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PREPARING AND SUBMITTING PROPOSALS.**

For TCU/RCAF Use Only:	
Action	_____
Amount	_____
Project Code	_____

**TCU RESEARCH AND CREATIVE ACTIVITIES FUND
GRANT APPLICATION**

Grant Applicant: Michelle Bauml		
Academic Rank/Dept/School: Associate Professor, College of Education		
Date of Appointment to TCU: August 2010		Year of Last Promotion (if applicable): 2016
Project Title: Investigating Social Studies Instruction in Primary Grades		
Amount Requested RCAF: \$2,001	Requesting JFSRP Funds: No	Project Period: June 1, 2018 - March 1, 2019
Authorizing Signatures:		
Grant Applicant: <u>Michelle Bauml</u>		
Department Chair: _____		
Dean of School/College: <u>Mary M. Patton</u>		
ABSTRACT (200 WORDS)		
<p>I am requesting funds for a qualitative study in which I will explore how teachers of young children provide social studies instruction (e.g., history, civics). Although considered a core subject, numerous researchers have found social studies to be severely neglected in elementary schools for reasons such as teacher apathy and heavy emphasis on standardized testing for mathematics and reading. Unfortunately, elementary social studies is often limited to crafts or holiday celebrations that fail to provide content-rich, meaningful learning opportunities that foster children’s ability to make informed decisions and form habits of active citizenship. Through interviews and classroom observations of purposively selected teachers, this study aims to contribute to the relatively thin research base about teaching social studies to young children by focusing on teachers whose practices disrupt distressing trends.</p> <p>I am also requesting funds to upgrade a qualitative data analysis software license (QSR NVivo) because I use NVivo software for much of my work (not limited to the current project). Results of this project will inform the contents of a book for teachers, which I will work on during a fall 2018 sabbatical.</p>		

Type of Application: **New Project/SEED Project**
 Continuing Project or Renewal of TCU/RCAF Grant No.:
 Supplement to other grant:

Previous TCU/RCAF Grants: **Grant No.:** 60617 **Year:** 2011
Grant No.: 60653 **Year:** 2012
Grant No.: **Year:**

If you have been awarded funding or have submitted this project for extramural funding, please indicate the following:

Agency: TCU College of Education's Center for Public Education **Amount:** \$1,084

Proposal Status **Awarded** **Denied** **Pending**

Why additional funds are needed from TCU/RCAF: The total cost of the project exceeds amounts that are typically funded by the Center for Public Education. Additionally, I plan to begin collecting some of the data before RCAF funds will be available. Applying for partial funding through the College of Education will allow me to begin collecting data earlier and request less from RCAF funds.

Will the research results of this TCU/RCAF grant enable you to apply for extramural funding?

Yes **No**

If yes, to what funding agency will the proposal be submitted?

When do you plan to submit the proposal?

If no, attach explanation. External funding for qualitative research that deals with teaching social studies is limited. The major outcome of this project will be a book written for classroom teachers, and further funding should not be necessary.

Does this proposed research:

Yes **No** **Involve human subjects? If yes, date of Committee review:**
Approved as of 1/14/18

Yes **No** **Involve live animals? If yes, date of Committee review:**

Yes **No** **Involve radioactive substances?**

Yes **No** **Involve scheduled drugs?**

RCAF/JFSRP REVIEWER EVALUATION FORM

Name: Michelle Bauml

Department: College of Education

Project Title: Investigating Social Studies Instruction in Primary Grades

**Points
Awarded**

Abstract (10 points) Provide a summary statement that covers 1) the main point of the project; 2) the problem you intend to solve or question you intend to answer; 3) relevant background; 4) expected methodologies; and 5) intended contributions to the discipline. **(200 words)**

Purpose/Goal of Project (10 points) In a brief opening paragraph, clearly state the purpose and goals of your project—what do you intend to accomplish and/ produce from this work?

Background, Significance and References (20 points)

- 1) Provide an adequate review of pertinent previous work or literature to define how your project fits into the current state of research, knowledge or artistry.
- 2) Explain why the project is needed. For example, will it demonstrate a novel approach or new techniques, explore previously unknown source material, fill a major gap in the knowledge base of your discipline, and/or make substantive contributions to or advance the field of study or area of artistry.
- 3) Provide references/bibliography using a format appropriate for your discipline. Include a list of all references cited in the application and any additional key sources that have informed your main argument.

Method/Approach (20 points) What means, procedures, techniques will you use to accomplish your goals (e.g. experimental method, archival data collection, interpretive reading, interviews, surveys, comparative method etc.)? For whatever method you employ, justify your method and explain in detail how you will conduct your investigation or creative activity. Explain how the proposed approach is expected to lead to achievement of your goals and the products you expect to result from the work. Important: If your work involves animals or human subjects, address the ethical and regulatory issues related to your project. If relevant, do you have IRB and/or IACUC approval?

Professional Development (10 points) Describe how this project will contribute to your scholarship and/or artistic development. Will the project enable you to competitively seek external funding to support future work? What is the potential for publication, exhibition, presentation, performance and/or other appropriate scholarly product or creation? Are there specific professional outcomes that you hope to achieve by accomplishing this work?

Record of Scholarly/Artistic Activities (10 points) Provide a record of your scholarly activities (publications, presentations, performances, exhibitions, external funding) for the previous three to five years. Reviewers expect to see a history of active engagement in artistry, scholarship and/or evidence that experience sufficient for accomplishing this project, whether as a continuation of your current line of inquiry or as a new line of inquiry. If you have had prior RCAF/JFSRP support in the past five years, does this proposal tie into that earlier support or is it independent of previously supported projects? If so, how? (NOTE: If you have not had any prior RCAF/JFSRP support, please also state that. It will not count against you in the scoring.)

Budget and Budget Justification (10 points) Your budget should be clearly described. Each area of expenditure should be described. If pricing seems out of the ordinary, please explain. Each area of expenditure should clearly relate to the proposed activities and be clearly necessary to those activities. The overall cost of the project should be reasonable. See RCAF/JFSRP Budget Form

Overall Proposal Quality / Holistic Assessment (15 points) The proposal should be free of typographical and spelling errors and written for a general academic audience. Proposal should be coherent. A holistic evaluation includes such additional considerations as: whether or not work proposed can be reasonably accomplished originality and innovation, accesses unique or understudied populations, and/or represents area of scholarship for which funding is rare.

Extra Points (10 points) New faculty in their first or second year of appointment and who have not yet received a TCU RCAF/JFSRP award are granted 10 extra points on their overall score.

Appendices (Optional) You may provide up to three appendices of pertinent supporting materials. These materials should clarify important aspects of the work, but not duplicate the narrative. They should not be used to circumvent length restrictions on the proposal. Examples of appendices would be such things as survey instruments, letters of collaboration from co-investigators, copies of catalog pages or vendor bids for high-cost items in your budget, and the like.

Maximum Points 115

Total Point
Awarded

Investigating Social Studies Instruction in Primary Grades

Abstract

I am requesting funds for a qualitative study in which I will explore how teachers of young children provide social studies instruction (e.g., history, civics). Numerous researchers have found social studies to be severely neglected in elementary schools for reasons such as teacher apathy and heavy emphasis on standardized testing for mathematics and reading. Unfortunately, elementary teachers often limit social studies to crafts or holiday celebrations that fail to provide content-rich, meaningful learning opportunities that foster children's ability to make informed decisions and form habits of active citizenship. Through interviews and classroom observations of purposively selected teachers, this study aims to contribute to the relatively thin research base about teaching social studies to young children by focusing on teachers whose practices disrupt distressing trends.

I am also requesting funds to upgrade a qualitative data analysis software license (QSR NVivo) because I use NVivo software for much of my work (not limited to the current project). Results of this project will inform the contents of a book for teachers, which I will work on during a fall 2018 sabbatical.

Purpose/Goal

This grant will initiate new research about teachers' approaches to social studies instruction in the primary grades—Kindergarten (K) through 3rd grade. In today's turbulent political climate, where divisiveness and mistrust are commonplace and cross-cultural tensions are high, the need for social studies education is clear. By introducing young children to developmentally appropriate social, economic, and environmental topics, and by helping children engage in perspective-taking and substantive discussions, teachers can foster important foundational

dispositions for democratic citizenship and civic action. In this project, I intend to explore ways in which teachers: 1) define the purpose and goals of social studies education; 2) teach children about community, critical thinking, and perspective-taking; and 3) utilize instructional resources to provide content-rich, meaningful learning opportunities. Findings from this project will inform a book for teachers, teacher educators (professors), and professional development leaders and will form the content of two national conference presentations. I also plan to use the results in my ECEC 31233 Elementary Social Studies Methods course in the College of Education.

Background/Significance/References

Social studies is an interdisciplinary field that includes history, geography, economics, political science, and other disciplines. With connections to numerous areas of knowledge (e.g., culture, continuity and change, civics), social studies' educational purpose, in general, is to teach young people how to make informed, reasoned decisions for the public good as citizens of a diverse, global society (NCSS, 1994, p. 3).

Researchers have shown that in early grades, class time devoted to social studies is minimal, due in part to heavy emphasis on reading and math instruction since the No Child Left Behind Act of 2001 (Heafner & Fitchett, 2012; Leming, Elington, & Schug, 2006; Vogler, et al., 2007). To illustrate, VanFossen (2005) found that two-thirds of the 594 Indiana elementary teachers in his study spent less than 18 minutes per day teaching social studies. While lack of time is a major issue, many teachers are also apathetic toward teaching social studies (Zhao & Hoge, 2005), or they may fail to realize the purpose of social studies and thus disregard it (Tanner, 2008).

Elementary social studies topics are continually at risk of being presented to children in ways that lack academic rigor (Pace 2003; Slekar, 2009); instead, teachers often use activities

because they are fun rather than substantive. A search for “social studies for kids” on Pinterest (www.pinterest.com), a popular website many teachers use for lesson ideas, confirms DiCamillo’s concerns about “fun pedagogy” (2010, p. 189) with an image of North and South America outlined like a map and covered in green macaroni. Social studies advocates would ask, “What are children supposed to learn from this?” This project aims to help teachers avoid using craft-based, “fun” activities in place of content-rich, meaningful instruction that can foster informed decision-making and habits of active citizenship.

A significant aspect of this project is to provide information about teaching social studies in interdisciplinary ways. Most K-3 teachers work with the same group of students all day every day; they tend to have flexibility to design interdisciplinary lessons that combine social studies and literacy skills. Research has shown content integration to be a widespread instructional strategy for social studies; however, not all early grade teachers are adept at integrating effectively (Boyle-Baise, Hsu, Johnson, Serriere, & Stewart, 2008; Denton & Sink, 2015). Because of the significance of content integration as a means of maximizing instructional time and making room for social studies in primary grades, I plan to devote two chapters in the proposed book to integrating social studies and literacy.

Finally, in a survey of 1,051 second, fifth, and eighth grade teachers, Leming and colleagues (2006) found 68% of their sample indicated that mastering better teaching methods was their top-rated need in terms of professional development (p. 324). With social studies receiving scant attention in primary grades and the need to support teachers in delivering meaningful, robust content when they do incorporate it into their schedules, this project will make a timely contribution to research as well as practice.

References

- Boyle-Baise, M., Hsu, M., Johnson, S., Serriere, S. C., Stewart, D. (2008). Putting reading first: Teaching social studies in elementary classrooms. *Theory and Research in Social Education*, 36(3), 233-255.
- Bratlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Council for Exceptional Children*, 71(2), 195-207.
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- Heafner, T. L., & Fitchett, P. G. (2012). Tipping the scales: National trends of declining social studies instructional time in elementary schools. *Journal of Social Studies Research*, 36(2), 190-215.
- Leming, J. S., Ellington, L., & Schug, M. (2006). The state of social studies: A national random survey of elementary and middle school social studies teachers. *Social Education*, 70(5), 322-327.
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- National Council for the Social Studies. (1994). *Expectations for excellence: Curriculum standards for social studies*. Washington, D.C.: NCSS.
- Pace, J. L. (2003). Using ambiguity and entertainment to win compliance in a lower-level U.S. History class. *Journal of Curriculum Studies*, 35(1), 83-110.
- Slekar, T. D. (1998). Epistemological entanglements: Preservice elementary school teachers' "apprenticeship of observation" and the teaching of history. *Theory and Research in Social Education*, 26(4), 485-508.
- Tanner, L. (2008). No Child Left Behind is just the tip of the iceberg. *The Social Studies*, 99(1), 41-45.

VanFossen, P. J. (2005). “Reading and math take so much of the time...”: An overview of social studies instruction in elementary classrooms in Indiana. *Theory and Research in Social Education*, 33(3), 376-403.

Vogler, K. E., Lintner, T., Lipscomb, G. B., Knopf, H., Heafner, T. L., & Rock, T. C. (2007). Getting off the back burner: Impact of testing elementary social studies as part of a state-mandated accountability program. *Journal of Social Studies Research* 31(2), 20-34.

Wade, R. (2007). *Social studies for social justice*. New York: Teachers College Press.

Zhao, Y., & Hoge, J. D. (2005). What elementary students and teachers say about social studies. *The Social Studies*, 96(5), 216-221.

Methods/Approach

In order to study primary grade social studies instruction, I will use qualitative methods of data collection and analysis (Creswell, 2013). I plan to use purposive sampling to recruit 25-30 primary grade teachers as study participants.

First, each teacher will engage in one semi-structured interview, which will be audio recorded (in person, or over the phone for those outside of the DFW area). Next, I will randomly select two teachers from the original sample who meet the selection criteria described below, and who work in the DFW area for 10 hours of classroom observations followed by 10-15-minute debriefing conversations about each lesson (see Table 1). Interviews and debriefing conversations will be transcribed, and field notes will be written during classroom observations.

Table 1. Summary of data collection procedures

Procedure	Number of Participants	Time Required	Study Phase
Interview	25-30	45-60 minutes	Phase 1
Classroom observations and post-observation debriefing conversations	2	12 hours (10 hours being observed, no more than 2 hours of post-observation debriefing conversations)	Phase 2

Most K-3 teachers are certified as generalists because they teach all subjects to the same group of children throughout the school year. As such, I will not limit participation to teachers who are social studies content experts with specialized university degrees or certifications. Instead, I plan to solicit nominations from faculty members and other educators in North Texas and other states through professional networks by requesting contact information for *exceptional* K-3 social studies teachers who meet the criteria listed below. During a peer debriefing conversation with a colleague at the University of Missouri, I developed these criteria based on existing research. Participants must do the following:

1. Teach K-3 social studies on a regular basis (at least three times per week)
2. Engage students in discussions about social topics that are meaningful to them
3. Teach students to engage in perspective-taking
4. Strive to build a strong classroom community
5. Connect students to the school, neighborhood, or global community according to available resources and student needs/interests

I realize that individuals will have varying conceptions of “exceptional” teachers; however, my main goal is to speak with teachers who are committed to teaching social studies regularly. I want to learn from K-3 teachers who are willing to talk about their best lessons, their goals for social studies instruction, and their instructional approaches as they relate to the selection criteria above. Furthermore, renowned elementary social studies scholar Rahima Wade used similar procedures to recruit participants and collect data for her book *Social Studies for Social Justice* (2007). Wade used a similar national sample size (N=40) and observed two teachers in their classrooms to inform the contents of her book.

I plan to analyze interview transcripts with qualitative coding techniques (Miles, Huberman, & Saldaña, 2014) using QSR NVivo, a type of qualitative research software I purchased with start-up funds in 2010 and plan to update if this project is approved. NVivo allows users to assign codes to segments of data and to categorize them into digital folders,

facilitating the process of identifying patterns and themes across transcripts. Data from classroom observation will be analyzed separately as secondary data sources. Credibility and trustworthiness of the findings will be supported by the use of analytic memos to be written after each interview and classroom observation (Corbin & Strauss, 2008), peer debriefing, member checking, and a search for disconfirming evidence in the data (Bratlinger, Jimenez, Klingner, Pugach, & Richardson, 2005).

This project has been approved by TCU's IRB as an expedited study with minimal risks to participants. Pseudonyms will be used in all presentations and publications in order to protect teachers' identities and to minimize the risk that teachers may be concerned that others will criticize their work.

Professional Development

This project will lead to my first full-length book and two national conference presentations. I received a contract from Rowman & Littlefield publishers to write a 150-page book for teachers about social studies instruction in primary grades. The interviews and classroom observations from this project will allow me to ground chapters in teachers' current work while drawing from evidence-based practice, position statements from professional organizations, and other scholarship.

As shown in the next section of this proposal, my scholarly activities deal with prospective (pre-service) and practicing teachers in primary/elementary grades. As a teacher educator, I have studied teacher decision-making, curriculum materials, social studies, and early childhood education. This project will allow me to expand my scholarly contribution in a book format that teacher educators (professors), professional development leaders, and individual teachers can use. Additionally, I plan to present findings from this project at a National Council

for the Social Studies (NCSS) research conference and at a National Association for the Education of Young Children (NAEYC) conference for teachers and teacher educators. Because of the paucity of research in K-3 social studies, I believe this study will be well received.

I do not intend to seek external funding to continue this project. Funding opportunities for qualitative research in social studies are extremely limited, and I believe the proposed data collection will suffice to inform the book chapters. As stated earlier, I have based my methodological decisions on work by Rahima Wade, who used teacher interviews and classroom observations to inform her book *Social Studies for Social Justice* (2007).

I am hopeful that by writing about teaching in a book format, I will reach a wider audience than I would through journal articles. Each chapter included in the book proposal (see Appendix) will deal with an aspect of social studies instruction, from teaching with primary sources to selecting high quality children's literature for social studies lessons. As an early childhood social studies education teacher-scholar, I am committed to helping teachers raise the bar when it comes to teaching young children about history, geography, civics, and economics.

Record of Scholarly/Artistic Activities

Peer-Reviewed Publications Since 2015

Rhea, D., & **Bauml, M. (In Press)**. An innovative whole child approach to learning: The LiiNK Project. *Childhood Education*.

Quinn, B. P., & **Bauml, M. (2017 Corrected Proof Online)**. Cultivating a mindset of civic engagement among young adolescents. *Journal of Social Studies Research*.

Bauml, M. (2016). One size never fits all: Teachers' responses to standardized curriculum materials and implications for early childhood teacher educators. *Journal of Early Childhood Teacher Education*, 37(1), 76-95.

Griffith, R., **Bauml, M.**, & Fuentes, S. (2016). Promoting metacognitive decision-making in teacher education. *Theory into Practice*, 55(3), 242-249.

Lacina, J., **Bauml, M.**, & Taylor, E. R. (2016). Finding your own way: Promoting resilience

through read aloud. *Young Children*, 71(2), 16-21.

Bauml, M., Castro, A. J., Field, S. L., & Morowski, D. L. (2016). Learning from preservice teachers' thoughts about teaching in urban schools: Implications for teacher educators. *Education and Urban Society*, 48(1), 4-29.

Bauml, M. (2016). Is it cute or does it count? Learning to teach for meaningful social studies in elementary grades. *Journal of Social Studies Research*, 40(1), 55-69.

Goldstein, L. S., **Bauml, M.,** Mort, A., & Canon, B. (2016). Flattening the field of teacher education: Using nested communities of practice in place of expert-novice dyads in clinical practice placement schools. *Teacher Education and Practice*, 29(2), 275-292.

Bauml, M. (2015). Beginning primary teachers' experiences with curriculum guides and pacing calendars for math and science instruction. *Journal of Research in Childhood Education*, 29(3), 390-409.

Griffith, R., **Bauml, M.,** & Barksdale, B. (2015). In-the-moment teaching decisions in primary grade reading: The role of context and teacher knowledge. *Journal of Research in Childhood Education*, 29(4), 444-457.

Selected Conference Presentations (17 total since 2015)

LeCompte, K., Blevins, B., **Bauml, M.,** Torti, C. D., & Wigtil, K. (2017). Preparing our youth to be active and informed citizens in tumultuous times. Paper session for the College and University Faculty Assembly (CUFA). San Francisco, CA. November 16, 2017.

Bauml, M., Bellows, E., Taguchi, H., Mizoguchi, K., Field, S. L. (2017). Japanese and U.S. preservice teachers' dispositions toward teaching social studies: A comparative study. Round table research session presented at the International Assembly of the National Council for the Social Studies (NCSS). San Francisco, CA. November 17, 2017.

Bauml, M. (2017). Using discussions of a C3-based inquiry to examine preservice teachers' thinking about teaching social studies. Round table research presentation at the American Educational Research Association (AERA) annual meeting in San Antonio, TX. April 27-May 1, 2017.

Bauml, M. (2016). Social studies 101: Integrating social studies and ELA content using children's literature and primary sources. Practitioner session presented at the National Association for the Education of Young Children (NAEYC). Los Angeles, CA. November 1-5, 2016.

Payne, K., Swalwell, K., Sondel, B., & **Bauml, M. (2016).** Towards justice-oriented elementary social studies curricula. Contemporary Issues Dialogue session presented at the College and University Faculty Assembly (CUFA). Washington, D.C. November 30-December 1, 2016.

Bauml, M. (2015). “Are we producing thinkers?”: Examining how local accountability practices affect primary grade teaching. Research poster presented at the American Educational Research Association (AERA). Chicago, IL. April 16-20, 2015.

Bauml, M., & Williams, C. (2015). Mapping the field: An analysis of research design in social studies teacher education. Paper presented at the American Educational Research Association (AERA). Chicago, IL. April 16-20, 2015.

External Funding

I have received a total of \$67,638 in external funds from the Hatton W. Sumners Foundation over the last 3 years to initiate, plan, and direct free 5-day summer civics camps for 50 middle schoolers on the TCU campus. While grant funds are used primarily for camp operations (e.g., TCU student salaries, lunches, materials, field trips, t-shirts), I am actively working on two co-authored research articles from the camp and have one co-authored publication complete.

Previous RCAF Awards

I received RCAF/JFSRP support in 2011 and 2012 during my first two years as a junior faculty member at TCU. For the most recent (2012) RCAF supported project, I studied ways in which experienced primary grade teachers modify curriculum materials to meet children’s diverse learning needs. Data collection included interviewing 15 local primary teachers and observing four of those teachers in classrooms. The current (2018) project will use similar research methods to examine primary grade teachers’ approaches to social studies instruction; however, the current project is independent of previously funded research.

Appendices

1. Proposed Book Table of Contents

Below is the table of contents submitted to Rowman & Littlefield publishers as part of the book proposal. I received a contract to write the book, which will include approximately 150 pages.

1. Introduction
2. How social studies is usually taught in K-3 classrooms
3. Making social studies count (Examples: social justice, equity, purpose of elementary social studies, inquiry, reaching diverse learners)
4. Teaching with primary sources
5. Teaching through inquiry
6. Integrating social studies and language arts with children's literature
7. Selecting high quality children's literature for integrating social studies and English language arts
8. Teaching Thanksgiving and other holidays
9. Making social studies real for children
10. The arts in early childhood social studies

2. Interview Protocol

Participants will first complete a demographic questionnaire that asks for information such as ethnicity, teaching experience, and type of school (e.g., rural, public or private). Teachers who are not in the DFW area will complete the questionnaire and provide electronic consent to participate using Qualtrics. Next, participants will be asked the questions below during an interview:

1. What grade do you teach? How long have you been teaching in this grade?
2. Please describe the students you work with in general (demographically, linguistically, academically).
3. Social studies includes topics such as history, geography, economics, government, religion, culture, patriotism, and citizenship. Please tell me a little about yourself as a teacher of social studies—has your teaching changed over time; do you enjoy it, tolerate it, dislike it, etc.?
4. About how much time do you spend teaching social studies each week—either in formal lessons or informally? How much time do you spend teaching reading and writing (e.g., phonics, guided reading, high frequency words, print awareness, comprehension, vocabulary, writers workshop)? Do you teach any other subjects?
5. What would you say is the purpose of social studies for children in the early grades?
6. In the big picture, what do you hope your students will learn as a result of your social studies instruction? (How do you accomplish this goal, e.g., citizenship, class rules?)
 - a. In what ways, if any, does building a strong classroom community relate to your goals for children’s learning? How important is classroom community to you, and how do you establish it?
 - b. How do you teach students to engage in perspective-taking? Please give an example.
 - c. Can you describe how you connect students to the school, neighborhood, or global community according to available resources and student needs/interests?
7. Do you create/write your own social studies lessons? Please explain. Do other teachers on your grade level teach social studies the way you do?
8. Describe one of your best social studies lessons or projects. What materials do you use? Where did this idea come from? (If projects are used, how are they assessed/graded?)
9. Some people say that social studies in the early grades is all about food, crafts, and celebrations—activities that do not challenge children to think critically or explore real issues. How would you respond?

10. How do you engage students in discussions about social topics that are meaningful to them? Please give examples of topics and how students tend to respond.
11. Some people say young children are not developmentally able to talk about or understand challenging topics such as racism or immigration. What is your response to this idea? (Have you taught about these issues, or similar issues? Please explain.)
12. Do you use any of the following for social studies instruction or assessment: primary sources (e.g., historical photographs, documents, artifacts), readers theater or other dramatic activity, music, art? If yes, please describe one of your best lessons.
13. Do you use any of the following for social studies instruction or assessment: History Fair projects, current events, technology apps, games, simulations, inquiry, or the C3 Framework? If yes, please describe one of your best lessons.
14. Do you integrate social studies and reading or writing? Please explain. If you use books, what are some titles you would recommend to other teachers?
15. Do you use learning centers or workstations that address social studies skills or concepts? Please explain.
16. The next few questions are about teaching holidays. Do you think holidays should be part of the curriculum? Why or why not?
17. How do you teach about Thanksgiving? What kinds of activities/projects take place, if any?
18. How do you teach about winter holidays like Christmas and Hanukah? What kinds of activities/projects take place, if any?
19. Do you teach about or do activities for Valentine's Day, St. Patrick's Day, Halloween, or Groundhog Day? (If so, why?) For those who would question the value of acknowledging these kinds of holidays, what would you say is the real value in keeping them in the curriculum?
20. Teachers often leave social studies out of early grade instruction because of heavy emphasis on math and reading, or because teachers don't like to teach it. What will it take to get social studies back as a core subject in grades K-3?
21. (For participants who work in the DFW area only): Would you be willing to allow me to observe you teaching as part of this study? This would involve observing you teach social studies and other subjects for a total of 10 hours over the course of 2-3 weeks and audio recording post-observation debriefing conversations. In exchange, I would give you a \$75 Amazon gift card for yourself and a \$75 Amazon gift card to purchase children's literature for your classroom. I will randomly draw two teachers to observe, but only from among participating teachers who are interested in continuing.

RCAF/JFSRP PROPOSAL BUDGET FORM

**INTRAMURAL FUNDING ACCOUNT
BUDGET SPREADSHEET**

**TEXAS CHRISTIAN UNIVERSITY
SPONSORED PROGRAMS**

Do not complete shaded areas:			
Fund Code –	Dept. Code –	Project Code -	Project Period 06/1/2018 – 05/31/2019
Type of Award – RCAF/JFSRP			
Applicant/Awardee –Michelle Bauml		Department – College of Education	
Project Title – Investigating Social Studies Instruction in Primary Grades			

BUDGET

Account Code			Total
A. SALARIES			
6104	1. Student Assistants/Research Assistants (at least \$7.25/hour)	\$	
6111	2. Junior Faculty Summer Research Program (JFSRP)	\$	\$
B. TRAVEL			
6220	1. Staff -	\$	
6222	2. Consultant -	\$	
6221	3. Foreign -	\$	\$
C. PERMANENT EQUIPMENT			
6340	1.	\$	
	2.	\$	
	3.	\$	\$
D. OTHER EXPENSES			
6430	1. Supplies –	\$	
6437	2. Research Supplies – NVivo software for qualitative data analysis	\$550	
6341	3. Computer -	\$	
6365	4. Printing Services –	\$	
6360	5. Mail Services –	\$	
6445	6. Other – Transcribing and participant incentives	\$1,451	\$2001.00
TOTAL			\$2,001.00

RCAF/JFSRP PROPOSAL BUDGET FORM

Project Title: Investigating Social Studies Instruction in Primary Grades

Applicant Name: Michelle Bauml

Budget Justification:

D. Other Expenses

Research Supplies: \$550 for an upgrade to version 11 of QSR NVivo qualitative research software. The upgrade from my current version is less expensive than a new license for Mac (\$1,140). The upgrade will allow me to use the program on my TCU-issued Mac laptop and replace the older version I have on a PC desktop. I have been using NVivo for data analysis since 2009. For information: <http://www.qsrinternational.com>

Other: \$1,451. See table below for details.

Item	Cost	Rationale/Source
Participant incentives for 5 interviews	\$125	\$25 Amazon gift card per person x 5 Other internal funds will be used for the first 20 interviews.
Transcriptions for 17 interviews	\$1,026	\$68.40 for each of 9 60-minute interviews \$51.30 for each of 7 45-minute interviews Source: Way With Words Transcription Company, online quote from 12/20/17. https://waywithwords.net Other internal funds will be used to transcribe the first 8 interviews.
Participant incentives for 2 teachers for 12 hours of classroom observations and post-observation debriefing conversations	\$300	\$75 Amazon gift card for each of 2 teachers = \$150 and \$75 Amazon gift card for each of 2 teachers to purchase children's literature for their classrooms = \$150