summarizes the treatment of skills across the five programs.

Insert Tables 7 - 12 about here.

The data are straightforward. Very little direct instruction in reading/studying skills and thinking skills is provided in the student textbooks or teacher's editions of these social studies programs. An average of only 3% of the page references on the scope and sequence charts refer to pages containing direct instruction. Rather, the emphasis is on application or practice of reading-related skills. An average of 77% of referenced skills fall in the "practice/application" category. Finally, we were unable to classify an average of 20% of the skills listed on the scope and sequence charts.

Direct Instruction

What constituted "direct instruction?" Only two of the five programs offer any direct instruction in reading/studying skills in the student textbook itself. In one program, the fourth grade textbook contains one- or two-page instructional sections on "Recognizing Cause-Effect Relationships," "Understanding Paragraphs," "Recognizing Contrasting Points of View," and "Using Reference Books," while the sixth grade textbook has two- to four-page sections on "Taking Notes," "Drawing Conclusions," "Getting More Information," and "Reading Newspapers." These instructional segments contain a rationale for learning the skills, information on how to perform the skill, examples, and practice exercises, and/or suggestions for application.

Instruction for students in the other series is much sparser, consisting of short (one- to three-paragraph) segments entitled "To Help You Read" at the beginning of most units.

These segments tersely cover topics such as notetaking, summarizing, main ideas, skimming, and using questions as studying aids.

Some representative examples of what we classified as direct instruction in the teacher's editions follow. We classified examples such as these as direct instruction because the teacher is told what to do, even though teachers are not being told how to help students perform the task.

> Tell students that all through this book they will find important social studies words printed in boldface type, just as culture is. Tell them that the dark type is a clue to the fact that the word is defined in either the margin of that page or the glossary. Have someone look up the meaning of culture in the glossary and read it aloud. (Parramore & D'Amelio, 1982-b, p. 4)

> Review with your pupils the definition of a paragraph using the first three paragraphs on this page as examples. Show them how the first sentence in each is the topic sentence, with every other sentence in the paragraph expanding on the subject mentioned in the topic sentence. Then ask children to state the main idea of each paragraph in their own words. (Brandwein & Bauer, 1980-b, p. 6)

> You might wish to copy the chart below on the chalkboard or onto a spirit duplicating master.

> Have the pupils compare the way of life of the American Indians of the grassland region with the way of life of the Australian Aborigines of the grassland region by filling in the chart. The pupils may need to refer back to Chapter 11. Help the pupils understand both the similarities and the differences between the two ways of life. (King, Rudman, & Leavell, 1978, p. 196.)

Practice/Application

The "practice/application" category included situations in which students are expected to apply or practice a skill without the benefit of instruction in how to do so. We found three types of practice/application material. The first type of practice/application consists of directions to the teacher. For example, "As the children read 'Government Planning,' pages 233-237, ask them to write down the main idea of each paragraph. This should help them gain a clear picture of industrial growth in Russia" (Brandwein & Bauer, 1980-b, p. 233). Or, for the skill "Recalling information," teachers might be directed to "Encourage students to recall what they can remember about the Zairean past" (Servey, 1982, p. 194).

The second type of practice/application material consists simply of the skill students supposedly use as they read a section of text. For example, a listing under "Compare and contrast" might refer the reader to a section of the textbook consisting of several pages. The teacher's edition states, "In

this section the children compare the cultural traits of two boys who share Japanese physical traits but who live in different cultures" (Brandwein & Bauer, 1980-b, pp. 11-19). Or, pages listed under "Read to interpret a photo-essay" refer to actual "photo-essays" in a textbook, unaccompanied by any instruction on how to "interpret" them (Lefferts & Soifer, 1982).

The third type of practice/application material consists of an objective stated in the teacher's edition. For instance, one example of a "Comparing and contrasting" skill is "Students will observe that the cave dweller's hunting methods were far more effective than the Bushmen's" (Gross, Follett, Gabler, Burton, & Nilson, 1980, p. 50).

Discussion

The problems we describe in the Discussion exist in all five programs. Although we use specific examples to illustrate our points, these are not the only examples we found. In our choice of examples, we are not trying to "pick on" any programs; rather, we are attempting to give the reader a feel of the general situation we observed. Before discussing the results, we will describe some of the difficulties of conducting the analysis.

The Problem of Undefined Skills

Our major problem was that the skills are only listed on the scope and sequence charts; they are not defined on the charts or anywhere else in the teacher's editions. Therefore, we had to try to match the undefined skills listed on the scope and

sequence charts with something in the student textbook or teacher's edition.

Sometimes the matching task was obvious. For example, the scope and sequence chart of one program lists p. 139 under the thinking skill "Compare and contrast." On p. 139 of the teacher's edition is the directive "Have the class compare and contrast the institutions of slavery and feudalism." Often, however, the task of matching the scope and sequence chart skill labels with the content of either the teacher's editions or the student materials was not nearly so straightforward. We had to infer what on a given page matched up with a particular skill label.

The matches were relatively easy to make for some skills such as "Use reference books," "Outlining," or "Compare and contrast." For example, a page referenced as "Compare and contrast" on the scope and sequence chart might not have such a directive to the teacher, yet have an obvious compare-contrast question for students, such as "How are unions like the craft guilds of the Middle Ages? How are they different?" For other skills, however, the matches were difficult to make because the skills were more ambiguous. For instance, we had trouble finding matches for skills like "analyzing," "generalizing," "synthesizing," "observing," "identifying," and "describing" when the teacher's editions failed to make the match explicit.

In a few cases the matching problem was due to a mistake on the scope and sequence chart. For example, pages listed as

"Doing research in social studies" in one program took us to the last page of the glossary and the first two pages of the index! Most often, however, the difficulty of making matches was due to one of two problems: either there was no reasonable match between anything on the page and the skill, or, especially with some of the broad, ambiguous skills, it was possible to make a case for a reasonable match between everything on the page and the skill.

Confusion About Skills

In trying to match skill labels with material in the teacher's editions and student textbooks, we observed the following:

1. Many of the skills listed on the scope and sequence charts of some publishers appear to be overlapping. For example, it is difficult to see an important difference between "Recognizing main ideas" and "Distinguishing levels of importance." Similarly, it is difficult to see the difference between "Seeing relationships," and either "Recognizing time order," "Discovering cause and effect," or "Comparing and contrasting." "Seeing relationships" seems to be a superordinate skill that subsumes the other three.

2. The same skill label was used for very different activities or content. We think that a skill label covering a wide variety of activities is too general to be meaningful. For example, we think the skill label "Recognizing time order" is too

general when it refers to all of the following: the inclusion of time lines at the beginning of every unit, information on international time zones and the International Date Line, student exercises involving constructing time lines or sequencing events, and questions involving change over time. On the other hand, we also noted the opposite problem, as described in Point 3 below.

3. Different skill labels were used for very similar activities or content. For example, in one program the objective "Students will compare the outlooks and customs of an average American family with those of an average Chinese family" is labeled "Empathizing," while the objective "Students will compare what the workers thought Lenin would do to help them with what he actually did to assure his own control over them" is labeled "Comparing and contrasting."

4. Activities were sometimes haphazardly matched with skills. For example, one program included this teacher directive under "Recognizing main ideas": "To dispel a common belief that Africa is all the same, students should compare the variety of political, economic, and social experiences in Kenya." The program excluded this student exercise from "Recognizing main ideas": "Being able to find the main idea of a paragraph is an important skill. Read the six paragraphs under the heading 'Life in the Cities' on pages 222-233. Tell which one of the following six titles fits each of the six paragraphs . . ."

5. Skill labels were occasionally misused. Although blatant misuse seldom occurred, we did note a problem with

activities labelled "inferring," "making inferences," or "deducing" when little or no inference was required. For example, one program has the following objective categorized as "inferring, deducing": "Pupils will utilize the following skills: Deducing that grassland regions comprise much of the earth's land surface," while the text itself states, "About 40 percent of the land surface of the earth is grasslands." Very little inference or deduction is required.

In sum, we noted considerable confusion about reading/studying and thinking skills in the programs we examined. The publishers seem uncertain about the meaning of the various skill labels (if indeed they have meaning) and what constitutes a legitimate exercise of those skills.

One effect of the confusion about skills is reflected in the large proportion of skills in the "Indeterminate" category of Tables 7-12. As Table 12 reveals, we were unable to find a match for an average of one-fifth of the skill references listed on the scope and sequence charts. We think this is an unacceptably high proportion. We believe that if a program claims particular reading skills as objectives, it should be clear to the consumer what those skills are and how they are realized in the program.

Direct Instruction Versus Practice/Application

Despite the confusion about skills, we were able to find matches for approximately 80 percent of the page number references on the scope and sequence charts. For these "hits," we then

determined to what extent the textbooks and teacher's editions offered "direct instruction" versus "practice/application." As you have seen in Tables 7-12, direct instruction was sparse. By far the majority of the references on the scope and sequence charts are to "practice/application." Note that this pattern of results closely parallels Durkin's (1978-79; 1981) observations of classroom reading instruction and basal reading programs, which we summarize as: light on the direct instruction, heavy on the practice or assessment of skills.

This situation might not be unreasonable. The data could reflect a curriculum in which students receive good, solid skills instruction early in a program and then practice and apply these skills in many new contexts throughout that program--an approach that would seem to make good pedagogical sense. Unfortunately, that is not the way the programs we examined are structured. Direct instruction does not necessarily come early in a program. Few skills are accompanied by any direct instruction. Finally, instruction in a particular skill very seldom precedes any practice or application of that skill.

The direct instruction is not only sparse; in our opinion it often lacks substance and quality. We turn now to a discussion of the quality-- both good and poor--of the instruction we found.

Quality of Direct Instruction

Often, the instruction seemed insufficient. For example, consider the following excerpt from a student textbook. "Taking notes can help you organize important facts. First, skim the

unit. Then, as you read, take notes on the important facts. Use your own words. When you have finished, you can use your notes to review what you have learned" (Yohe, Cahill, Gross, & Gritzner, 1980, p. 230). Students who do not already know how to take notes--including how to skim, find important "facts," and paraphrase--will probably not be helped by this instruction.

In contrast, Figure 1 presents an example of direct instruction on notetaking that we think is quite good. Students are given a rationale for acquiring the skill, explicit instruction in how to take notes, including a sample notecard based on material they have just read, and guided practice in applying the skill.

Insert Figure 1 about here.

Sometimes, but fortunately rarely, instruction teaches what seems to us to be a misrule. Figure 2 presents the most upsetting example we found. In the textbook, students are told to use the headings and subheadings of a unit to construct an outline reflecting the relative importance of ideas. In the teacher's edition, teachers are urged to begin teaching outline form using the same exercise. When we actually generated the outline as directed (see Figure 2), we were distressed to find that this outline consisting of the headings and subheadings of the unit does not reflect the relative importance of ideas in the

text and, in fact, makes no sense as an outline. This outline does not even have a proper outline format, i.e., one Roman numeral is followed by only a single subheading.

Insert Figure 2 about here.

Although much of the instruction is inadequate and some of it misleading, we did find examples of what we considered to be good instruction. Interestingly enough, most of the good instruction is not referenced on the scope and sequence charts. Rather, we found examples by chance in our examinations of the teacher's editions. Figures 3-5 present examples of what we think is good instruction. These examples reflect suggestions following from current theory and research in reading comprehension. Some of these suggestions include helping students make use of prior knowledge, find a structure or organization for information in text, and generate questions to guide reading.

Insert Figure 3-5 about here.

For example, at the beginning of one textbook, students are given a structure--in the form of questions--to organize information in the entire book. Students are urged to use the questions as a studying aid (see Figure 3). As another example, the teacher's edition of one program provides questions directing

students to use prior knowledge to make predictions about content; students are then supposed to check their predictions against information in the text (see Figure 4). As a final example, the teacher's edition of one program provides a table to help students organize, compare, and contrast information in the text (see Figure 5).

We cannot resist including the following suggestion we also came across in a fourth-grade level teacher's edition.

> Divide the class into small groups. Tell students that they are going to make mobiles of pollution items such as tin cans, pieces of tires, soapsuds, and garbage. Ask volunteers to bring to class the next day pollutants or things that symbolize them. One such symbol might be cotton balls used to stand for soapsuds. Other volunteers should bring coat hangers (one per group) to use as the basis of the mobiles.
>
> On the second day, run a strong piece of rope across the classroom near the ceiling. Have the groups make their mobiles, using string to attach the pollution items to the hangers. Then suspend the mobiles from the rope across the room. (Parramore & D'Amelio, 1982-a, p. 62.)

Fortunately, the material does not purport to advance reading comprehension. Nonetheless, we think the example is absurd--surely there are more productive ways for teachers and students

to spend two class periods than in making mobiles out of soapsuds and garbage!

Summary and Conclusions

Publishers of four of the five social studies programs we examined acknowledged the importance of reading in the social studies curriculum and purported to teach reading-related skills. However, there was very little direct instruction for these skills, and what little instruction there was often seemed inadequate. The programs rely primarily on having students practice or apply skills without the benefit of instruction in how to perform those skills.

We suspect the results we found stem from several problems. First, there is a great deal of confusion regarding "reading skills." This confusion is not limited to the publishing industry; the reading community is not sure what they are either. In the absence of guidance as to what skills and strategies comprise reading, publishers are free to invent their own list of skills.

A second problem is that what is known about teaching reading comprehension (e.g., Pearson & Gallaher, 1983; Tierney & Cunningham, in press) is not finding its way into the social studies programs. Perhaps publishers are unaware of the information, or perhaps they are unwilling to invest the resources in developing good instruction in reading comprehension, which leads us to the next problem.

A third problem is that really good instruction in content-ares reading takes time to develop and time to teach. Publishers of content-area programs are probably unwilling to invest a lot of resources in developing reading instruction. Likewise, content-area teachers are probably unwilling to invest much class time teaching reading if they believe that what students really need to learn is the subject matter itself. Many teachers probably find it easier to lecture about the content and so avoid the problem altogether.

In short, the problems we found in our examination of student textbooks and teacher's editions do not have simple solutions. We believe, however, that publishers can do better. One suggestion is that publishers should work to produce textbooks that are written better. This suggestion is based on the following argument: The emphasis on reading comprehension instruction in the content-areas follows largely from the fact that many students experience difficulty reading their textbooks. Students may find the textbooks so difficult to read because they are poorly written (see Anderson & Armbruster, 1981; Kantor, Anderson, & Armbruster, 1982; Armbruster, 1984). If textbooks were well written and "considerate" to their readers, students would probably need less help reading them. In other words, we believe that if authors and publishers produced textbooks that follow simple rules such as "Headings signal more important or general information than subheadings," the need for teaching reading skills would be significantly reduced.

Abstract

Five social studies programs at the fourth and sixth grade levels were examined to determine how much and what kind of reading comprehension instruction was provided in the student textbook and teacher's editions. Direct instruction in skills was rare; "reading/studying" and "thinking" skills were primarily taught or developed through practice or application of skills that the students had presumably already acquired. The study also revealed a great deal of apparent confusion about what "reading skills" are and what constitutes a legitimate exercise of those skills.

Even with better written textbooks, however, some reading skills would probably still need to be taught. We think publishers should be less concerned with the quantity of skills included in their scope and sequence charts and more concerned with the quality of instruction. Obviously publishers can produce better instruction, since the programs already include some examples of excellent instruction. We feel strongly that publishers could more wisely invest their resources in developing good instruction than in developing ideas for exercises such as making mobiles out of soapsuds.

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Table 1

Social Studies Programs Examined in the Study

Follett

Textbooks:

Gross, H. H., Follett, D. W., Gabler, R. E., Burton, W. L., & Nilsen, W. D. Exploring our world: Regions. Chicago: Follett, 1980. (4th grade)

Yohe, R. S., Cahill, G. A., Gross, H. H., & Gritzner, C. F. Exploring our world: Eastern hemisphere. Chicago: Follett, 1980. (6th-7th grade)

Teacher's Editions:

Ahlschwede, B. F. Teacher's guide: Exploring our world: Regions. Chicago: Follett, 1980.

Lee, S. D. Teacher's guide: Exploring our world: Eastern hemisphere. Chicago: Follett, 1980.

Harcourt Brace Jovanovich

Textbooks:

Brandwein, P. F., & Bauer, N. W. The earth: Living in our world. New York: Harcourt Brace Jovanovich, 1980a. (4th grade)

Brandwein, P. F., & Bauer, N. W. The world: Living in our world. New York: Harcourt Brace Jovanovich, 1980b. (6th grade)

Teacher's Editions:

Brandwein, P. F., Bauer, N. W., & DeLauro, D. G. Teacher's edition: The earth: Living in our world. New York: Harcourt Brace Jovanovich, 1980.

Brandwein, P. F., Bauer, N. W., Berkowitz, H. S., & Gundlach, P. G. The world: Living in our world. New York: Harcourt Brace Jovanovich, 1980.

Promotional literature:

Living in our world. New York: Harcourt Brace Jovanovich, 1979.

Laidlaw

King, F. M., Rudman, H. C., & Leavell, L. R. Understanding regions of the earth. River Forest, Ill.: Laidlaw, 1978. (4th grade)

King, F. M., Rudman, H. C., & Leavell, L. R. Understanding the world. River Forest, Ill.: Laidlaw, 1979. (6th grade)

Macmillan

Clark, M. K. The earth and its people. New York: Macmillan, 1982. (4th grade)

Lefferts, W., & Soifer, I. Nations of the world. New York: Macmillan, 1982. (6th grade)

Scott, Foresman

Parramore, B. M., & D'Amelio, D. Scott, Foresman social studies. Glenview, Ill.: Scott, Foresman, 1982. (4th grade)

Servey, R. E. Scott, Foresman social studies. Glenview, Ill.: Scott, Foresman, 1982. (6th grade)

Table 2

Excerpts from Teacher's Editions Reflecting the
Perceived Role of Reading in s Social Studies Program

Follett

"Social studies teachers and texts do not teach reading, per se. Yet, if students are to be successful in mastering social studies content, they must master a variety of content reading skills. The Follett Social Studies program aims at six major reading proficiency goals that can be attained through the use of the program." (Gross, Foliett, Gabler, Burton, & Nilsen, 1980. p. TG13)

Macmillan

"The teaching of reading is an integral part of sn effective social studies program . . . all social studies teachers are also teachers of reading, who help pupils to improve their reading skills. (Lefferts & Soifer, 1982, p. T7) Macmillan Social Studies provides . . . a developmental program of basic skills which focuses on literal comprehension and critical thinking skills in reading . . ." (Lefferts & Soifer, 1982, p. Tv)

Scott, Foresman

"For children to develop real understanding of social studies content, they must master reading skills, study skills, thinking skills, and social skills." (Parramore & D'Amelio, 1982, p. G18)

Harcourt Brace Jovanovich

"Living in Our World" has been published to help elementary school teachers reach three major goals of social studies education. (Included in these are) the thinking skills related to the social studies, which call upon certain apecial skills of reading, listening, speaking, analysis, and generalization." (Brandwein & Bauer, 1980 (b), p. vi)

Table 3

Excerpts from Teacher's Editions about Provisions for Teaching Skills

Follett

"Teachers will find ample help in working toward these (reading proficiency) goals in both the texts and the Teacher's Editions." (Gross, Follett, Gabler, Burton, & Nilsen, 1980, p. TG13)

Macmillan

"The on-page annotations in the Teacher's Editions of Nations of the World are designed specifically for the effective introduction, development, and conclusion of the unit. These annotations are all that is needed for successful day-to-day teaching." (Lefferts & Soifer, 1982 (b), p. Txii)

Harcourt Brace Jovanovich

"All you need to teach Living in Our World is in the fully annotated Teacher's Editions . . . You'll be delighted with its teachability!" (Center for the Study of Instruction, 1979, p. 13) (and elsewhere) ". . . The teacher is provided with suggestions for helping pupils read the textbook." (Brandwein & Bauer, 1980 (b), p. T-5)

Scott, Foresman

"Only Scott, Foresman Social Studies has step-by-step lesson plans, answers, and a wealth of other teaching helps (Parramore & D'Amelio, 1982, p. G5). In Scott, Foresman Social Studies, each skill is taught in a planned, systematic way." (Parramore & D'Amelio, 1982, p. G18)

Laidlaw

Although Laidlaw does not claim to teach reading skills, it does promise "to provide the teacher with everything that he or she needs to teach successfully each and every part of the program" (King, Rudman, & Leavell, 1978, p. T6)

Table 4

Reading/Study Skills

Scott-Foresman	Follett	Harcourt, Brace, Jovanovich	Macmillan
READING/STUDY SKILLS	SOCIAL STUDIES READING SKILLS	SPEAKING, WRITING, READING SKILLS	READING COMPREHENSION AND VOCABULARY STUDY SKILLS, CRITICAL THINKING
Developing an Experience Framework using books	Comprehension interpreting in light of personal experience empathizing		
Developing Social Studies Vocabulary literal meaning implied meaning context clues pronunciation aids time and chronology expressions index, glossary, dictionary	Enriching Vocabulary building social studies vocabulary defining words determining meaning from context pronunciation Using Textbook Features index, glossary, dictionaries appendix atlas table of contents headings	use context clues use pronunciation guide use glossary, index, dictionary	Reading Comprehension and Vocabulary understand and use social studies vocabulary and terms Study Skills locate information by using various sources read and interpret captions
Locating and Gathering Information books reference books newspapers and magazines libraries	Using Reference Tools newspapers and magazines library encyclopedias telephone directories, transportation schedules, etc.	use reference books use newspapers, magazine use library	
Using Comprehension Skills main ideas different kinds of written language understanding relationships purposes for reading analyzing paragraphs inferences, judgments, conclusions comparing different sources	Comprehension recognizing main ideas using details to support main ideas reading for details paraphrasing and summarizing distinguishing levels of importance distinguishing fact from fantasy distinguishing fact from opinion identifying point of view distinguishing different points of view recognizing author's purpose interpreting facts seeing relationships discovering cause and effect skimming for information following directions	select main idea read to answer questions	Reading Comprehension and Vocabulary read to identify the main idea read and interpret a photo-essay read to obtain specific information
Developing Chronological Relationships events in chronological order vocabulary of time expression relating to personal experience	recognizing time order		Critical Thinking recognize a chronological sequence of events and understand basic time concepts draw conclusions based on information found in the text suggest alternative solutions to a problem
Developing Reading Flexibility adjusting rate to purpose information-retaining techniques	Organizing Information notetaking constructing charts and graphs outlining data	make a simple outline	Study Skills write a multiple-step outline

Table 5

Thinking Skills

Scott, Foresman	Follett	Harcourt Brace Jovanovich	Macmillan
READING/THINKING SKILLS	THINKING SKILLS	THINKING SKILLS	CRITICAL THINKING
Recalling ideas and information			
Grouping ideas and information making comparisons determining categories creating classifications	Comparing and contrasting Defining Classifying	Compare and contrast Classify/categorize	
Analyzing ideas and information determining component parts identifying relationships fitting ideas to generalizations	Analyzing	Analyze (identify consequences)	
Integrating information into New Ideas one idea from many many ideas into one creating generalizations	Synthesizing Generalizing	Generalize	Draw conclusions based on information gained from the text
Evaluating Ideas and Solutions stating preferences suggesting consequences identifying assumptions conveying personal opinions determining "best" solutions	Evaluating		
Inventing Solutions offering various solutions creating novel solutions			
Formal Problem solving recognizing problems gathering information suggesting solutions applying solutions evaluating solutions	Thinking skills applied to problem solving identifying problems proposing solutions evaluating evidence evaluating solutions Predicting and Hypothesizing Observing	Recognize problems Suggest solutions	Suggest alternative solutions to a problem

Table 6

"Social Studies Skills" in the Laidlaw Program

Locating
- gathering data
- doing research in social studies

Organizing
- classifying
- organizing paragraphs and outlining
- listing

Analyzing
- identifying, defining
- describing
- discussing, explaining
- inferring, deducing
- generalizing

Decision Making
- comparing and contrasting

Table 7

Classification of Skills in the Follett Program

Skills	4th Grade				6th Grade			
	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate
Reading Skills								
Enriching vocabulary								
Building personal student vocabulary	10	0	10	0	76	0	78	0
Pronunciation	1	0	0	1	1	1	0	0
Defining words	7	0	7	0	4	0	3	1
Determining meaning from context	4	0	4	0	3	0	2	1
Comprehension								
Previewing a reading selection	2	2	0	0	1	1	0	0
Skimming for information	2	1	2	0	11	0	6	5
Analyzing	4	0	2	2	24	0	21	3
Recognizing main ideas	4	2	2	0	45	2	37	4
Seeing relationships	1	0	1	0	47	0	42	5
Recognizing time order	2	0	2	0	29	0	24	5
Discovering cause & effect	--	--	--	--	50	0	48	2
Identifying point of view	1	0	1	--	8	0	6	2
Distinguishing different points of view	--	--	--	--	12	0	10	2
Recognizing author's purpose	--	--	--	--	6	0	4	2
Recognizing propaganda	--	--	--	--	4	1	2	1
Distinguishing levels of importance	1	0	1	--	12	0	7	5
Reading for details	10	0	8	2	74	0	70	4
Using details to support main ideas	1	0	1	0	29	1	25	3
Interpreting facts	--	--	--	--	32	0	26	6
Distinguishing fact from opinion	--	--	--	--	3	0	3	0
Distinguishing fact from fantasy	--	--	--	--	--	--	--	--
Empathizing	--	--	--	--	7	0	7	0
Interpreting in light of personal experience	1	0	1	0	23	0	21	2
Paraphrasing and summarizing	3	0	2	1	10	0	5	5
Following directions	--	--	--	--	20	0	20	0
Making inferences	6	0	4	2	1	0	1	0
Organizing information								
Notetaking	1	1	0	--	2	2	0	0
Outlining data	2	1	0	--	1	0	1	0
Constructing charts & graphs	--	--	--	--	2	0	1	1
Using textbook features								
Table of contents	1	0	1	0	3	0	1	0
Headings	--	--	--	--	1	0	1	0
Atlas	2	0	1	0	1	0	2	0
Appendix	--	--	--	--	4	0	4	0
Glossary	2	0	2	0	3	0	3	0
Index	2	1	1	0	1	0	1	0
Using reference tools								
Newspapers and magazines	--	--	--	--	2	0	2	0
Dictionaries	2	0	2	0	2	0	2	0
Encyclopedias	1	0	1	0	2	0	2	0
Library	--	--	--	--	3	0	3	0
Telephone directories, transportation schedules, etc.	--	--	--	--	--	--	--	--
Thinking Skills								
Observing	2	0	1	1	24	0	15	9
Classifying	6	0	6	0	16	0	13	3
Defining	1	0	0	1	39	0	5	34
Comparing/contrasting	15	0	15	0	115	0	110	5
Generalizing	5	0	4	1	69	0	5	64
Synthesizing	3	0	3	0	28	0	10	18
Predicting & hypothesizing	5	0	5	0	47	0	37	10
Evaluating	--	--	--	--	50	0	37	13
Problem solving								
Identifying problems	2	0	2	0	--	--	--	--
Evaluating evidence	--	--	--	--	--	--	--	--
Proposing solutions	2	0	1	0	--	--	--	--
Evaluating solution	1	0	1	0	--	--	--	--

Table 8

Classification of Skills in the Harcourt Brace Jovanovich Program

Skills	4th Grade				6th Grade			
	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate
Reading, Speaking, Listening, and Writing Skills								
select main idea	4	1	3	0	4	2	2	0
use context clues	8	0	8	0	8	0	8	0
use pronunciation guide	30	1	29	0	54	1	53	0
read to answer questions	5	0	5	0	16	0	16	0
use glossary, index, dictionary	18	0	16	2	23	0	23	0
use reference books	9	0	8	1	34	0	34	0
use newspapers, magazines	3	0	3	0	17	0	17	0
use library	3	0	2	1	15	0	15	0
make simple outline	3	1	2	0	1	1	0	0
Thinking Skills								
compare/contrast	13	0	12	1	34	0	33	1
classify/categorize	16	0	16	0	9	0	9	0
generalize	19	0	6	13	19	0	9	10
analyze	14	0	14	0	25	0	22	3
recognize problems	15	0	15	0	19	0	19	0
suggest solutions	11	0	11	0	19	0	19	0
identify consequences	8	0	8	0	12	0	11	1
evaluate solutions	2	0	2	0	5	0	5	0

Table 9

Classification of Skills in the Laidlaw Program

Skills	4th Grade				6th Grade			
	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate
Social Studies Skills								
Locating								
gathering data	4	0	4	0	6	0	5	1
doing research in social studies	--	--	--	--	1	0	0	1
Organizing								
classifying	2	0	2	0				
orgenizing paragraphs and outlining	1	0	0	1				
listing	--	--	--	--	6	0	5	1
Analyzing								
identifying, defining	1	0	1	0	5	1	1	1
describing	5	0	5	0	6	0	6	0
discussing, explaining	5	0	4	1	6	0	6	0
inferring, deducing	5	1	2	2	6	0	5	1
generalizing	5	0	4	1				
Decision making								
comparing and contrasting	6	2	4	0	5	0	4	1

Table 10

Classification of Skills in the Macmillan Program

Skills	4th Grade				6th Grade			
	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate
Critical thinking								
Recognize a chronological sequence of events and understand basic time concepts	10	0	0	10	9	0	9	0
Suggest alternative solutions to a problem	--	--	--	--	8	0	3	5
Draw conclusions based on information found in the text	9	0	9	0	11	0	11	0
Reading comprehension and vocabulary								
Read and interpret a photo-essay	8	0	8	0	12	0	12	0
Read to obtain specific information	All question sections	0	All question sections	0	All question sections	0	All question sections	0
Read to identify main ideas	10	0	10	0	17	0	0	17
Understand and use social studies vocabulary and terms	In all places where new vocabulary is introduced or tested	0	In all places where new vocabulary is introduced or tested	0	In all places where new vocabulary is introduced or tested	0	In all places where new vocabulary is introduced or tested	0
Study skills								
Read and interpret captions	Photographs throughout the text are accompanied by functional captions	0	Photographs throughout the text are accompanied by functional captions	0	Photographs throughout the text are accompanied by functional captions	0	Photographs throughout the text are accompanied by functional captions	0
Locate information by using various sources	--	--	--	--	4	0	2	2
Write multiple-step outline	6	0	6	0	2	0	2	0

Table 11

Classification of Skills in the Scott, Foresman Program

Skills	4th Grade				6th Grade			
	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate	Total No. Skills Referenced	Some Direct Instruction Provided	Application/ Practice	Indeterminate
Reading/Study Skills								
Developing an experience framework	21	6	14	1	2	0	2	0
Developing social studies vocabulary	19	6	12	1	18	6	12	0
Using comprehension skills	31	3	21	7	111	5	89	17
Developing reading flexibility	5	0	4	1	23	1	21	1
Locating and gathering information	19	3	16	0	7	1	6	0
Developing chronological relationships	8	1	5	2	5	2	3	0
Reading/Thinking Skills								
Recalling ideas and information	50	2	38	10	85	0	44	41
Grouping ideas and information	45	2	31	12	27	0	24	3
Integrating information into new ideas	20	0	15	5	40	0	12	28
Analyzing ideas and information	34	1	19	14	48	1	35	12
Inventing solutions	6	0	5	1	14	0	10	4
Evaluating ideas and solutions	19	0	13	6	29	1	21	7
Formal problem solving	2	0	1	1	1	1	0	0

Table 12: Summary of reading-related skills development at 4th and 6th grades in five social studies programs

Social Studies Program	Total No. Reading-Related Skills Referenced	Some Direct Instruction Provided (Proportion)	Application/ Practice (Proportion)	Indeterminate (Proportion)
Scott, Foresman				
4th	279	24 (.09)	194 (.70)	61 (.20)
6th	410	18 (.04)	279 (.68)	113 (.28)
Follett				
4th	115	8 (.07)	96 (.83)	11 (.10)
6th	991	8 (.01)	752 (.76)	231 (.23)
Harcourt Brace Jovanovich				
4th	181	3 (.02)	160 (.88)	18 (.10)
6th	314	4 (.01)	295 (.94)	15 (.05)
Macmillan				
4th	43	0 (0)	33 (.77)	10 (.23)
6th	63	0 (0)	39 (.62)	24 (.38)
Laidlaw				
4th	34	3 (.09)	26 (.76)	5 (.15)
6th	39	1 (.03)	32 (.82)	6 (.15)
Total	2469			
Mean proportion of total skills referenced		.03	.77	.20

Figure Captions

Figure 1. Example of "good" instruction on notetaking (Servey, 1982, pp. 17-18)

Figure 2. Example of "poor" instruction (Gross, Follett, Gabler, Burton, & Nilsen, 1980, p. 74)

Figure 3. Example of "good" instruction in student textbook (Gross, Follett, Gabler, Burton, & Nilsen, 1980, p. 24)

Figure 4. Example of "good" instruction in teacher's edition. Students are asked to use prior knowledge to make predictions and then to check their predictions against information in the text (Ahlschwede, 1980, p. TG67)

Figure 5. Example of "good" instruction. Students are given a table to help them organize, compare and contrast information from the textbook (King, Pudman, & Leavell, 1978, p. 196)

When You Read Social Studies

Taking Notes

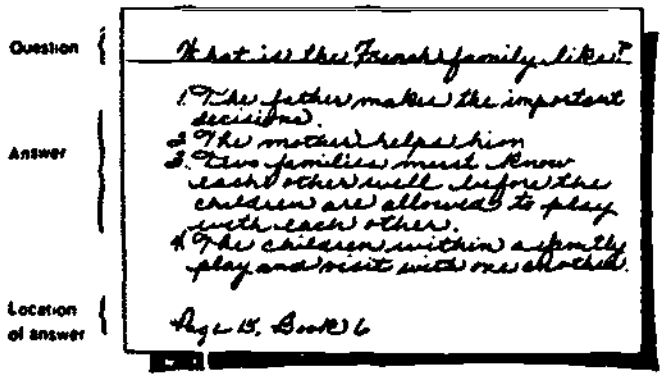
Reading social studies is seldom like reading a story. There is no plot to follow; there are no characters to love or hate. Instead there is information. There are new things to learn about the world and the people in it. There are new questions to think about.

You need special skills to read social studies. One of the hardest parts of reading social studies is remembering what you've read. A good way to help yourself remember is to take notes as you read. Taking notes is a skill used by many people when they read social studies books.

A helpful note is one that gives answers to an important question and tells where the answers came from.

The first step, then, is to figure out what the important questions are. You ask yourself, what are these pages all about? You skim the titles of chapters and lessons. You read the questions at the ends of lessons and chapters. These are important clues to the main ideas in the material you're about to read.

You have just finished reading about social groups in France. One of the social groups you read about was the family. Here is a good note to help you remember what you read about the family.



Objectives
Students will learn:
- why taking notes is helpful.
- what information a helpful note provides.
- how to prepare note cards or sheets to use when reading the next lesson.

Teaching Suggestions
Recall to students the experience that most of us have had of reading something but not remembering what we have read. Tell them that this lesson gives one way for helping them remember important facts and ideas from what they read.

After they read, encourage students to comment on what they read. Focus their attention on the sample note given. Encourage them to study it and generalize about what a note provides and to give a reason for each part.

Guide them in preparing note cards or sheets to use as they read the next lesson on social groups in Japan.

Related Materials
The lesson on page 5 in the pupil's workbook provides further practice.

The next lesson is about social groups in Japan. Because you have learned about social groups in France, you know some of the questions you can ask about social groups in Japan. If you look again at the note on page 17, you will get an idea. *What is the Japanese family like?* will work very well for the first question.

Can you think of another question? How about this one: *Are there neighborhood groups in Japan?* (If the answer to this question is *yes*, you will want to write the facts about neighborhood groups.) And perhaps this question will help: *What other groups are found in Japan?*

Take a sheet of paper and tear it into four equal pieces. Use three of the pieces in this way:

1. Write the first question about Japan on one piece, the second question on another piece, and the third question on another. Be sure to write the question along the top edge of the paper.
2. Read the lesson about social groups in Japan and take notes as you find answers to your questions. Write the number of each page on which you find an answer.
3. Study your notes by covering the answers and trying to recall them.
4. Then answer the "Think About It" questions on page 20. Did your notes help you remember what you read?

Students are told:

Skim through the stories in this unit. As you skim, look at the words in very black type that divide the stories. Do you see two different kinds? One kind is a title for several pages. "Johnny Begay Goes to School" on page 75 is an example. The other kind is in smaller type. Find five examples of the second kind on pages 76-81. Each is a title for what is in the paragraphs that follow.

These headings help you to keep ideas in order. The first kind shows main ideas. The second kind shows ideas related to a main idea. Using both kinds of headings, you can make an outline of a story.

Teachers are told:

Begin to teach a simple outline form as the students name the headings and subheadings of the lesson. Use Roman numerals for the headings and capital letters for the subheadings. Write the outline on the board as students volunteer headings and subheadings.

The actual outline:

I. Johnny Begay Goes to School
   - A. The New Teacher
   - B. The First Day
   - C. The Window in the Rock
   - D. Desert Plants
   - E. Desert Animals

II. The Ancient Ones
   - A. The Mystery

III. A Lesson for the Teacher
   - A. The Trading Post
   - B. Grandmother Salt
   - C. Navajo Customs

IV. The Begay Hogan
   - A. Early Navajo History
   - B. The Navajos Today

V. A Navajo Bath
   - A. Time for Lunch
   - B. An Important Food

VI. The Desert Way
   - A. Sheep Herding
   - B. The Wool Program

Learning to Study Regions

This year you are going to study different *regions* of our earth. You can find the names of these regions in the Table of Contents on page 2. You will find out what the people in each region have in common. You will also find out how they differ.

Read the questions to the right. As you study each region, you should try to answer these questions.

WORDS TO HELP YOU

climate	p. 26	*region*	p. 24
earthquake	p. 29	*temperature*	p. 26
history	p. 30	*trading*	p. 27
manufacturing	p. 27		

1. What does the land of the region look like?
2. What is the climate like?
3. How do the people make a living?
4. In what kinds of houses do they live?
5. What do they eat?
6. What do they wear?
7. How do they get an education?
8. What games do they play?
9. How do they travel and send messages?
10. What is the story of early days in this region?
11. How do the people live and work together in peace and friendship?

Many students throughout the United States have never seen an ocean firsthand. They have, however, seen movies or TV shows that have an ocean setting, and many are familiar with smaller bodies of water such as lakes.

Use the technique of progressing from the known to the unknown in introducing the unit. Ask the students what they can tell you about lakes and rivers. Ask such questions as the following to direct the students' thinking:

a. What are the sources of lakes and rivers?

b. What kinds of movement do we observe in the waters of lakes and rivers?

c. What kind of life is found in lakes and rivers?

d. How do people use lakes and rivers?

e. Why are lakes and rivers important to us?

f. How do lakes and rivers become polluted?

As the students give answers to each question, write their statements on the chalkboard. Then ask the students to select those statements which they think also apply to the oceans. As the study of the unit progresses the students can test their predictions against the evidence they find in the stories.

You might wish to copy the chart below on the chalkboard or onto a spirit-duplicating master.

	American Indians	Australian Aborigines
Ways of hunting		
Food		
Clothing		
Shelter		
Life today		

Have the pupils compare the way of life of the American Indians of the grassland region with the way of life of the Australian Aborigines of the grassland region by filling in the chart. The pupils may need to refer back to Chapter 11. Help the pupils understand both the similarities and the differences between the two ways of life.