A multi-sensory, study strategies and cooperative group instructional approach combined to teach American history to mildly disabled and non disabled adolescents

Craig Charles Fankhauser

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A MULTI-SENSORY, STUDY STRATEGIES AND COOPERATIVE GROUP INSTRUCTIONAL APPROACH COMBINED TO TEACH AMERICAN HISTORY TO MILDLY DISABLED AND NON DISABLED ADOLESCENTS

A Project Submitted to
THE FACULTY OF THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF
MASTER OF ARTS
IN
EDUCATION: SPECIAL EDUCATION OPTION

BY

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APPROVED BY:

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**ABSTRACT**

This study describes an American history program that by-passes the deficits of learning disabled (LD) adolescents while supporting their instructional needs. The learning deficits of this population revolve around a difficulty in processing information. At the same time the contemporary educational literature reveals that individual, metacognitive, and cooperative group instruction has been used successfully to meet the educational needs of LD students. This compensatory adaptation combines these instructional designs to create a format for teaching not only LD but also non disabled students (NLD)—all in the same classroom.

The individual instructional part of this program supplies content information through a tape recorded and printed narrative of the subject matter. This program affords the basic features of a private tutor, allowing individuals to work at their own pace and level. Learning disabled adolescents benefit mainly because it allows them to repeat the same content material until mastered. In other words, this part of the curriculum program focuses on the acquisition of content knowledge. Learning is supported also through advanced organizers and self-help study quizzes that supply immediate instructional feedback and stimulate the use of background knowledge. Additionally, metacognitive strategies teach adolescents how to learn through use of problem solving skills.
Finally, this compensatory instructional program incorporates the use of cooperative or group learning activities. This format promotes strong positive interpersonal ties between peers as well as with the teacher. Increases occur in academics, problem-solving ability, knowledge retention, self-esteem, and a more positive attitude toward school in general. In other words, cooperative techniques facilitate academic and social growth. The need and feasibility for this overall curriculum format is further detailed in the following project.
Acknowledgements

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CHAPTER I
INTRODUCTION

Historical Background

Disabled individuals from the time of antiquity had been pushed aside or locked away out of the view of the "normal" members of society. Historically, the learning disabled (LD) fell within the pushed aside segment of this general population. Especially at the adolescent level they were evaluated more for what they could not do than on their basic intellectual abilities. If anybody or anything was going to change, it was the disabled student not general society or more specifically the educational system (Allington, 1984; Milofsky, 1974).

However, increased openness and educational opportunity slowly replaced ignorance regarding the causes of disabilities and the talents of the disabled (Goodman & Miller, 1980). Primarily, this evolved through the advocacy of loved ones of disabled individuals which led to passage of federal and state laws to protect their civil and human rights. The principal statute in this series of legislative acts, Public Law 94-142 or the Education for All Handicapped Children Act of 1975, placed new and unique demands on the American educational system (Idol, 1987b; Polloway, Patton, Epstein, & Smith, 1989; Polloway, Payne, Patton, & Payne, 1985; Smith, Centerwall, & Centerwall, 1983; Turnbull, 1986).

This law mandated that disabled children receive special services
in the least restrictive educational environment (Salend, 1984). In other words, an individualized educational program had to be implemented for each disabled student. Additionally, whenever possible, these individuals had to be mainstreamed or taught in the regular classroom (Meyen & Skrtic, 1988; Wang, 1981). This principle was based on the wording and intent of Public Law 93-112 or the Rehabilitation Act of 1973. In fact, this federal statute required that services were designed to meet the "individual educational needs" of disabled children as "adequately as the needs of non handicapped persons" (Rothstein, 1984; U.S. Department of Education Office for Civil Rights, 1986, p. 4).

Traditionally, regular educators opposed the placement of mildly LD youngsters in secondary content classes (Nyberg-Platz, 1987; Zigmond, Levin, & Laurie, 1985). This was, and still is, true in many locations. Often such teachers are either not trained to meet the learning needs of LD students, and therefore are inadequate, or they simply do not want to bother with these adolescents (Deshler & Graham, 1980; Price, 1984; Wang & Birch, 1984). The passage of PL 93-112 and of PL 94-142 makes these unsympathetic, non-cooperative, and tradition bound excuses no longer acceptable; in fact they are illegal (Ballard, Ramirez, & Zantal-Wiener, 1987; Chaffin, 1974; Goldman, 1987).

Those who advocate the reversal of these longstanding attitudes progressively are supporting a regular educational initiative through which virtually all LD youngsters are served in the mainstream educational setting (Will, 1986). For this goal to be successful it will require
concerted and united efforts on the part of special educators, regular educators, administrators, parents and, yes, even the respective disabled students all working as partners (Lavay, 1988). Even if these professionals and concerned citizens coordinate their efforts, many problems must be faced before the average LD student can successfully integrate into regular secondary programs (Laurie, Buchwach, Silverman, & Zigmond, 1978; Meyen, 1990; Schumaker & Deshler, 1988).

**Academic Difficulties**

One of these problems centers around the very organization of the secondary school day (Brady & Taylor, 1989). A platoon system is still most often used. Each day a typical content area teacher is responsible for the education of as many as 200 adolescents. This within itself is an overwhelming job, let alone adding special learners to the population (Hartwell, Wiseman, & Van Ruesen, 1979). In fact, it is estimated that 10 to 30 percent of the normal adolescent school population is learning disabled to the degree that these individuals functionally cannot read (Silberberg & Silberberg, 1969a). The magnitude of these numbers in relationship to secondary teacher work load can be illustrated by considering that the average elementary teacher spends about five hours a day with as few as 25 to 30 students. In other words, the primary level educator devotes approximately 350 minutes per day to proportionally only a few children. Whereas, secondary teachers are expected to address all the learning needs, within their content area, for 35 to 40 students every 50 minutes (Cuban, 1984; Schumaker & Deshler, 1984).
Because secondary content teachers are not trained specifically to work with LD students, these instructors primarily focus on meeting the educational needs of their average students (Hartwell et al., 1979). Another major obstacle is the lack of communication between special educators and regular classroom teachers (Deshler & Schumaker, 1988). This is highlighted by the fact that special educators typically address skill remediation while regular educators focus only on their respective content subjects (Deshler, Schumaker, Lenz, & Ellis, 1984).

Content teachers also rely almost exclusively on reading as the main method whereby knowledge is gained (Wiseman & Hartwell, 1980a). These instructors generally use a lecture from which students take notes. Such teachers are often poorly organized (Anderson & Scott, 1978). Main points in content curriculum presentations are not stressed effectively, and few "advanced organizers" are used to help students develop a schema for what they are about to study (Ellis, Lenz, & Sabornie, 1987a; Idol, 1987a). When the lesson is finished, student understanding seldom is checked through instructional feedback devices (Deshler, Schumaker, Alley, Warner, & Clark 1982). Finally paraprofessional adults, volunteers, and peer tutors are not generally used. If they are, they are most often ineffective because they are not accepted as an integral part of the teaching team (Greer, 1978; Osguthorpe & Scruggs, 1986).

American history proves especially difficult for secondary LD students whose poor reading traditionally has caused them to experience year after year of academic failure (Wiseman, Hartwell, & Hannafin,
1980). In turn, these individuals quite often even refuse to attempt to read their content area assignments (Warren, 1975). As a result of their failure to read these assignments, which most often provide the knowledge base for classroom learning, they demonstrate a tendency to get academically further and further behind their age peers (Link, 1980; Schumaker, Deshler, Denton, Alley, Clark, & Warner, 1981).

Another reason LD students have difficulty is that secondary textbooks are often poorly arranged and written (Allington, 1984; Mehl, 1984). These texts generally are written way above the reading level of LD students (Robinson, Braxdale, & Colson, 1985). Most content area teachers also assume that students have adequate skills to keep up with their reading assignments (Idol, 1988). Finally, when LD students face all or most of these problems in as many as four content classes a day over a period of a 10 month school year, it is no wonder that they often become discouraged and give up—acting out, not attending classes, and even dropping out of school before graduation (Schumaker, Deshler, & Denton, 1984).

Higher order learning skills also prove difficult for this at-risk population. These skills include: self-questioning, critical listening, gaining information from textbooks, discriminating main ideas from details, memorizing content information, theme writing, error monitoring and test taking (Schumaker, Deshler, & Ellis, 1986). As a result of their problems in reading, writing, and mastery of learning strategies members of this population have trouble passing minimal competency
standards for secondary school graduation even if the test is modified (Algozzine, O'Shea, Stoddard, & Crews, 1988; Meyen, Alley, Scannell, Harnden, & Miller, 1982; Miller, 1983; Vitello, 1988). Finally, research shows that the average LD adolescent achieves only a 4th or 5th grade academic level which he does not reach on an average until he is in the 10th grade (Deshler, Schumaker, & Lenz, 1984).

This is in keeping with the fact that educators knew for years that secondary students who experience difficulty in reading and writing typically have problems learning content subject matter (Wiseman, Hartwell, & Curlett, 1980). Throughout this study the terms learning handicapped and learning disabled are used interchangeably. At the same time, these classifications denote students who have at least normal IQs while scoring substantially below grade level in reading and writing (Graham & Johnson, 1989b; Mehrens & Lehmann, 1987). Historically most educators have assumed that the educational problems of LD youngsters can be remedied through teaching the early identification of letter names and sounds, followed by applied phonics and silent reading (Brand, 1989). In other words, "The ability to read by thought units comes as a natural result of gradually increasing efficiency in recognizing single phonic sounds. . ." (Oakam, Wiener, & Cromer, 1971, p. 71).

However, recent studies show that learning disabled persons generally have deficits in processing graphological, syntactic, and semantic information (Hammond & Messineo, 1978-1979). If this is true, it is not the fault of LD students that they cannot adequately process written
print (Eldredge, 1988; Glaser, 1984). The fault rests with the educational system and the instructional methods used in contemporary mainstream classrooms (Idol, 1988; Wiseman & Hartwell, 1980a).

The academic difficulties of this population are additionally worrisome when considering the ever increasing complexity and competitiveness of modern society and the American job market. As Wiseman and Hartwell (1980b) state, "In a highly, complex, technological, and competitive society the learning disabled student is ill equipped to succeed in any meaningful way" (pp. 615-616). Therefore, it is critically necessary that members of this population be taught not only academic skills but employment and life skills designed to help each of them adjust socially and economically to the postsecondary adult world (Clark, 1980). These social and employment related considerations should be met primarily by specialists in conjunction with regular content area teachers (Rose, 1988; White, Schumaker, Warner, Alley, & Deshler, 1980). As a result, transitional issues are not addressed directly in this study.

This brings forward the critical need of inter-disciplinary instructional cooperation. This is needed because no one 55 minute curriculum program can meet all the possible needs of each LD student (Bauwens, Hourcade, & Friend, 1989; Price, 1984). For example, some of the learning strategies eluded to in this chapter cannot be directly incorporated into this curriculum adaptation (Laurie et al., 1978). Therefore, such strategies should be taught in support settings by specialists such as resource teachers (Wiederholt & McEntire, 1974).
The support and by-pass curriculum program in this project is a comprehensive American history unit which meets the academic content needs of both LD and non learning disabled (NLD) secondary youngsters (Moran, 1980). In other words, the needs of normal learners are met while simultaneously supporting the strengths and by-passing the deficits of LD adolescents (Mosby, 1979; Price, 1984). Reading, writing, and learning strategies support the acquisition of content subject matter (Houck, 1987; Lambie, 1986; Mosby, 1981). Further, this program is student centered in that it focuses on the learner through instruction that is individual or small group oriented in design and presentation (Cuban, 1984; Zigmond, 1978). This is in direct contrast to the tradition bound philosophy behind the design of most social studies courses. In such settings the focus is typically on altering the students rather than implementing a curriculum program that meets their instructional needs (Silberberg & Silberberg, 1969b).

At this point, it is appropriate to alphabetically list and define concepts and terms which are used throughout this study to describe the curriculum adaptations advocated in this project. The following are unique to education in general and special education in particular.

**Definition of Terms**

**Content curriculum.** Content curriculum refers to the structure of ideas and activities designed by a regular classroom teacher to meet the learning needs of his students and to achieve desired educational aims.
Simply, content curriculum is what is taught in the regular educational setting combined with the way instructional media and assessment techniques are employed (Saylor, Alexander, & Lewis, 1981).

**Cooperative or group learning.** Cooperative or group learning consists of heterogeneous groups of about five persons. They work together and share information (Johnson, 1980; Slavin, Stevens, & Madden, 1988).

**Developmental by-pass.** Developmental by-pass is the use of teaching techniques that circumvent the learning weaknesses of LD individuals and concentrates on their academic strengths (Graham & Johnson, 1989a; Hammond & Messineo, 1978-1979; Hibbard, 1973; Hofmeister, 1972).

**Graphological information.** Graphological information reveals how readers process knowledge from a written script. Students achieve this through decoding a phonetical combination of letters, sounds, and symbols (Cochrane, Cochrane, Scalena, & Buchanan, 1985).

**Individualistic learning.** Individualistic learning entails teaching an individual exclusively based on his needs. Such procedures as tutoring or individual learning are often used. New and innovative teaching methods enable students to successfully use their own rate and style of learning (Bolvin & Glaser, 1968; Ogston, 1968; Ravetch, 1968).

**Individualized education program.** The individualized educational program (IEP) is a mandate of P.L. 94-142. It specifies a teaching plan be developed in writing and maintained for each disabled child. The IEP includes a statement of current student educational achievement levels,
annual goals, short-term instructional objectives, specific services to be provided, information and dates that services are to be provided, and criteria for evaluation (Ballard et al., 1987).

**Instructional feedback.** Instructional feedback consists of two types of information provided to students during or after a task is completed. Motivational feedback is positive reinforcement for desirable behavior. Secondly, corrective feedback provides students with needed information about the nature of their performance. That is, the students learn what they did right and what they did wrong and how they can improve their performance (Goor & Roe, 1989; Polloway et al., 1985).

**Learner characteristics.** Learner characteristics are divided into (a) information processing ability and (b) entry achievement level. The information processing ability of the individual student is divided into three interacting dimensions (process, channel, and organization) which specify the underlying skills necessary to the communication process. The entry achievement level of these students as defined in this paper is a measure of their ability to process information in a content area American history classroom through the use of their information processing skills or abilities (Messineo & Loiacono, 1978-1979).

**Learning disabled (LD).** Learning disabled describes individuals as brain damaged, brain injured, neurologically impaired, perceptually handicapped, and dyslexic. They demonstrate receptive and expressive language dysfunctions that affects their ability to acquire knowledge through typical teaching methods employed in content area classroom.
Least restrictive environment. The least restrictive environment is a provision of P.L. 94-142 which mandates that disabled youngsters be educated with the non disabled to the maximum extent appropriate (Ballard et al., 1987; Reynolds, Wang, & Walberg, 1987).

Low achieving (LA). Low achieving students in this study are those students who have one or more Fs in required courses, score below the 33rd percentile on the most recently administered standardized group achievement test, and have no history of special education services (Schumaker & Deshler, 1984).

Listening. Listening is the process of gaining meaning from aural recognition of sounds which in turn leads to comprehension and the application of judgment in some active form. In other words, listening is the psychological act of perception (Silverstone, 1968).

Mainstreaming. Mainstreaming is the practice of providing disabled students with support services while teaching them in the same setting as their non disabled peers. This option is gaining popularity in meeting the academic needs of the mildly disabled (Johnson & Fiscus, 1980).

Metacognitive strategies. Metacognitive strategies provide structure that teaches students how to learn rather than providing content knowledge. Such strategies foster self-monitoring, predicting, reality testing, self-questioning while tying new information to the students' background knowledge (Schewel & Waddell, 1986; Schumaker, Deshler,
Alley, Warner, & Denton, 1982; Wong, 1988). Finally, the ultimate aim
of this general instructional approach is for the students to be able to
use executive functioning or to adapt these existing strategies to meet
new and challenging situations (Ellis, Deshler, & Schumaker, 1989).

**Neurological impress method.** The neurological impress method is
based on auditory modeling (Faas, 1979). The teacher orally reads the
text while the student follows by reading out loud slightly behind the
lead of the teacher (Kann, 1983). However, in this curriculum project
the impress technique is adapted to meet the educational needs of LD
students in a secondary American history class. This is accomplished by
the instructor reading the content narrative onto cassette tapes. As
students listen to the verbal transcript they also read the correspond-
ing printed narrative (Carbo, 1978b).

**Non learning disabled (NLD).** Non learning disabled adolescents are
defined as achieving a 2.0 cumulative grade point average on a four-
point scale while on formal achievement measures scoring in the average
or above IQ range. Finally, these subjects have not received any type
of special education services (Carlson & Alley, 1981; Schumaker,
Sheldon-Wildgen, & Sherman, 1982).

**Non textbook instructional method.** The non textbook instructional
model in this paper includes five levels of development. They are (a)
curriculum objectives, (b) student learning characteristics, (c) storage
and retrieval of instructional material, (d) delivery of instructional
messages, and (e) evaluation. This model is implemented through placing
the lecture portion of the course on cassette tapes. Finally, student learning is supported in group discussions (Hartwell et al., 1979).

**Overview of content material.** The overview is a pre reading tool that supports the acquisition of content knowledge in a problem-solving manner. Students are directed in a brief survey of the chapter subject matter (Lenz, Alley, & Schumaker, 1987).

**Public law 94-142.** Public Law 94-142, the Education for All Handicapped Children Act, is legislation passed by the Congress in 1975. This guarantees the availability of special education programming to disabled students. Free and appropriate education is also guaranteed to all disabled children 3 to 21 years of age (Ballard et al., 1987).

**Purpose setting pre discussion questions.** The purpose setting pre discussion questions reinforce what the students learned from the chapter just finished. This instructional tool ties previously acquired information together with the content of the chapter the students are about to study (Holmes, 1983; Roe, Stoodt, & Burns, 1983).

**Regular education initiative.** The regular education initiative is a movement to provide supported learning for the disabled in regular mainstream educational settings. This study calls for content area teachers and special educators to combine their efforts to implement this initiative (Davis; 1989; Schumaker & Deshler, 1988; Wang & Walberg, 1988).

**Semantic information.** Semantic information is based on the prior contacts of students. Based on these previous experiences, the learners
derive meaning from the sounds and structure of oral as well as written language (Cochrane et al., 1985; Rhodes & Marling, 1988).

**Syntactic information.** Syntactic information is based on how students use sentence patterns and punctuation to gain understanding of oral and especially written messages (Cochrane et al., 1985).

**Summary**

The complexity of designing and implementing a content area program that simultaneously meets the needs of both LD and NLD secondary students alike, should not be underestimated. The instructional model described in the following chapters does this through a teaching adaptation that stresses positive and corrective individual feedback, a high rate of personal student responses, and the use of curriculum-based assessment instruments (Schumaker & Deshler, 1988).

Learning disabled students, without such a curriculum approach, will continue to be subject to failure in the regular educational setting (Smith, 1988). Even more restrictive are special day classes where learning is still remedial and where the true potential of learning disabled students is seldom fully developed (Milofsky, 1974). Two decades ago Silberberg and Silberberg (1969a) aptly described what the educational system must do to successfully integrate LD students into the regular educational setting:

Unless we stop paying lip service to the concept of individual difference and begin to formulate alternative educational curricula, we will have made a mockery of the ideal of equal education and will continue on a
path that is punitive and emotionally stressful for a large number of children who have only failed because they are different from others. It would be helpful to consider the concept of individual differences rather than assigning the label of disabled or problem to a large percentage of our student body (p. 305).

Additionally, these authors illustrated "If a child is legally blind, as opposed to word-blind, many special steps are taken to assure that he receives an education without the benefit of reading a book" (p. 305). Based on these facts, it is imperative that such a curriculum program be researched, developed, and implemented. This is not beyond the scope of reality. The contemporary educational literature stresses this point and makes many references to the innovative use of instructional tools for the successful integration of learning disabled and non-disabled students into the regular educational setting (Hartwell et al., 1979).
CHAPTER II
A REVIEW OF THE LITERATURE

Introduction

Documentation from the professional literature illustrated the need and feasibility of a comprehensive instructional program whereby learning disabled (LD) and low achieving (LA) adolescents could be taught in regular educational classes with their non learning disabled (NLD) peers. The areas of concern included: (a) global characteristics of LD individuals (Alley & Deshler, 1979; Deshler, 1978; Nye, 1984; McGill-Franzen, 1979; Robinson et al., 1985; Torgesen, 1977b), (b) benefits of metacognitive strategies (Deshler & Schumaker, 1988; Ellis, Lenz, & Sabornie, 1987b; Schumaker, Deshler, Nolan, Clark, Alley, & Warner, 1981; Wong, 1986), (c) effectiveness of structured pre reading and context interventions such as advanced organizers and "Self-Help Quizzes" (Ausubel, 1960; Billingsley & Wildman, 1988; Bulgren, Schumaker, & Deshler, 1988; Holmes, 1985; Levin, 1986; Wong, 1979), (d) success of instructional programs designed to simultaneously support the strengths and circumvent the academic challenges of LD students (Arnwine & Hruby, 1969; Carbo, 1978a; Eilenstine, 1973; Gallacher & Stevens, 1954; Hofmeister, 1972; Laurita, 1972; Wiederholt & McEntire, 1980), and (e) value of cooperative group instruction as related to academically and
socially disabled high school students (Bloom, 1984; Johnson & Johnson, 1981; Madden & Slavin, 1983; Rawson, 1971). The American history comprehensive instructional course described in this project was based on the reported findings in the following current educational literature. In fact, these documented interventions allowed LD adolescents to experience academic and social success in mainstream content classes as readily as did their NLD age mates.

**Characteristics of LD Adolescents**

The National Advisory Committee on Handicapped Children, as early as 1969, described the general learning characteristics and resulting educational deficits of LD individuals in the following terms:

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or to environmental disadvantage (Adelman, 1971, p. 528; Bryan, 1974a, p. 304; Cantwell & Baker, 1991, p. 89; Mercer, Forgone, & Wolking, 1979, p. 306).

To date, this definition for the specific deficits enumerated therein served as a guide for educators and researchers (Meier, 1971).

Researchers, over the last three decades, examined extensively the deficits of LD and LA adolescents. In the area of school based learning, students within this population were not much better off than their
LD peers in the early 1960s. In fact researchers at the University of Kansas found that in academic achievement, LD adolescents scored typically below the 33rd percentile on measures of reading, writing, and arithmetic. Additionally Warner, Alley Schumaker, Deshler, and Clark (1980); Warner, Schumaker, Alley, and Deshler (1980) reported that as late as the 10th grade students within this population obtained achievement scores that leveled off between the 4th to 5th grade developmental levels. These results were typical across academic disciplines and were reported generally in all the literature examined for this study. At the same time, this project afforded an opportunity to improve the academic skills of LD adolescents through a clear understanding of their deficits combined with teaching methods that supported and compensated for their basic deficits in reading, spelling, writing, and arithmetic (Fessler, Rosenberg, & Rosenberg, 1991; Link, 1980; Zigmond, 1990).

Reading

Historically, the academic problems of LD adolescents revolved around their inability to gain content knowledge through reading. Students within this population either simply failed to read the prescribed text (dyslexia) or they were able to read the text but were unable to comprehend its meaning (Silberberg & Silberberg, 1967; Silberberg & Silberberg, 1968-1969; Taylor, Satz, & Friel, 1979). In fact, 75% of the individuals labeled as LD were referred for special services because of their reading deficits (Nye, 1984). Further Taylor et al. (1979) confirmed that, to one degree or another, 10 to 15 percent of all
school-age youngsters experience one or more of the following symptoms associated with severe reading disorder (RD):

(a) specific sorts of errors in reading, writing, and spelling, with rotations and reversals of letters being commonly acknowledged; (b) reading problems which are particularly severe and intransigent; (c) males more often than females; (d) a higher familial incidence of reading disability; (e) "soft" signs and neuropsychological deficits, including deficiencies in finger recognition and in the appreciation of simultaneous tactile stimulation, directional confusion, motor awkwardness, problems in visual and auditory perception and in perceptual-motor functions, linguistic and conceptual incompetencies, and difficulties in integrating materials across modalities; (f) a differential degree of impairment in academic areas besides reading and in personality functioning (pp. 86-87).

Previous to the decade of the 1980s research into the causes, remediation, and effects of this multiple complex deficit centered around the use of individual learning channels or modalities (Barbe & Milone, 1981; Ceci, Lea, & Ringstrom, 1980; Keeffe, 1985; Mason, 1973; Ringler & Smith, 1973; Wepman, 1968). In other words, researchers focused on how LD individuals gained information through the auditory (Burrows, 1972; Henmon, 1912; Waugh, 1973), visual (Hartman, 1961b; Katz & Deutsch, 1964), and kinesthetic (Barbe & Milone, 1980) learning channels. Simultaneously, the reading process was broken down into and taught through isolated basic units of language—graphophonics, syntatics, and semantics (Wiener & Cromer, 1967).

**Language processing.**

This stood in contrast to the most recent research and instructional
techniques that focused on reading as an integrated whole language process not isolated components (Brountas, 1987; Hennings, 1982; Idol, 1988; McNutt, 1984). Additionally, recent investigators progressively exposed the theories and methodology of the past as ineffective and over simplistic approaches to an integrated series of very complex biological and cognitive deficits (Bonnet, 1989; Kampwirth & Bates, 1980; Kavale & Forness, 1987; Larrivee, 1981; Lipa, 1983).

Based on evidence amassed primarily during the decade of the 1980s, the reading difficulties of LD adolescents progressively were looked upon as language processing deficits. Authors such as Clark (1981); Hall (1979); Kolligian and Sternberg (1987); Mellard and Alley (1981); Samuels (1987); Swanson (1987b); Torgesen (1989) reported that these integrated deficits encompassed (a) attention; (b) visual/phonological and semantic memory. Additionally, Poplin (1984a); Wong (1988) demonstrated that successful reading required a series of common denominator steps through which all readers encode, organize, store, retrieve, compare, and generate (reconstruct) information. Highlighting these steps aided LD adolescents in comprehending printed text through the integration of automaticity (spontaneous decoding); background knowledge; and executive function (Ellis, 1989; Ellis et al., 1989; Ellis & Lenz, 1990; Graham & Johnson, 1989a; Wong, 1988).

Attention.

Silver (1990) defined attention and its associated deficits as the ability or inability "... to control motor activity levels
(hyperactivity), to determine which external stimuli are relevant or not relevant (distractibility), and to reflect before acting (impulsively)" (p. 395). Bakker, Bouma, and Gardien (1990); Meyen and Lehr (1980a) reported the necessity of alertness, vigilance, and selective attention to the process of successful reading. Samuels (1987) highlighted the importance of the limited ability of the brain to process information.

This author, in other words, found during the process of reading that LD students focused all of their attention on the decoding task and therefore had little or no attention left to focus on comprehension. Swanson (1987a) referred to this breakdown as a lack of automaticity or the ability of the reader to rapidly process parallel information on an involuntary basis as opposed to slow, sequential, and student controlled processing (Eldredge, 1988). Further Ackerman, Dykman, and Gardner (1990b); Lipa (1983) found that this lack of automaticity caused LD readers to process print slowly decoding each word separately. By the time they read a paragraph the students often forgot the text meaning.

Further, researchers attributed the cause for this lack of attention based automatic sequential fluency to a dysfunction of the left hemisphere of the brain—where language sounds, syllables, and words are processed (Sinatra, 1989). Hynd and Semrud-Clikeman (1989) concurred when they found in one study that 10 out of 24 dyslexics demonstrated an abnormal asymmetry in which the right posterior cortex (temporal-occipital region) was wider than witnessed in the other 14 dyslexics who manifested normal patterns of brain asymmetry favoring the left
posterior cortex. Additionally, the 10 subjects with abnormal brain asymmetry also demonstrated significantly lower verbal IQs. These findings confirmed a possible "...mismatch between hemispheric specialization for language and structural asymmetry of the hemispheres" (p. 205). These results which paralleled those reported in Bonnet (1989); Swanson (1980) confirmed that an attention deficit constituted a principal compromise of the ability of LD adolescents to process printed text. Finally, Dykman, Walls, Suzuki, Ackerman, and Peters (1970) documented that on the average LD youngsters took .10 of a second longer to process information than did their NLD peers. These authors attributed this to a neurological developmental or maturity lag.

**Language decoding.**

Early in the development of the information processing model LaBerge and Samuels (1974) confirmed that LD adolescents used their visual/phonological and semantic memories differently than their NLD peers and therefore approached reading differently. These authors found that LD students did not recognize and select maximally efficient units of language as they decoded printed text through visual memory (Graham, 1978; Wong & Wilson, 1984). Understanding of the following neurologically rooted processes were stressed as essential:

(a) the meaning of a letter depends on its position in space (b versus d, p, q); (b) the meaning of a letter is largely independent of its shape, size, and color (d versus D); (c) the meaning of a word depends on the left-to-right arrangement of the constituent letters (name versus mane, amen); and (d) the meaning of a sentence depends on the left-to-right arrangement of the
constituent words (he is at home versus is he at home (Bakker et al., 1990, p. 433). 

Concurrently, Feagans and Merriwether (1990) pointed out that NLD readers mastered these basic skills thus efficiently processing entire words. They recognized and decoded automatically clusters of consonant diagraphs such as school, rough, vowel diagraphs such as boil, along with affixes such as disengage and going. Additionally, spontaneous recognition of first letter cues, word shape, and length also aided these readers. In other words, skilled readers automatically varied the size of visual units in conjunction with interacting performance factors such as the tasks to be performed, reading skills, the degree of contextual constraints in the passage, and the familiarity of the words.

Speece (1987) showed recoding speed separated LD from NLD subjects, this supported the importance of automatically processing print. These results were supported by Torgesen (1988a); Willows (1974) who confirmed holistic processing of print constituted a major advantage for the NLD learners over the letter-by-letter decoding of LD individuals. This put constant and extreme stress on the attention and memory systems of the LD subjects. In fact, the LD students in the Torgesen study scored in the retarded range on tasks requiring immediate verbatim recall of sequential information. Bakker et al. (1990) reported that dyslexic readers did not accurately identify individual letters while relying almost exclusively on graphophonic sound symbol relationships to decode text. However, the information processing model stressed integration of
the phonological and semantic memory channels with the already discussed visual channel (Spring and Capps, 1974).

Mann, Cowin, and Schoenheimer (1989); Kamhi, Catts, and Mauer (1990) characterized phonological memory as the cognitive reading process that represents sound units tied to the visual units of language. It was established that these sound units varied in size from phonemes to morphemes and that interactive sounds and visual units had to be correlated automatically and accurately. The importance of sound interactions was further stressed when they were used to differentiate good and poor readers based on the ability of these adolescents to hear and process the phonological sound elements of spoken language. Concurrently, Swanson (1986) provided substance to this work when he hypothesized that the principal deficit of LD adolescents might revolve around retrieval of information more than storage.

Olson, Wise, Conners, Rack, and Fulker (1989), furthermore, used fraternal twins to show a hereditary link for deficits in phonological coding. It followed that processing through semantic memory required readers to activate their procedural knowledge including lexical knowledge tied to words and word meaning. Finally, these cognitive related deficits in the areas of attention and memory were interrelated to the reading deficits experienced by LD adolescents in encoding, elaborating, transforming, storing, retrieving, searching, comparing, and reconstructing printed language into usable information (Mellard & Alley, 1981; Swanson, 1988; Whitmire & Stone, 1991).
Integration of background knowledge.

Recent research, at the same time, highlighted the necessity of successfully integrating these functions in order for LD adolescents to monitor their own learning processes and how those processes related to their immediate environment (Forester, 1987; Graham, 1985; Wong, 1986). Authors such as Kolligian and Sternberg (1987); Swanson (1987b) documented that deficits in cognitive processing historically hindered LD adolescents in systematically using their background knowledge to appraise or estimate task difficulty, purpose, scope, and requirements, as well as evaluating their own results. Further, educators found LD high school students to be passive maladaptive learners who did not feel that they had control of their environment (Swanson, 1989). In other words, LD adolescents did not actively engage in metacognitive and executive control or generalization of learning strategies (Wong, 1988).

Oakan et al. (1971); Swanson (1987c) characterized the inability of LD readers to use their knowledge base to successfully address academic challenges as evidence of an inability to organize and actively retrieve background information from their semantic memory. In other words, LD high school students failed to actively implement their schemata or network of information stored in memory to create new knowledge (Stevens, 1982). In fact, Santos (1989); Snider (1989) documented that the learning problems of many RD adolescents constituted deficits in prior knowledge or domain-specific knowledge rather than limitations in processing abilities. Wong and Sawatsky (1984); Griffey, Zigmond, and
Leinhardt (1988) concurred that LD adolescents failed to use prior or background knowledge to draw inferences, make predictions about text outcomes, use questioning strategies to enhance reading comprehension, or monitor their understanding of the main ideas embedded in text.

Skilled readers, on the other hand, generated substantially more precise elaborations and recall of information from the text through the efficient integration of their background knowledge and intuitive self-monitoring skills. For example, Wiig (1990) visualized that NLD individuals prepared for job interviews by cognitively reviewing stored patterns of information or schema to anticipate the characteristics of the participants and interview setting. Finally, the NLD applicants used self-monitoring, revising, or repairing gleaned from actual past interviews to formulate likely hypothetical outcomes. Wiig finally documented, in order of prevalence, that LD adolescents exhibited:

1. A specific developmental delay in testing hypotheses and acquiring an isolation-of-variables strategy (29%).
2. Poor awareness of the implicit demands of the experimental task associated with highly general conclusions (26%).
3. A general conceptual deficit (7%) (p. 129).

However Bos, Anders, Filip, and Jaffe (1989) also demonstrated that LD adolescents who were trained to consciously use their prior knowledge in concept-driven interactive strategies immediately as well as 6 months later demonstrated significant improvement in comprehension. Mastering contextual and definitional information thus allowed these LD subjects
to generalize what they learned over a period of time. Educators designed such strategies to specifically teach LD individuals how to learn and how to effectively use what they learned in an ever changing competitive world (Ellis & Lenz, 1987; Lenz & Hughes, 1990).

Researchers, in summary, prior to the 1980s focused on how LD adolescents gathered and processed information through the individual visual, auditory, and kinesthetic learning channels. However, in more recent years this interpretation became looked upon as over simplistic. The deficits of LD individuals in alertness, vigilance, and selective attention were progressively recognized as important aspects in their inability to process written language. Many times they failed to hold print in short term memory long enough that the combined sounds, syllables, and words of written language made sense. This attention deficit was blamed on a dysfunction of the left hemisphere of the brain.

Current educational literature, at the same time, supported the fact that LD individuals processed written information most successfully when the graphophonic, syntactic, and semantic parts of language were combined in one instructional process. They characterized this as whole language. In fact one whole language strategy, tape recorded lessons, composed a major intervention technique used in this master's project. Through taped lessons mainstreamed LD adolescents integrated their use of background knowledge and learning strategies with the process of encoding, transforming, storing, retrieving, searching, comparing, and reconstructing written language into usable information. Finally, this
supported and remediated the reading needs of LD secondary students.

**Spelling**

Spelling, a skill closely related to the reading process, over the years proved extremely difficult for LD students (Alley, 1977; Hardy, 1968; Nye, 1984). Consistent evidence revealed that members of the LD population failed to acquire the ability to spell accurately and rapidly. These deficit symptoms constituted the most common characteristics of LD individuals and acted as a principal cause for their developmental reading retardation or dyslexia (Schwart, Gilroy, & Lynn, 1976). School surveys consistently revealed spelling as one of the weakest academic skills if not the weakest for LD adolescents (Gerber, 1984).

**Spelling components.**

Graham, Freeman, and Miller (1981) characterized spelling as the "... ability to recognize, recall, reproduce, or obtain orally or in written form the correct sequence of letters in words" (p. 1). As early as 1932 Monroe reported a .85 correlation between spelling and reading success for LD students (Nye, 1984). Carpenter and Miller (1982) confirmed a similar relationship between spelling and reading success. At the same time, these authors also found LD adolescents to be deficient in their ability to "... spell phonetic and nonphonetic words from dictation, and to choose the correct spelling of a word from a choice of four" (p. 68). In fact, Moran (1981); Moran and Deloach (1982) identified spelling as the only aspect of written language that distinguished LD adolescents from (NLDLA) high school students.
Therefore, over the years "bizarre" spelling errors constituted one of the principal differences between members of the LD and NLD populations. As a result, educators included spelling in checklists of behaviors associated with LD students. Additionally male subjects, even NLD, manifested a much greater total spelling error rate than did females. Clinical observations portrayed males as poor spellers and showed them during development as exhibiting less mature language skills than females (Leuenberger & Morris, 1990).

An investigation by Bannatyne and Wichiarojote (1969) provided evidence that: "(1) intact motor and kinesthetic functions are necessary for spelling, (2) sound blending depends on motor patterns to form words, (3) visual sequencing of design was not enough support for successful spelling performance but needed the sequencing of sound in the motor speech area of the brain, and (4) visual memory was not related to any type of sequencing" (Nye, 1984, p. 7). It followed that NLD students developed alphabet, phoneme, and phoneme-grapheme relationship skills long before formal school years and instruction in spelling. Gerber and Hall (1987) confirmed those who encountered rewarding and nurturing experiences in oral/written language (e.g. bedtime reading), translated these experiences more easily into their own series of successive language attempts and conventional spellings. Further, recent evidence demonstrated that LD and NLD individuals go through similar stages of progression but the LD adolescents exhibited a developmental lag (Gerber, 1984). Rourke and Orr (1977); Tarver, Hallahan, Kauffman,
and Ball (1976) found supporting evidence for a developmental lag. In concurrence with this concept Feagans and Merriwether (1990) reported that LD spellers, the same as in reading, relied heavily on a painstaking graphophonic sounding out of words. For example, the individuals in their study spelled laugh as "laf" (Cromer, 1980).

Nelson (1980); Swanson (1987b) characterized LD spellers as individuals who traditionally encountered trouble: (1) holding dictated words in short-term memory sufficiently long enough to encode all the phonemic sounds, (2) identifying the same conventional phonemic boundaries in words as their NLD peers, and (3) developing simple sound-to-alphabet rules to govern the phonographic translation processes. In concert, Bannatyne and Wichiarojote (1969) illustrated the importance of intact short-term memory and rehearsal skills when they pointed out that spelling tests typically administered to LD students were out of context criterion revered measures. Swanson (1987c) further substantiated that lagged development in spelling ability on the part of LD individuals cost a high price in terms of cumulative deficiencies. While formal spelling instruction succeeded with normal students, members of the LD population traditionally experienced no such success. However, Graham and Freeman (1986); Marino (1981) concurred through independent studies that LD adolescents benefited in spelling through learning meta-cognitive instructional strategies.

**Problem-solving.**

Hallahan, Hall, Ianna, Kneedler, Lloyd, Loper, and Reeve (1983)
The data from these correlated studies showed that LD students:

1. Progress through the same levels of spelling ability as their non disabled peers;

2. Appear delayed in comparison to peers before adolescence (no grounds were found for predicting that they would catch up later);

3. Produce errors that can be described as logical, systematic, consistent, and strategic, while showing little or no evidence of errors that could be considered deviant, random or pathological;

4. Possess, but fail to access spontaneously or use efficiently, experiential and rule-governed information about spelling; and

5. Given sufficient pretraining skills, can be trained in self-monitoring routines that result in higher quality spelling attempts in comparison to untrained students (pp. 100-101).

Finally, Gerber and Hall (1987) supported the feasibility of teaching LD adolescents to monitor their own behavior during academic problem solving and use unused or underused cognitive resources for analysis and synthesis of information. Regrettably however, the vast majority of studies documented a steady neglect in remediation of the spelling deficits of LD students (Graham & Freeman, 1986).

Poor spelling was identified as the one thing which separated LD from NLD adolescents. These students according to the literature relied
on graphophonic sounding of words. The exclusive use of this strategy proved especially harmful to LD secondary students because they had trouble, boys more than girls: (a) holding words in short-term memory long enough to encode all the phonemic sounds; (b) identifying the phonemic boundaries in words; and (c) developing simple-to-alphabet rules which governed phonographic translation. Problem-solving skills, knowledge of phonology, phonetic segmentation, and orthographic rules were necessary for success. It was hard for LD students to spell phonetic and nonphonetic words from dictation and pick the right word from a choice of four. Highlighting of pre and context key words helped LD individuals especially to recognize correct spelling. Furthermore, spelling improved as a result of identifying and writing short definitions for these terms in the study manual. This proved especially true when students used metacognitive strategies such as error monitoring to check their own written work. Finally, student confidence increased.

Similar to their spelling deficits LD adolescents, at the same time, exhibited typically poor progress in writing.

**Writing**

Writing, spelling, and reading coexisted in Western society for thousands of years. Writing culminated in composition and not just a series of complex motor skills. Alley (1977); Wesson, Otis-Wilborn, Hasbrouck, and Tindal (1989) independently identified the major categories of writing as: (a) fluency, (b) syntax (grammar and punctuation), (c) semantics, and (d) pragmatics. At the same time Englert, Raphael,
Anderson, Anthony, Fear, and Gregg (1988); Wallace and Bott (1989) highlighted the more recently recognized importance of background knowledge combined with metacognitive self-directed error monitoring, effective organization, along with an awareness of the social and employment related purposes of writing.

**Fluency/syntactics/semantics/pragmatics.**

Alley (1977) viewed fluency, a process of written production, as tied to both speed and the total number of words written. Over the years, it proved impossible or nearly so to measure word fluency. Instead word production was easier to measure. At the same time, Wesson et al. (1989) characterized semantics as the meaning of language at the lexicon or the vocabulary level. One reason educators looked on the developmental use of vocabulary as important was because it illustrated the overall ability of students to express abstract interrelationships through word combinations. These authors also defined pragmatics as the way students implemented written language. Further Vogel (1974) confirmed syntax, as a body of rules, governed the arrangement of words into sentences which thereby influenced all students.

Anderson (1982) documented that many of the present day theories on general writing resulted from the work of Chomsky on transformational generative grammar and Brown on the theoretical stages of early syntactic growth. Chomsky theorized that the internalization of grammatical rules was contingent on innate structure, the genetic course of maturation, and environmental experience. These conclusions provided an
impetus for recent researchers such as Anderson (1982); Brontas (1987); Idol (1988); McNut (1984); Moran, Schumaker, and Vetter (1981) who outlined the language deficits of LD individuals while devising whole language and strategy specific instructional interventions to support the strengths of the members of this population.

Idol (1988); Wiig and Semel (1976), in fact, reported that LD adolescents did not internalize grammar in order to utilize it in written expression. Since written composition proved to be the most complex aspect of language, it constituted no surprise that it acted as a major stumbling block to LD students all through school. Further, Schumaker and Deshler (1984) verified that LD adolescents on standardized writing tests achieved at or below the 4.8 grade level. In concert, Anderson (1982) isolated the partial causes for the low development of LD adolescents when he reported that unskilled readers wrote shorter sentences and repeated words more often while exhibiting poor word discrimination and articulation. Frequently they made errors in word omissions, distorted word order, incorrect verb and pronoun usage, incorrect word endings, and lack of punctuation. In other words, as Halpern (1984); Wesson et al. (1989) pointed out students who demonstrated such deficits did not implement pragmatic self-sufficient compositions with enough contextual background to insure that the reader received the correct impressions, remembrances, or feelings from the written message.

Morris and Crump (1982) combined syntax and vocabulary to measure the written language development of LD adolescents. They used a T-unit
measure to evaluate students in the areas of vocabulary development, number of syllabic words used, and complexity of word-building applications (subordinate clauses and embeddings). In other words, the clauses or clausal structures attached or embedded in the writing samples were isolated in order to look at the internal structure independently of the writer to provide conventional punctuation and capitalization boundaries for sentences. Again, the LD subjects scored lowest in variance and complexity of vocabulary used. In another study Grobe (1981) confirmed similar findings in that NLD persons successfully varied the complexity of their written vocabulary. Further, the NLD subjects submitted better written, concise and to the point, essays.

Moran (1981), in a study conducted under the control of the Kansas Institute for Research in Learning Disabilities, characterized the syntactic maturity of LD adolescents as deficient in several ways. These included written expression in productivity, syntactic structure, normal usage, spelling, and mechanics of punctuation and capitalization. At the same time, LD and LA adolescents recorded similarly low scores in the usage of modal auxiliary verbs, secondary verbs such as gerunds, participles, prepositions, adverbs, and other modifiers. Finally, this research demonstrated more similarities between LD and LA adolescents than significant differences. Moran and DeLoach (1982) again compared LD and LA, 7th through 10th graders. This study revealed that LD students wrote ten times as many run-on sentences as the LA subjects. Yet when sentence construction was analyzed in T-units not considering
conventional boundaries of a capital letter and a period to mark sentences, the LD group had the same percentage of complex combinations of independent and dependent clauses as did the LA group. Findings for both of these studies showed that with the exception of spelling skills, the formal features of writing performance on the of LD students were similar to their LA peers (Warner, Alley, Deshler, & Schumaker, 1980).

Furthermore, data from studies by MacArthur and Graham (1987); Moran and DeLoach (1982) confirmed that LD adolescents performed significantly below their NLD age-mates. The overall written productivity of the LD subjects was lower than that of their normally achieving peers in the areas of tense, plurality, possession, and number agreement. Concurrently, Poplin, Gray, Larsen, Banikowski, and Mehring (1980) used an editing and rewriting task to establish that LD students performed lower on punctuation and capitalization skills. The LD group portrayed much lower scores on either a contrived planned format or a reasoning, thinking sample.

Evaluation of the communication skills of 10th-grade LD students by Algozzine et al. (1988) showed that their performance on items of recall of fact or literal recall was better than their performance on items which required drawing conclusions or analyzing passages in text. As expected, NLD students performed better than the LD students on reading skills and reading items. Items assessing skills relating to writing revealed lowered scores for LD high school students on items involving written communication using appropriate business letters while their
highest scores were received in skills such as filling out money orders and checks. Regular students performed higher on ratings of performance in all writing skills.

**Whole language.**

Finally, despite errors in run-on sentences and fragments, misspellings, and grammatical errors, Moran et al. (1981) concluded it was not necessary to wait for students to achieve complete mastery of sentence formulation, spelling, and punctuation to begin instructional interventions. These authors sighted a study conducted by Harris in 1962 in which two regular educational classes were assigned either a textbook method of studying grammar or a method providing individual feedback through a holistic student examination of errors. Harris found that adolescents who focused exclusively on traditional textbook grammar produced essay scores that were markedly lower than their peers. This illustrated that the writing performance of even NLD individuals benefited very little through focusing exclusively on the study of conventional textbook grammar. Indeed, direct instruction of grammatical constructs as a way of improving written communications was not supported in the current literature. However, whole language and metacognitive instructional strategies were stressed as manifesting promising results in supporting the learning processes of LD adolescents (Altwerger & Bird, 1982; Dangel, 1988; Deshler, Schumaker, & Lenz, 1984; Jimenez & Rumeau, 1989). Finally LD adolescents also manifested strategy deficits in the (a) metacognitive self-monitoring of their writing
processes; (b) organization of text; and (c) positive implementation, transfer, and generalization of what they learned in school (Graham & Harris, 1989a; Haring & Liberty, 1990; Kosiewicz, Hallahan, Lloyd, & Graves 1982; Lambie, 1986; Wong, Wong, Perry, & Sawatsky, 1986).

**Self-monitoring skills.**

Deshler, Ferrell, and Kass (1978) substantiated that LD high school students demonstrated problems monitoring their own self-generated and externally generated errors on a creative writing task. In fact, the LD individuals who participated in this study detected only one-third of their writing related errors. In concurrence, Jimenez and Rumeau (1989) documented that LD youngsters lacked systematic strategies for detecting their own writing errors in the areas of mixing letters, incorrect unions, and letter-order. The separate work of Lynch and Jones (1989); Seidenberg (1989); Smith and Friend (1986); Wong, Wong, and Blenkinsop (1989) further revealed the lack of awareness on the part of LD students as to the structural patterns in expository writing. Such unskilled writers employed only a simple copy-delete strategy which resulted in demonstrated deficits in general organizational patterns, especially in knowing how to create a coherent, comprehensible text. In other words, these authors documented that deficits in recognition of text structure on the part of LD secondary students contributed directly to their lack of writing competence. Further, according to information gleaned collectively from the work of Altwerger and Bird (1982); Broutnas (1987); Hennings (1982); Hallahan, Marshall, and Lloyd (1981); McNutt (1984) LD
adolescents failed to tie or transfer knowledge from their total background experiences to required writing situations. Warner, Schumaker, Alley, and Deshler (1989) documented the inability of LD high school students to monitor their metacognitive knowledge (knowledge of one's own control processes) and carry on executive functioning or generalizing information from, for example, a school based instructional setting to a formal job setting.

Algozzine et al. (1988), in fact, confirmed that 92% of all employers in their survey indicated that reading and writing were important for the jobs they had to offer. Reading was slightly more important than writing. Following written directions and obtaining information from maps, pictures, graphs or tables were rated as more often used on the job. Writing accurate messages or requests were considered important. Alley (1977), for example, reported that reading a newspaper and writing a resume entailed many of the job related communication skills needed by LD adolescents to succeed in the competitive world of work (Okolo & Sittlington, 1988).

These findings were significant in light of the documented graphic below normal skills exhibited by LD adolescents in reading, writing, organizational ability, positive time use, and general social skills (Deshler, Schumaker, Warner, Alley, & Clark, 1980). Additionally, post secondary school environments reportedly subjected LD young adults to increased social stress. In fact as a result, members of this population reported that they were significantly less satisfied with their
employment situations, as well as their contacts with parents and peers (White et al., 1980). Schumaker and Ellis (1982) established that one reason for this was LD adolescents even after learning social (job) related skills to 100% accuracy still experienced difficulty transferring these skills from a controlled classroom setting to a natural environment. However, these researchers also found that LD high school students were capable of generalizing such skills. It followed that LD adults, in order to succeed in life, needed to demonstrate basic academic skills while being well organized and self-motivated (Cartledge, 1987; Schumaker, Sheldon-Wildgen, & Sherman, 1980).

It was easy to understand why LD adolescents who scored low in reading and spelling were also low in written expression. As a result of poor vocabulary LD students demonstrated trouble with fluency, syntax, semantics, and pragmatics. The slow reader usually wrote shorter sentences; made errors in word omissions, order, and endings; incorrect verb and noun usage; incorrect auxiliary verbs; gerunds and participles; poor punctuation; sentence fragments and run-ons; prepositions and adverbs. They had trouble transferring writing skills to job related situations. Nevertheless, they should be allowed a full opportunity to try writing skills without long hard studies of formal grammar. Therefore, the course design of this American history project incorporated such support. In other words, as LD and NLD secondary students alike read along with the taped lessons and responded in writing to questions interspersed in the context of the chapter narrative they increased
their vocabulary and reading speed which in turn made writing more fluent with better syntax, semantics, and pragmatics. Writing as members of small cooperative groups allowed for academic and social feedback from peers and teachers. This in turn provided reinforcement and helped LD adolescents develop self-confidence and acceptance. Finally, the use of metacognitive strategies (e.g. paragraph and COPS) LD students expanded their creative feelings and emotions while using the tapes and text as a model. This acted as a supportive way to improve the writing skills of LD and NLD adolescents. However at the same time regrettably, the reported educational literature revealed that LD adolescents were also graphically deficient in mathematics.

**Arithmetic**

The importance of a functional knowledge of mathematics for successful living brought to the forefront the need for educators to focus more directly on the lagged mathematical development of LD students. In fact, this problem received increased attention since the late 1970s (Garnett, 1987). Although this initiative did not receive the attention paid to reading problems, it still successfully isolated the general "cognitive strategy" deficits exhibited in math by LD students (Garnett, 1987; Peterson, Mercer, & O'Shea, 1988). Badian and Ghublikian (1982) illustrated the importance of this investigative initiative when they reported that 6% of all school-aged children had serious deficits in arithmetic.

Garnett (1987) further substantiated that LD students early in their
school careers exhibited below average counting skills; difficulty synchronizing pointing; omission of nose and fingers in early drawings; and not performing basic cognitive-developmental tasks such as serialization, classification, and conservation of quantity. Garnett pointed out that early referrals for LD placement were usually made on the basis of reading and behavior problems. However at the same time, LD teachers reported that two out of three intermediate and secondary students manifested deficits in math. Thus, the assumption that students outgrow early math-related deficits proved false. Further, McEntire (1981) found that interrelated deficiencies in reading and mathematics correlated most highly with the syntactical or structural relationships between words and symbols and less strongly with the semantic or content features of information processing.

Russell (1981) reported that neurological dysfunctions constituted the most prominent explanation for the difficulties in math experienced by LD adolescents. According to Cawley (1985) these problems were related to: directional confusion and spatial disorientation, spatial orientation and difficulties with math symbols, breaks in continuity of thought, intrusions from the outside or extraneous distractions, overlooking or not noticing, poor organization, perseveration, and language difficulties. In addition to those mentioned Cawley (1984) cited: lack of readiness, emotional problems, deprived environments, poor teaching, inefficient searching strategies, inability to produce written responses, impaired communication while Glennon and Cruickshank (1981)
cited figure-ground pathology, sequencing, discrimination, directional-ity and body parts, obtaining an intersensory disorganization, verbal expression, perceptual-motor disabilities, closure, and generalization disabilities.

Cawley (1985); Pieper and Deshler (1980), at the same time, found that their math impaired LD subjects did not respond randomly or as "wild guessers." Further these authors noted that their adolescent subjects, while average readers, exhibited math problems related to comparing and differentiating numbers, identifying and using shapes in space, and establishing equivalency statements. Alley, Deshler, and Warner (1979) conducted a study in which they found the principal mathematics deficit of LD adolescents to be an inability to setup a problem for its solution. Further Cawley, Miller, and School (1987); Lloyd and Keller (1989) reported similarly that LD secondary students demonstrated difficulty with solving syntactic word-problems and employing efficient learning strategies to use their schematic background knowledge to generalize the mathematical skills learned in school (Larsen, Parker, & Trenholme, 1978). Swanson and Rhine (1985) reported similar findings in that they found that the poor math performance of LD youngsters revolved around their inability to make transformations that required reordering or abandoning of strategies learned previously. Miller and Milam (1987); Peterson et al. (1988) concluded that LD adolescents did not simply need drill and practice but that they needed a clear understanding of the practical concepts and applications of mathematics and how to
apply them in the real world. Cawley (1985) substantiated similar findings while confirming that NLD students performed significantly better than their LD peers across syntactical and computational levels.

Serious math deficits surfaced in 6% of all school aged youngsters. Deficiencies in math and reading correlated with syntactic or structural relationships between words and symbols but less strongly with the semantic features of processing. Neurological dysfunctions proved the best explanation for the math deficits of LD adolescents. Even NLD readers showed problems relating to comparing and differentiating numbers, identifying and manipulating shapes in space and setting equivalency statements. It followed that LD adolescents did not set up problems so they could work out a solution. Syntactic word problems and use of efficient learning strategies caused these learners special difficulty. Poor math performance revolved around their inability to take the necessary steps to reorder or abandon a previously learned strategy. In fact, these combined deficits caused LD secondary students to spend as much as one-third of their resource room time studying mathematics. Although math seemed unrelated to American history, by hearing the tapes and seeing the text, LD adolescents strengthened their reading and conceptualization processes whereby they should see the importance math played in the development of the United States. This should motivate them to improve their reasoning and computation skills. Finally, the educational literature illustrated clear cognitive reasons why LD students encountered negative school learning experiences.
Despite such extensive academic problems LD adolescents historically scored at least 90 or above on intelligence quotient (IQ) measures or on standardized aptitude tests (Boshes & Myklebust, 1964). These measures included the Bender-Gestalt Test; Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scale for Children (WISC) (Silberberg & Feldt, 1968; Suzuki & Leton, 1989; Taylor et al., 1979).

Neuropsychological

Intelligence.

However, the recent past revealed that an increasingly progressive number of secondary students placed in LD programs recorded IQ scores as low as the educable mentally retarded (EMR) range (Graham & Harris, 1989b; Shepard, Smith, & Vojir, 1983; Warner, Schumaker, Alley, & Deshler, 1980). As Ames (1968) reported, this placement trend was in keeping with the fact that as many as 24% of the children evaluated for learning disabilities scored below a 90 IQ. Additional results reported by Bryan (1974a) substantiated that as many as 37% of the youngsters identified as LD scored in the low normal to mildly retarded (below 70) IQ range. Further, Bryan concluded that "A sizable percentage of children labeled as learning disabled could or should be diagnosed as mentally retarded . . ." (p. 306). The relevance of intelligence tests as used for placement and the labels derived from their findings was illustrated by Bow (1988); Belmont and Birch (1966); McGrady and Olson (1970); Silberberg and Feldt (1968); Swanson, Cochran, and Ewers (1990) who asserted that retarded readers (borderline normal intellectual
level) when matched with NLD readers for Full Scale IQ scores, were characterized by better functioning on the subtests of the Performance Scale and poorer functioning on the Verbal Scale of the WISC. These youngsters demonstrated "soft" neurological impairments such as difficulty integrating and processing neurological inputs and general fine motor interactions (Meier, 1971). Petersen (1968) concurred that such adolescents showed disturbances in perception, thinking, and emotional behavior, either separately or in combination which in turn prevented or impeded a normal learning process. Silberberg and Silberberg (1969a) concurred when they asserted that LD children, when compared to NLD children exhibit inferior performance in:

Visual perception, auditory perception, hand dominance, eye dominance, EEG patterns, and other neurological correlates such as balance, behavioral difficulties, etc.

From the macrocosmic view, a general conclusion can be made that learning disabled children probably are not as neurologically integrated as normal children and, as a group, their learning difficulties are merely another area of performance where this differential brain functioning is manifested (p. 213).

Chiarenza (1990) also found that the neuro-psychophysiological development of LD students was slower, less accurate, and that they achieved a lesser number of designated performances of motor-perceptual tasks. Bateman (1966); Oliver, Cole, and Hollingsworth (1991) attributed genetic central nervous system dysfunctions, geographic, cultural, and economic aspects of family history as major contributing factors to the LD condition.

The educational literature, in other words, revealed that LD
individuals manifested disturbances in perception, thinking, and emotional behavior. Supportive and compensatory instruction was identified as necessary for LD secondary students in order that they might be successful in mainstream content classes. For this to be possible adequate completion time was stressed as essential. In conclusion, this meant that an even larger number of identified adolescents needed more intensified academic and emotional support than was thought necessary for persons within the LD school population.

**General Correlates to Learning**

Skills required for information processing constituted the principal focus for researchers who strove to understand the complex learning difficulties experienced by LD students. Alley, Deshler, Clark, Schumaker, and Warner (1983); Bow (1988); Klinge, Rennick, Lennox, and Hart (1977); McGrady and Olson (1970); Robinson and Smith (1981); Rosenthal (1970); Shepard et al. (1983); Swanson (1980); Torgesen (1988b); Wiig and Semel (1976) identified: (a) intact short-term memory; (b) expressive/receptive communication; (c) selective attention; (d) motivation/strategy development as critical areas of language in which LD adolescents exhibited specific deficits. Samuels (1987) confirmed the importance of studying and understanding these processes collectively when he stated that "Taking an information processing approach . . . allows one to examine a host of factors that lead to [academic] failure" (p. 22).

**Short-Term Memory**

The short-term memory deficits of LD adolescents received extensive
scrutiny (Guthrie & Goldberg, 1972; Waller, 1976). For example, Bauer (1977); Swanson (1980) found that the memory deficits of LD students evolved from over attention to irrelevant stimuli. In similar studies Gerber and Hall (1987); Kolligian and Sternberg (1987); Swanson (1987b) reported that the processing problems of LD adolescents centered on an inability to store words in short-term memory long enough to encode phonemic messages. Also stressed was the inability to identify and rapidly sequence whole word phrases rather than isolated phonetic symbols (Spring & Capps, 1974). Ackerman, Dykman, and Gardner (1990a) concurred when they reported RD students were prone to articulate sequences more slowly than NLD students. Inner speech also was found to be slower which caused, over extended number of trials, RD subjects not to rehearse a list of new sight or spelling words quickly enough. These subjects also exhibited similar difficulty decoding polysyllabic words and comprehending what they had read.

Swanson (1987a) expanded on such findings when he confirmed that the memory-processing deficits of LD individuals were tied to a mismatch between their encoding preferences and knowledge retrieval system. In other words, the disabled subjects relied principally on the phonemic rather than semantic features of language to gain information from a sample text. Next, Torgesen (1988a); Torgesen (1989) illustrated the magnitude of these findings when he reported that word identification and spelling skills through phonemic decoding constituted the principal processing deficit of LD students. Wiig and Roach (1975) concurred in
that they discovered the most significant recall deficits for LD adolescents were in sentences which: (a) were syntactically consistent, but violated semantic (selectional) rules, (b) had correctly or incorrectly sequenced modifier-strings, (c) consisted of a random word-string, and (d) were syntactically complex.

Samuels (1987), furthermore, conceptualized a model that isolated deficits in four processing areas: attention, visual, phonological, and semantic memory. In fact Ackerman et al. (1990a) showed the importance of deficits in these processes to school success through the statement "...child who acquires word decoding skills at an age appropriate rate likely has good visual memory, phonological sensitivity, and the ability to use phonological recoding in accessing an above average verbal store (vocabulary and general information). . ." (p. 283). Finally, Deshler, Schumaker, Alley, Warner, and Clark (1980); Moran (1980); Tarver et al. (1976) confirmed that the storage and retrieval systems of LD adolescents were developmentally inferior to their NLD peers. Therefore, the LD students experienced extreme stress as a result of the volume of information they needed to hold in auditory short-term memory when functioning in a typical secondary classroom. Semel and Wiig (1975) confirmed similar findings in that LD youngsters scored below the 10th percentile on measures of both receptive and expressive language which required a "...knowledge of linguistic rules, simultaneous analysis, and synthesis and memory" (p. 57).

Learning disabled students lagged behind their NLD peers because of
their inability to store words, to encode messages, to identify and sequence whole word phrases, and slower inner speech which all culminated in an inability to use their short term memory to recall (e.g. new sight words). In other words, there existed a mismatch between students encoding and knowledge retrieval systems. Because of their inability to hold higher level attention demanding information in visual short term memory LD adolescents relied progressively on phonemic rather than semantic features of language to make sense of grade level reading assignments. In response the following audio-tutorial project employed the integrated use of the audio, visual, and kinesthetic learning channels whereby LD secondary students while listening, reading, and writing focused simultaneously on the graphophonic, syntactic, and semantic features of language.

Expressive/Receptive Communication

Durrell and Murphy (1953) reported that literally all LD children who attended the reading clinic at Boston University and had a reading achievement below first grade level lacked the ability to discriminate between sounds in spoken words (Newcomer & Magee, 1977; Wiig, Semel, & Crouse, 1973). Linder and Fillmer (1970) concurred that students with reading difficulties gained greater meaning from context words in a simultaneous auditory/visual presentation than isolated out of context words. Vogel (1974); Wiig and Semel (1973) discovered that when phonemic sounds were presented in isolation, LD adolescents preformed as well as NLD individuals. However when the task was made more difficult by
combining a complex sequence of sounds, the performance of the LD subjects was markedly inferior to the normal control members. These findings were in keeping with the results witnessed by McGrady and Olson (1970) who found that LD adolescents, when compared with NLD age peers, made significantly more errors on verbal psychosensory functions while performing these tasks at a slower rate (Weinstein & Rabinovitch, 1971). In other words, the learning problems experienced by members of the LD population revolved around language and its usage rather than perceptual or manipulative skills (Belmont and Birch, 1966).

Wood, Buckhalt, and Tomlin (1988), at the same time, found that LD adolescents were delayed less in listening than in reading while they exhibited a much higher discrepancy between their listening and reading ability than did their (control group) NLD age peers (Brown, 1965). In concert Birch and Belmont (1964); Fuchs and Maxwell (1988); Wiig & Semel (1976) reported that the inability to integrate auditory and visual stimuli on the part of LD adolescents contributed to a progressive communication deficit that negatively influenced the interpersonal relations. Sawyer and Kosoff (1981) found similar results while at the same time the LD students in their study demonstrated sufficient (borderline) listening-comprehension skills to function in a regular content-area instructional setting. In 1963 de Hirsch stressed the importance of this potential for success when she confirmed that academic success "... is highly correlated with verbal intelligence. Words are the very material of thought and greatly increase the
efficiency of abstract functioning" (p. 90).

Finally, the combined results described above demonstrated that LD subjects demonstrated deficits less in listening than in reading or visual information processing. However, LD adolescents continued to focus receptive attention on the visual (phonetic) decoding process while at the same time their NLD peers automatized this basic skill. Thus, the NLD subjects were able to focus most of their attention energy on the semantic meaning of the text. The following audio-tutorial project allowed LD secondary students to compensate for their principal processing deficits through a course design whereby they listened to content reading assignments as many times as necessary to insure mastery of the subject matter.

**Selective Attention**

ADD.

Kolligian and Sternberg (1987); Tarver et al. (1976) reported that a combination of deficits in these processes contributed to the inability of LD adolescents to selectively focus their attention on academic and social tasks. Bohline (1985); Jordan (1988); Samuels (1987) interpreted attention as the effort or energy required to perform cognitive tasks. Bonnet (1989) defined attention deficit disorders (ADD) as "intrusive thoughts" that repeatedly interrupted the ability of individuals to intake relevant information from the environment (p. 15). Henneman (1952) substantiated the ramification of this deficit when he confirmed that auditory stimuli were the most "attention-demanding"
stimuli even for NLD individuals (p. 166). Further, Atkinson and Seunath (1973); Lasky and Tobin (1973) in similar studies reported that such individuals did not filter out competing auditory messages that were linguistic in nature whereas non-linguistic noises did not distract the LD subjects. As Lehtinen-Rogan (1971) pointed out, under distracting stress the attention mechanism of these individuals simply shuts off—it had had enough. Concurrently, Rourke (1975) described such persons as "... distractible, unable to pay attention, or prone to focus on irrelevant aspects of the learning situation" (p. 913). Further, LD students with ADD lacked adaptive ability in performance of motor, perceptual, language, and cognitive measures. Ellenwood and Felt (1989); Oseroff and Grande (1990); Silver (1990) reported that out of all LD individuals 15% to 41% exhibited some or all of these combined tendencies. Forster and Doyle (1989) followed with the data that 6% of all school-age students exhibited some degree of ADD. Finally these authors attributed ADD to cerebral impairments or minimal brain dysfunctions.

ADDH.

Tarnowski and Nay (1989) also found that ADD and attention deficit disorder with hyperactivity (ADDH) individuals exhibited a low perception of their ability to directly control their immediate environment (Gaynor, 1990). Further, Bryan (1986) reported that this perceived locus of control (external orientation) or insecurity was generally more prevalent for LD adolescents than their NLD peers. The NLD youngsters saw their own actions as controlling events in their lives. Therefore,
they persevered on difficult tasks, delayed gratification, and sought, retained, recalled, and reproduced information (Mehring & Colson, 1990). As Schumaker, Deshler, Alley, and Warner (1980) pointed out one reason for this positive attribution and results on the part of NLD adolescents was that they generally came from families with more economic resources, fewer children, and the parents had higher levels of education and higher status occupations. On the other hand, the ADD or ADDH students were impacted negatively in intellectual striving which led to a form of learned academic and social helplessness (Pearl, Bryan, Donahue, 1980). Such students turned to support services outside of their immediate families a greater percentage of time than did NLD students (Deshler, Alley, Warner, Schumaker, & Clark, 1980). Cantwell and Baker (1991) Hynd, Nieves, Connor, Stone, Town, Becker, Lahey, and Lorys (1989) showed that compared to members of a NLD control group, ADDH peers demonstrated impulsive behavior, greater difficulty maintaining attention on tasks that required sustained focus, and a slower/varied reaction time. Felton and Wood (1989) concurred and expanded on these results with a cognitive/neuropsychological characterization of ADD youngsters as possessing a disability with frontal lobe lesions of the brain that limited sustained attention with a profound negative effect on performance in school based academics and social adjustments.

A cognitive neuropsychological characterization portrayed LD individuals as having an ADD deficit whereby they demonstrated an inability to screen superfluous information from their conscious environment. This
deficit was attributed to a cerebral impairment or minimal brain dysfunction—frontal lobe lesions of the brain. Auditory stimuli proved the most "attention" demanding even for NLD subjects. At the same time, some LD adolescents exhibited ADDH. These students had low perception and felt they had no control over their immediate environment and were poorly accepted socially. Therefore, they usually sought support outside the family, had impulsive behavior, trouble maintaining attention, and had lower reaction times. To a degree the design of this instructional project by-passed their deficits by letting them proceed at their own pace. In other words, students controlled their environments by deciding how many times they needed to listen to the taped lessons in order to master them. Gradually their attention deficits can be remedi-ated with resulting better grades and increased acceptance by peers and teachers.

Social Skills

Antisocial characteristics.

The Interagency Committee on Learning Disabilities (1987) specified social-skill deficits as one of the seven areas in which learning disabilities happened (Fielder & Chiang, 1989; McCarty & Paraskevopoulos, 1969). Bryan (1974); Bryan, Wheeler, Felsan, and Henek (1976) observed that LD as well as emotionally disturbed youngsters displayed negative characteristics such as hyperactivity, short attention spans, distractibility, unsocialized aggression, emotional liability, and an inability to delay gratification which caused acting out behaviors (McConaughy
Soli and Devine (1976) showed a positive correlation of task-oriented behaviors with achievement. Vance, Bahr, Huberty, and Ewer-Jones (1988) said sex, race, and socioeconomic factors influenced these students. Grande (1988); Larson (1988); Keilitz and Dunivant (1986); Shinn, Ramsey, Walker, Stieber, and O'Neil (1987) pointed out that students who participated in antisocial behaviors or violated social norms and the rights of others cost society in juvenile delinquency, vandalism, and incarceration. These students placed undue pressures on classroom teachers. In fact, antisocial students ranked first among those referred out of the classroom and the last to be returned, if at all (Schumaker, Hazel, Sherman, & Sheldon, 1982). Taylor et al. (1979) depicted LD and LA students who experienced problems in academic and peer social relationships, as more alike than different while Fielder and Chiang (1989) observed LD subjects as different and less likeable.

Bryan and Bryan (1978); Bryan et al. (1976); Gresham and Reschly (1986) concurred in that they found that negative verbal communication habits constituted the major factor in rejection of LD students. In fact, LD adolescents made more competitive and offensive statements than did their NLD age mates. At the same time, it was not determined if what the LD subjects said or how they said it caused their rejection. Bryan (1974b); Bryan and Wheeler (1972; Bryan et al. (1976); Holder and Kirkpatrick (1991); Raber and Weisz (1981) also showed that LD students were less able to understand nonverbal social communications (e.g. facial expressions), intonations of voice which often led LD subjects to
to make negative or competitive statements. Pearl, Bryan, Fallon, and Herzog (1991) expanded on these findings and reported that out of 43 seventh and eighth graders 21 identified as LD exhibited less ability to discern the motives of a speaker who made deliberately deceptive statements. Correspondingly, Bruininks (1978) supported the concept that LD students had trouble taking the position of others which constituted a critical part of effective social interaction skills. Cook (1978) found individual adjustment to a peer group could be affected by the accuracy on the part of LD students in assessing the status of other members and their own. A positive correlation between actual and perceived status existed at all grade levels.

**Peer/parent rating.**

Bruininks (1978) showed that LD youngsters rated themselves higher in relationship building than the actual status given them by their peers of the same sex. In other words, when LD students did not sense their peer status, they were less apt to alter their interactions in order to achieve better relationships. Bryan (1986) revealed that, as a result, LD students held negative self-concepts while attributing their success or failure to lack of ability or luck.

Bryan et al. (1976) found that parents reported less affection for their LD children than for their other offspring. Sinning, Hudson, and Deshler (1980) pointed out there was a parental tendency to have higher expectations for the future development of disabled than their abilities warranted. Parents agreed less when intelligence scores were under 72
and more when the children were under 10 years. Parents with children with lower IQ scores held higher expectations than did parents of subjects of higher intelligence no matter what the age. Differences between staff and parental expectation surfaced in academic, social personal, and economic adequacy. Bloom (1984); Schumaker, Deshler, Alley, and Warner (1980) demonstrated that family size; birth order; family work ethics; academic and social support, stimulation, language development, and academic aspirations and expectations influenced youngsters at all developmental age levels. At the same time Salvia, Clark, and Ysseldyke (1973) indicated that students labeled gifted were viewed more positively than those labeled normal while the disabled were viewed less positively on motor reactions, verbalization, and on task performance attitudes. The LD and emotionally disturbed generated negative expectations causing more severe and numerous problems in classes (Ysseldyke & Foster, 1978). Foster, Ysseldyke, and Reese (1975); Jones (1972) portrayed the culturally deprived with lower morale scores.

**Main facts.**

Shinn et al. (1987) restated the major facts illustrated in the current professional literature when they reported that LD students:

(a) had lower rates of academic engagement within instructional settings, (b) displayed consistently higher rates of verbally negative behavior during peer interactions, (c) were perceived by their teachers as substantially less skilled socially and socialized to the behavioral requirements of school settings generally, and (d) had school records that documented serious disciplinary problems and considerable exposure to special education services (p. 80).
Finally, the NLD controls in the study exhibited graphically more verbal and physically negative behavior toward the LD subjects. This held true for both initiated and non-initiated forms of negative behavior. These responses possibly revolved around the fact NLD individuals respond differently than their LD peers. In fact Swanson (1987d) found that the more successful NLD students used cues, prompts, verbal rehearsals, and other strategies to confront problems.

Social skill deficit was one of the seven areas in which learning disabilities occurred as designated by the Interagency Committee on Learning Disabilities. These adolescents had negative attitudes and characteristics including hyperactivity, short attention span, distractibility, unsocialized aggression, emotional liability, inability to delay gratification, and conduct problems. These characteristics cost society in juvenile delinquency, vandalism, and incarceration. This also put undue pressure on classroom teachers. Negative verbal communications and offensive statements were uttered by LD secondary students and they were less able to understand nonverbal social communication as well as putting themselves in the position of others. Negative self-concepts were held by LD students while they attributed any self-success to luck. At the same time, they rated themselves on social skills higher than did their NLD peers. This curriculum project set forward an instructional design that integrated simultaneous listening, speaking, and writing whereby LD adolescents received constructive feedback from their classmates and teacher. Thus they demonstrated increased control
Motivation/Strategy Development

Concurrently, Torgesen (1977a); Torgesen and Goldman (1977) offered evidence that LD adolescents were inactive learners in that they did not use successful organizational strategies (Carlson & Alley, 1981). As Torgesen (1979) stated "These children may fail to learn in the classroom for the same reason they do poorly on rote memory tasks: they do not 'make' learning happen by actively manipulating and organizing the material to be learned" (p. 22). In other words, LD students did not actively integrate their language, prior knowledge, and metacognitive skills (Santos, 1989). Correspondingly, Carlson and Alley (1981) confirmed this when they evaluated LD students on the awareness of their own metacognitive/monitoring processes in: (a) error evaluation, (b) scanning for information, (c) listening comprehension, (d) taking lecture notes, and taking tests. These students performed significantly below their NLD control group peers. Deshler et al. (1982) attributed this inability on the part of LD adolescents to systematically monitor and thus exercise control over their environment as a failure to intrinsically use learning strategies such as verbal rehearsal, mental elaborations, and meaningful grouping of stimuli.

Borkowski, Peck, Reid, and Kurtz (1983), in fact, stressed the importance of these processes to long-term or "metamemory" acquisition which incorporated the knowledge of each individual about his own respective learning processes. The relevance of this process rested on
the connection between metamemory and strategy transfer. In other words, the greater the maturity of an individual's metamemory the more he generalized effective learning strategies and successfully confronted new tasks. In fact Bransford, Stein, Vye, Franks, Auble, Mezynski, and Perfetto (1982); Hynd and Semrud-Clikeman (1989); Slife, Weiss, and Bell (1985) found that deficits in automatized semantic-linguistic and metacognitive memory distinguished disabled readers from NLD individuals. Further, Alley et al. (1983); Haring and Liberty (1990); Warner et al. (1989) found that deficiencies or a developmental delay in these metacognitive or monitoring processes historically led to problems in executive functioning whereby LD individuals failed to effectively generalize the use of a set of skills from one situation to another. Finally, the educational literature sighted in the following review strongly supported the need and feasibility of metacognitive strategies that aided LD adolescents in their acquisition, storage, and expression of content information (Deshler, Alley, Warner, & Schumaker, 1980).

Evidence showed the LD adolescents as inactive learners because they did not use successful organizational strategies. They failed to integrate prior knowledge and language and metacognitive skills. Their metacognitive monitoring process showed errors in evaluation, scanning for information, listening, comprehension, taking lecture notes, and tests. Again LD secondary students had trouble exercising control over their environment. This project put students in control of their own environment by teaching them to use metacognitive strategies combined
with their own background knowledge to organize information gained from social and academic interactions.

**Metacognitive Strategies**

Brown (1978); Deshler, Alley, Warner, and Schumaker (1981); O'Brien and Obrzut (1986) supported the achievement of these goals through metacognitive instructional methods that allowed content material to be presented in a more to less structured setting where LD students generated their own strategies. Deshler and Schumaker (1988); Ellis and Lenz (1987); Gordon (1980); Hall (1979) integrated these techniques with instructional learning or metacognitive strategies designed to help students organize diversified content assignments into manageable segments of information. In other words, students learned how to learn or were made aware of their own learning processes (Schewel & Waddell, 1986). Deshler, Alley, and Carlson (1980); Ellis (1989); Graham (1985) found this was best accomplished through: (a) making students aware of their learning habits; (b) making students aware of alternative learning strategies; (c) modeling these strategies; (d) guiding controlled application of each strategy; (e) providing positive instructional feedback; and encouraging the use and (f) adaptation of strategies to all settings.

Learning disabled secondary students learned how to learn through the use of metacognitive strategies. In other words, these strategies combined with the use of audio taped lessons and study guide lessons allowed LD secondary students to control their own learning environment.
The Multipass constituted one such acquisition learning strategy.

Acquisition

Multipass.

According to Graves (1986); Wong (1986) the value of metacognitive learning strategies such as the Multipass rested in the fact that such instructional tools allowed LD adolescents to successfully gain meaning from content area material and thus become active learners. Further the authors of the Multipass Strategy—Schumaker, Deshler, Alley, Warner, and Denton (1982)—confirmed that this method made it possible for adolescents to Survey, Size-Up, and Sort-Out information from their content area reading assignments. Schumaker, Deshler, Denton, Alley, Clark, and Warner (1981) found that the survey pass through the respective chapter helped students familiarize themselves with the main ideas and organization of the reading material. Students (a) read the chapter title, (b) read the introductory paragraph, (c) reviewed the chapter's relationship to other adjacent chapters by pursuing the table of contents, (d) read the major subtitles of the chapter and focused on how the chapter was organized, (e) looked at illustrations and read their captions, (f) read the summary paragraph, and (g) paraphrased all the information they had gained in the process. The Size-Up Pass supplied more specific information and facts. Individuals (a) looked for textual cues (e.g., bold face print, subtitles, colored print, italics); (b) made questions out of the cues (e.g., "why was the theory of the divine right of kings important?"); (c) skimmed through the surrounding text to find the
answer to the question; and (d) paraphrased the answer to themselves without looking at the book. Finally, students used the sort-out pass to test themselves over the material in the chapter. They (a) mentally referred back to the section of the chapter where the answer would most likely be located, (b) skimmed through that section for the answer to the question. These rehearsal, organizational, and monitoring steps combined as a positive intervention tool for LD adolescents placed in mainstream high school classrooms. Once LD students mastered the use of this strategy their grades increased substantially in all academic areas. Individuals who failed previously earned C or B test scores. Finally, the local classroom teachers responded enthusiastically when their LD and LA students became more willing and motivated learners. At the same time the Self-Questioning Strategy described in Clark, Warner, Alley, Deshler, Schumaker, Vetter, and Nolan (1981) corresponded with one of the sub strategies associated with the Multipass.

**Self-questioning strategy.**

Students read the title or subtitle (a) asking themselves as many "WH" questions as came to mind, (b) marked the answer to each question when they found it in the reading, and (c) asking new questions as they read to help themselves keep reading. The results reported in Clark, Deshler, Schumaker, Alley, and Warner (1984) confirmed that the use of self-generated "WH" questions (e.g., who, what, where, when, and why) increased the reading comprehension of LD high school students. Further Alley and Hori (1981) found that self-generated questions provided structure, enhanced verbal thinking, and a desire to learn. At the same
time Wong et al. (1986) demonstrated similar results in that a self-questioning strategy increased the retention and generalization of social studies, general science, and biology text materials on the part of LD subjects. Wong and Sawatsky (1984) expanded on these results when they reported that self-questioning acted as a schema or mental bridge between prior knowledge and textual material.

**Paraphrasing.**

Paraphrasing constituted another strategy designed to help LD students acquire content area knowledge. Schumaker, Denton, and Deshler (1984) described the following RAP steps which both LD and NLD adolescents should use for paraphrasing written content materials:

1. Read a paragraph.
2. Ask yourself, "what were the main ideas and details in this paragraph?"
3. Put main idea into your own words (pp. 20-25).

Finally, Deshler and Schumaker (1986) reported that through this acquisition strategy LD adolescents increased "... reading comprehension from 48% to 84% on passages written at their current grade level" (p. 588). Further, Ellis and Lenz (1987) confirmed these percentage results showed that the successful use of this strategy caused LD students to transform, embellish, and elaborate on the information contained in content area reading assignments.

Finally, the Multipass Strategy allowed LD students to gain meaning from content area material and become active learners. These
adolescents used this technique to survey, size-up, and sort-out information from their mainstream reading assignments. The survey pass specifically helped LD students become familiar with the idea and organization of material by reading the table of contents to understand the relationship between respective chapters, chapter title, introductory paragraph, subtitles, picture captions, content words in italics, summary paragraph, and through paraphrased answers. This all lead to better grades and willing motivated learners. At the same time, the Self-Questioning Strategy used questions to stimulate comprehension. Those questions provided structure, enhanced verbal thinking, and increased desire to learn. This process created a schema between prior knowledge and textual material. Paraphrasing too helped LD adolescents acquire content knowledge. In fact, the use of "wh" questions and paraphrasing caused LD secondary students to increase their comprehension of content reading materials. Furthermore, acquisition techniques such as the Paraphrasing Strategy also employed the positive aspects of first-letter mnemonics which form acronyms in which each letter relates to the specific steps in each respective strategy.

Storage

According to Mastropieri and Scruggs (1989); Scruggs and Mastropieri (1990) this type of metacognitive strategy constituted a:

\[\ldots\] specific reconstruction of target content intended to tie new information more closely to the learner's existing knowledge base and, therefore, facilitate retrieval \ldots [or in other words to make learning] \ldots useful, information must be both comprehended and remembered (pp. 271-272).
Mnemonics.

Therefore, mnemonics seemed to help students focus their attention on targeted information while providing direct recall between new information and information previously learned. As a result, LD students stayed on task longer, participated more in class, and appeared to enjoy learning more when using a mnemonic strategy. Condus, Marshall, and Miller (1986); Giordano (1982); Pressley, Johnson, and Symons (1987) found in fact that mnemonics acted as a positive intervention method whereby LD youngsters learned and recalled age appropriate information. This was accomplished through (a) specific objectives; (b) interaction with the experimenter; and (c) careful structuring and sequencing of lessons (Mastropieri, Scruggs, & Levin, 1985).

Error monitoring strategy.

The error-monitoring strategy, COPS for example, cued LD and NLD students alike to use verbs or action words spelled by the acronym to search for violations of rules, an activity similar to what police or cops do in real life (Hoover, 1989; Wong et al., 1989). Kibler and Blick (1972), supported this strategy approach when they found that in order for a mnemonic device to be successful it was essential that a positive relationship be established in the mind of the learner between the instructional mechanism and the meaning of what was being taught. Barlow (1988); Mastropieri et al. (1985) further defended this principal in studies where mnemonics were used to tie together separate pieces of information. In other words, this allowed LD adolescents to develop a
re-usable memory system for themselves. At the same time, Ellis and Lenz (1990); Middleton (1985); Nelson and Archer (1972) reported that mnemonics supported the learning of sequential material. An example of this was the use of the first-letter mnemonics ROY G. BIV which represented the colors of the visible light spectrum (red, orange, yellow, green, blue, indigo, and violet) and the rhyme King Phillip Came Over For Good Spaghetti where the first letter of each word represented the scientific classification levels of living things (kingdom, phylum, class, order, family, genus, species).

Scruggs and Mastropieri (1989), in fact, supplied supporting documentation that revealed that mnemonic vs. drill-and-practice or direct instruction resulted in comparative post test scores of 80% vs. 50% respective completion rate. Concurrently, Ellis (1989) discovered that benefits received from mnemonics included (a) increased involvement in class; (b) increased rate of academic responses; (c) practice in expression; and (d) critical thinking skills. Further, prior to learning and using the strategy LD participants averaged 32.39% correct with a post intervention result of 79.48% correct. This final score was close to the average of 88.91% received by the NLD control group participants. At the same time, the first-letter mnemonic technique was used in meta-cognitive listening and note-taking strategies.

**Note-taking strategy.**

The listening and note-taking storage strategy (LINKS) purposed in Briggs (1986); Grace (1983); Saski, Swicegood, and Carter (1983); Seager
(1985) aided LD adolescents in identifying verbal cues, noting key words, summarizing notes in outline form, and outlining in note form while listening. Concurrently, these researchers demonstrated that LD students involved in the studies transferred listening and note-taking skills learned in the resource setting into their regular curriculum science and social studies classes. In fact, grades were raised in these classes and teachers reported that LD students were "... improving their study skills and paying more attention to lecture material" (p. 45).

These metacognitive strategies used first letter mnemonics to help LD adolescents organize and remember content area assignments by tying their background knowledge to new information gained in mainstream classes. In other words, mnemonics facilitated focusing on specific information and at the same time recalling existing information retrieval. The Error Monitoring Strategy (COPS) cued LD secondary students to check: (a) for violation of syntax; (b) overall appearance of written work; and (c) incorrect spelling. Through such mnemonics LD adolescents increased academic responses, involvement in class, practice in expressing themselves, and critical thinking. Finally all of these storage strategies properly learned and applied corresponded to success in the use of other first-letter mnemonic strategies such as test-taking, theme writing, and error monitoring techniques.

Expression/Demonstration

SCORER strategy.
Hoover (1989); Lee and Alley (1981); Gartland (1989) used the mnemonic SCORER (Schedule time, look for Clue words, Omit difficult questions, Read carefully, Estimate answers, and Review the work) to prompt LD adolescents. The results demonstrated that the LD experimental subjects reacted positively to (a) self-management techniques, (b) a definite ordered structure to follow, (c) numerous examples and practice sessions, (d) close supervision during acquisition and mastery stages, and (e) demonstration of the utility of the strategy. As Scruggs and Mastropieri (1988) pointed out the successful use of these aspects of testing by individual students corresponded graphically with their ability to employ partial background knowledge on test items. In fact, according to Scruggs and Williams (1984) LD adolescents could be taught to apply previously learned information more effectively in testing situations. Ritter and Idol-Maestas (1986) supported these findings when they reported that 86% of the adolescents using the SCORER strategy achieved mastery on a social studies post test. Finally, the teachers who participated in this study reported that the LD students who trained in SCORER strategy participated more actively in discussions, demonstrated knowledge about study skills, and test-taking, and demonstrated an understanding of concepts. Additionally, Scruggs and Mastropieri (1988) enumerated the following strategies as the most important for LD youngsters to be taught for testing situations:

1. Be familiar with test format.
2. Respond to the intention of the test maker.
3. Anticipate the answer.
4. Consider all alternatives before responding.
5. Use logical reasoning strategies.
6. Use time wisely.
7. Guess if all else fails (pp. 94-95).

**DEFFENDS Strategy.**

Ellis and Lenz (1987), at the same time, identified the metacognitive expression and demonstration strategy DEFENDS as a successful method for LD students to check the quality of their writing. According to Ellis, Courtney, and Church (1991); Ellis and Lenz (1990) the DEFENDS task-specific strategy further allowed regular education teachers to cue students when to use the steps learned in a resource room for mainstream writing assignments. Concurrently, the importance of teaching specific metacognitive strategies was illustrated by Deshler et al. (1978) when these authors reported that LD learners demonstrated a lower sensitivity to monitoring self-errors than did control group NLD subjects. In other words, LD subjects needed a heightened level of positive corrective feedback. This conclusion was supported by Billingsley and Wildman (1990); Sanacore (1983); Snider (1989); Stevens (1982); Wong (1987) who similarly found a direct relationship between success on such academic tasks as reading and writing and the ability of students to use their background knowledge to monitor comprehension and production of information. Deshler et al. (1978) illustrated the ramifications of deficits in these areas when they pointed out that the success of all human
interactions revolved around the ability of individuals to correlate successfully their background knowledge with feedback from the immediate environment. In other words, "... knowledge of results [constituted] the foremost source of information which resulted in corrections that eventually lead subjects to a correct response. Thus, the monitoring of errors and the use of feedback information [acted as] a most critical variable controlling learning and performance" (Adams, 1971, p. 122). Additionally, as a monitoring technique, the DEFENDS strategy complemented and supported the intent of the COPS strategy which most specifically aided students in self-evaluation of capitalization, overall appearance, punctuation, and spelling errors.

**COPS Strategy.**

Schumaker, Deshler, Nolan, Clark, Alley, and Warner (1981) illustrated the value of monitoring errors in these areas of written expression when they stressed the need for LD adolescents to successfully respond to the demands of a variety of mainstream secondary instructional settings. The LD subjects in this study, after training, identified an increased number of errors. These results coincided with findings reported by Hoover (1989) who confirmed that the COPS strategy, in fact, supported the organization of "... both outlining and actual report writing during the development of ... written work" (p. 445). Furthermore, this COPS strategy not only allowed LD adolescents to self-monitor writing errors in productivity, grammatical maturity, and mastery of mechanics but supported the members of this population as
they used a paragraph organization strategy (Levy & Rosenberg, 1990).

Paragraph strategy.

According to Moran, Schumaker, and Vetter (1981) the following general paragraph organizational steps were taught to each student:

1. Write a topic sentence.
2. Write at least three detail sentences.
3. Write a clincher sentence (p. 11).

Furthermore, Moran and associates combined these basic features with three paragraph styles—compare and contrast, sequential, and enumerative. The eight secondary students who participated in this study demonstrated an increase of at least 28 percentage points between pre and post writing evaluations. An additional final advantage of this paragraph strategy as described by Moran was the fact that it fit effectively into the time and organizational restraints of the short-term instructional objectives as mandated in a typical IEP for a resource room schedule. In another study Wallace and Bott (1989), LD students learned and used a technique called Statement-Pie as a outline paragraph planning guide. Through this metacognitive strategy subjects identified the relationship of supporting details to a main topic. When using this approach all subjects improved from a range of 56% to 72% correct on a pre strategy writing sample to an unanimous 100% criterion master result when writing comparison/contrast and sequence paragraphs using the Pie strategy. Todesco, Tafoya, and Rivera (1990); Wallace and Bott (1989) reported expanded data that confirmed that LD adolescents improved the
grammatical structure of their essays after being taught a mnemonic to support their writing. Finally, Schumaker, Denton, and Deshler (1984) incorporated the same general concepts found in these paragraph strategies into their paraphrasing strategy. Students (a) read a paragraph; (b) ask what were the main ideas and details; and (c) put the main ideas and details into their own words. However at the same time the usefulness of all the metacognitive acquisition, storage, and expression strategies discussed in this review hinges on their adaptability in a variety of educational settings or for that matter the ability of LD adolescents to manipulate these techniques in such a way as to control their environment (Ellis, Deshler, Lenz, Schumaker, and Clark (1991).

The mnemonic SCORER Strategy prompted LD adolescents to schedule time, look for written text clues, omit difficult questions, read carefully, estimate answers, and review the work. Learning disabled subjects experienced positive results when they applied this strategy to test studying situations. After they learned the technique, LD secondary students participated more successfully in discussions as a result of their understanding of study skills and concepts. At the same time, the DEFENDS Strategy allowed LD adolescents to successfully check their quality of written work while teachers cued when to use DEFENDS. Furthermore, the monitoring of errors in writing and feedback constituted a major factor controlling the academic performance of LD individuals. The COPS Strategy proved to aid in self-evaluation, capitalization, spelling errors, and overall appearance of written work. Finally, the
reported educational literature documented that these metacognitive strategies proved most useful when LD secondary students used them to self-monitor their academic processes and thus control their learning environment.

**Generalization/Executive Functioning**

Deshler, Schumaker, and Lenz (1984) in fact described generalization as an "... occurrence of relevant behavior under different non-training conditions (i.e., across subjects, settings, people, behaviors, and/or time) without the scheduling of the same events in those conditions as had been scheduled in the training condition" (p. 114). This ability to create and apply strategies to novel situations historically embodied a major cognitive deficit for members of the LD population. However at the same time, many researchers and authors including Alley et al. (1983); Graham and Harris (1989a); Haring and Liberty (1990) confirmed independently that metacognitive learning strategies could be designed, taught, and employed so that LD secondary students could across time "... recognize a problem and solve it by creating a strategy, monitor its effectiveness, and make the necessary adaptations to a variety of environments..." (Ellis, 1985, p. ii). In fact, Warner et al. (1989) confirmed that such goal-directed learner independence or metacognitive knowledge of one's own control processes carried over into comprehension monitoring of academic tasks; predicting academic task difficulty; planning and social problem-solving; and self-checking behaviors. Deshler, Alley, Warner, and Schumaker (1980) taught these
skills through implementing the following techniques:

1. Teach LD students to cue others for reinforcement—this enhanced generalization by requiring students to exercise direct and active control over their immediate environment.

2. Use sufficient and diverse teaching examples—this allowed LD adolescents to practice skills in a controlled setting in such a way as to use them in content classes and even outside of school.

3. Train loosely—this made it possible for the learning environment to be modified as students gained mastery and an increased ability to generalize.

4. Use a variety of agents, settings, and conditions—this enhanced generalization on the part of LD subjects by requiring them to use strategies in more than one setting and more than one instructor.

5. Use delayed and intermittent reinforcement—this allowed positive unpredictable reinforcement to be used to lead LD secondary students to generalize and maintain strategy transfer over time.

6. Tell students to generalize—this straightforward verbal prompt promoted generalization by reminding and challenging LD adolescents to use strategies learned in the resource room to requirement in mainstream content classes (pp. 10-16).

In other words, Deshler and colleagues documented that these techniques as outlined supported the transition and maintenance of strategies learned in the resource room to the regular classroom content, condition, and setting over time. Furthermore these results coincided with the findings of Graham and Harris (1990) Seabaugh and Schumaker (1981a); Seabaugh and Schumaker (1981b) who showed that LD adolescents taught self-regulation strategies spontaneously, used recording, evaluation, and reinforcement to establish new objectives without external prompts.
Clark et al. (1984); Clark et al. (1981), when teaching Visual Imagery and Self-Questioning Strategies, found that once LD adolescents achieved mastery they were able to transfer their newly acquired skills to grade level materials. These individuals increased their achievement as illustrated in Table 1.

Insert Table 1 about here

Schumaker, Deshler, Alley, Warner, and Denton (1982); Schumaker, Deshler, Denton, Alley, Clark, and Warner (1981) reported similarly striking results for adolescents who used the Multipass Strategy learned in a resource room and applied to reading assignments in the regular education setting. Use of this reading comprehension strategy made it possible for these LD subjects to raise their academic standing from near failing to an average of C and B weekly test scores. Deshler et al. (1982) confirmed that out of 70 LD students involved in these and other studies conducted at the University of Kansas all but two individuals achieved mastery of academic and social adaptive strategies. However in one study Schumaker and Ellis (1982) discovered that LD adolescents generalized only part of the social skills necessary for completion of a real life situations.

School/non school generalization.

The findings of Schumaker and Ellis, on the other hand, were in keeping with Schmidt (1984). This researcher established that
instruction in metacognitive task-specific strategies within itself did not prepare LD adolescents to meet varied and complex real life situations in both school and non school settings. In other words, specific generalization training was necessary to make LD secondary students aware of how to transfer use of a strategy from a more to a less teacher controlled setting. Wong (1988) concurred when this author asserted that "Faithful implementation of [multiple training settings, multiple trainers, and different tasks did not]... appear to insure foolproof or consistent generalization from one environment to another" (p. 12).

This problem could be solved by making LD students aware of their impediments and the remedies to those deficits. Finally Wong found that this instructional technique moved LD youngster one step closer to the goal of strategy generalization. Furthermore Ellis (1985); Ellis, Lenz, and Sabornie (1987b) reported enhanced transition through reminding LD students, for example, to use the paraphrasing strategy intervention not only to study for tests but also for non school activities like reading instructions on how to setup and operate a new stereo. Similarly, Borkowski et al. (1983); Hall (1979) documented that verbal prompting or positive feedback enhanced performance maintenance. Foster, Dennis, and Maxwell (1981); Mellard and Alley (1981) discovered that adolescents still unable to generalize across settings and time benefited from self-awareness and self-regulation skill training such as the ability to plan, monitor, orchestrate, and check their own learning and performance. Ellis (1985) discovered that collaborative planning between the
LD and regular classroom teachers aided special needs students.

Schmidt (1983) used these principals in a five-step training paradigm in which six out of the seven LD adolescents who participated after training completed grade level mainstream writing assignments at the same high mastery level they demonstrated in a resource room. Finally, these secondary subjects improved their overall grade-point average from a 2.0 (C) to 2.7 (B-) in regular classes. As Schumaker and Deshler (1984) established these steps shifted the perceived locus of control in the minds of LD adolescents from their teachers to the students themselves. Thus an enhanced awareness was experienced as to how and when to use already acquired metacognitive instructional strategies. Finally, Deshler and Schumaker (1988) integrated these instructional learning or metacognitive techniques so that: (a) LD and NLD adolescents were educated in the same instructional setting, (b) the roles of all those involved in the instructional process were specified clearly, (c) cooperative interaction and regular feedback among instructional staff was insured, (d) generalization and maintenance of targeted strategies were built into the learning units, and (e) administrators, family members, and agencies external to the classroom cooperated to insure the success of all students. At the same time, evidence presented in the educational literature documented positive results for pre reading interventions designed into the mainstream content chapter reading assignments.

Documented research supported the fact that LD secondary students
exhibited major cognitive deficits and that metacognitive strategies did not work for them in all situations. However, other researchers found that such strategies when taught specifically in complex academic and real life settings allowed LD adolescents to maintain mastery level performance skills in the appointed task. In other words, LD students monitored their own learning processes in the areas of predicting task difficulty, planning and social problem solving, and self-checking behaviors. All these metacognitive processes fit into the format of this American history instructional project. The teacher cued students to use the appropriate strategy. Daily use reinforced mastery and adaption of the strategies whereby LD students raised their grades, their outlook on school and life in general, and social acceptance.

**Pre Reading and Context Interventions**

Additionally, educators supported activating the prior knowledge of students and checking their level of knowledge acquisition as they progressed through instructional content units. Bulgren et al. (1988); Swicegood and Parsons (1989); Hanna (1976); Graham and Johnson (1989a); Horton and Lovitt (1989) found that pre and context reading activities fostered integration of background knowledge with information in the text. These information sources were united through study guide and "friendly text" teaching adaptations. Ellis and Lenz (1990); Hoover (1989); Lovitt, Rudsit, Jenkins, Pious, and Benedetti (1985); Lovitt, Fister, Freston, Kemp, Moore, Schroeder, and Bauernschmidt (1990); Lovitt and Horton (1987) used study guide formats that incorporated
(a) purpose-setting questions, (b) key historical terms, (c) advanced organizers, (d) self-help mini-quizzes, while Felker and Dapra (1975); Knapczyk and Livingston (1974); Watts and Anderson (1971); Wong (1978) demonstrated that (e) cuing of key terms, and (f) interspersed content questions highlighted important concepts in the written text.

Purpose Setting Questions

Schmidt (1989) found that in general LD students exhibited comprehension problems and did not extract as much essential information from reading as did NLD students. Additionally, Sachs (1984) discovered that LD students failed to build meaning from content reading assignments. Holmes (1983) and Sachs (1983), at the same time, attributed this to the fact that LD subjects had trouble integrating prior knowledge with the ongoing information flow during reading. Concurrently, Langer (1982) found that the activation of prior knowledge aided comprehension.

Glasser (1984) confirmed that through this process of integrating prior knowledge and text information students activated their schema or modifiable information structure that represented concepts stored in memory. Holmes (1983) reiterated that advocates of the schema theory hypothesized that the background knowledge of students was organized into a network of related concepts referred to as a schemata. According to Langer (1982) the schemata represented knowledge of experiences—interrelationships between objects, situations, events, and sequences of events that normally happen. Therefore, readers who developed schemata for a topic remembered and better understood concepts than individuals
with a weaker schemata.

Billingsley and Wildman (1988); Holmes (1983); Idol (1987a) further supported the idea that the schema theory offered explanations for the role of prior knowledge and how it increased the ability of readers to answer comprehensive questions through: (a) basic understanding of the respective post-reading questions already being stored in memory, (b) organization of prior knowledge into a framework which provided places for adding new information. Glaser (1984) maintained that people unify new information with prior knowledge and that many times new information was left out. Without prior knowledge they did not understand it. Billingsley and Wildman showed that skilled readers, in contrast to LD adolescents, made use of their prior knowledge to monitor comprehension during reading. Knapczyk and Livingston (1974) reiterated that student-aspiring proved to be an important learning skill because of the feedback it provided. Graham (1985) reasoned that "a broad variety of teacher-directed activities" including purpose setting questions "can have a powerful effect on students during learning. Teachers must help students internalize the powerful components built into teacher-directed activities" (p. 532).

Concurrently, Wong (1979) used pre reading purpose setting questions to increase the recall of background knowledge while helping these adolescents activate and focus their attention. Further, Wong (1980) used a question/prompts strategy to increase comprehension and retention on the part of LD students for implied information. Langer (1982) employed
similar question prompts to tie the prior knowledge of students with what they were about to study. In other words, these short conceptual statements helped the students relate to the theme of the text while aiding their understanding of the key concepts in the textbook. Schmidt (1989) found that teacher directed questions produced more positive responses from secondary level LD students than did self-directed questions. Finally, Graham and Johnson (1989b) showed that purpose setting questions helped both LD and NLD students form mental sets for specific ideas and information to be covered in the content reading.

Goor and Roe (1989) found the essence of good instruction reflected in teacher-student interactions. A positive correlation existed between the amount of teacher-student interactions and student success. Positive teacher-student communication gave the learner a better chance for learning to take place. Clear and challenging questions provided a good chance for success. Additionally, a varied level of question difficulty was found to be necessary to support the learning of all students. Helps such as effective questioning and controlled assistance prompted feelings of self-esteem.

Researchers found that LD adolescents generally had comprehension troubles because they lacked the ability to extract essential information from content reading and had trouble getting prior knowledge to correspond with on-going information. By putting together prior and text information, students activated their schema or concepts stored in memory. Thus readers increased their ability to answer comprehensive
questions. Questions initiated by students proved useful since they received feedback but purpose setting questions as part of teacher directed activities had a stronger positive effect on students. Pre reading purpose setting questions increased recall of prior knowledge; while question prompts increased comprehension and retention. Teacher directed purpose setting questions helped form the mental set for specific ideas and information to be covered. Positive interactions between the teacher and students proved successful with audio-tutorial lessons in which the teacher ask challenging questions on a one to one basis. These teacher directed questions gave assistance and support while they helped to increase self-esteem for LD and LA adolescents. At the same time, many educators advocated a pre reading format that highlighted the key historical terms for the upcoming content reading assignments.

**Key Historical Terms**

Graham and Johnson (1989a) confirmed that educators supported focusing on key concepts and new words prior to reading. Lenz (1983) stated that information if meaningful must be perceived as such by the learner. However, when adolescents did not see information as helpful to learning, then such cues proved ineffective. Goor and Roe (1989) stated that teachers who gained the attention of students facilitated learning. To do this Weinstein and Mayer (1983) pointed out that teachers needed to address—what students should learn and how students should learn. These objectives were met through strategies that highlighted key words
or phrases thus keying students for success. In fact Lovitt et al. (1990) found that highlighted significant statements or phrases provided a positive method through which students focused on the important points in their reading. Cues further provided needed encouragement or help for students in knowing when to respond. In other words, cuing signaled for a behavior to happen. For example, key words were set in boldfaced print, italicized or underlined: (e.g. George Washington from Virginia, was president of the United States after the American Revolution). Further Johnson (1988); Klare, Mabry, and Gustafson (1955); Sachs (1983) found that such selected context vocabulary presented helped below average students to arrange ideas and increase retention. However, Veronika and Danks (1984) found most specifically that underlining texts did not increase comprehension on tests, but those given underlined texts did spend less time preparing for tests. Poostay (1984) concurred that underlining helped students to successfully identify key concepts.

Lovitt et al. (1990), at the same time, employed the following prompts whereby adolescents identified successfully the main chapter concepts: (a) read the statement, (b) identify important words (e.g. boldfaced type), (c) mark the important words, and (d) check by asking whether the words that were marked conveyed information. Additionally, Lovitt and his colleagues showed in this study that their subjects retained more information when textual key words were highlighted than when they were not. This still held true even when the students were not told to focus previously on the highlighted or key terms. Further,
this instructional tool in a pre reading format served to only introduce students to the key or important words and concepts in the chapter to be studied and did not act as a self-contained vocabulary lesson. These findings concurred with the work of Rhodes and Marling (1988); Suritsky and Hughes (1991) who confirmed that unless students perceived the key words and phrases as applicable, learning did not result.

Key concepts and terms proved helpful prior to reading if they were perceived useful by the learner. Teachers who gained the attention of the students helped learning by showing LD adolescents what and how they should learn. Highlighted words met this objective by focusing on main points in the reading while cues helped students know when to respond. Bold print, italics or underlined key words provided organization, set ideas and identified main concepts. Learning disabled students were encouraged to use prompts such as: read to identify, mark important words, ask whether marked words conveyed meaning. In the following curriculum highlighting allowed students to simultaneously hear and read the correct pronunciation of key terms. In turn, this provided a metal set whereby LD secondary students increased their vocabulary, understanding of concepts, and reading comprehension through relating the new information presented in the instructional lesson to their existing background knowledge. At the same time, an advanced organizer or overview of the chapter content to be studied supplied secondary students with another effective procedure for increasing their comprehension. This coincided with the research findings of Billingsley and Wildman
Sachs (1983) reported evidence that overviews as pre reading interventions especially aided LD and LA adolescents who historically demonstrated deficits in readers.

**Advanced Organizers**

Deshler (1978); Alley and Deshler (1979) revealed that learning disabled adolescents demonstrated difficulties acquiring and retaining content knowledge. This finding concurred with evidence reported in Gartland (1989) who confirmed that all students experienced increased stress in using academic skills to process content area knowledge as they progressed through secondary school. This was especially true of LD adolescents who experienced difficulties during lectures and independent readings. The inability to distinguish between concepts and details contributed at least in part to these academic difficulties. Along this line, Griffey et al. (1988) provided evidence that advanced organizers supplied adolescents who were poor readers with a macrostructure of the text prior to reading.

**Instructional tool.**

Torgesen and Goldman (1977) explained this dilemma on the part of LD students as an inability to actively address and control learning. Furthermore, these researchers purposed that it was the task of educators to activate or refocus the learning of LD students. Strategies that helped overcome these difficulties entailed: (a) active listening and reading—rethinking, rewording, and reorganizing content so it made sense when students reviewed it—and (b) using graphic representation
mapping to show the relationship among concepts and details. Respective authors described such pre reading displays of information through structured overviews, tree diagrams, semantic or graphic organizers, concept maps, thematic illustrations, and flow charts. Lenz (1983) built on these instructional concepts when he contended that just focusing on improved teaching was not enough because the learner must interact with the written content material. Therefore, Lenz enlisted an advance organizer to aid both LD and NLD secondary students in their cognitive quest to successfully acquire content area information in the regular social studies classroom.

Barnes and Clawson (1975); Lenz et al. (1987) advocated the use of advance organizers to make the learning and retention of content materials easier. They described the purpose of the organizer as relating potentially meaningful materials to the already existing cognitive structure of the learner. This was based on the research of Ausubel (1960) who proposed that cognitive structure was hierarchically organized in terms of highly inclusive concepts under which were organized less inclusive subconcepts and informational data. Through this process of the advanced organization of relevant materials students incorporated into their cognitive structures retention of unfamiliar but meaningfully related information.

Further, Lenz (1983); Meyer, Brandt, and Bluth (1980) described the advance organizer as an instructional tool which took the shape of context presented material in an applied setting and "... in advance of
and at a higher level of generality, inclusiveness, and abstraction than the learning task itself" (p. 8). Ausubel (1960); Lenz et al. (1987); defined the organizer as providing both LD and NLD students with "intellectual scaffolding" which structured acquired information. According to Peeck, van den Bosch, and Krueupeling (1982) if meaningful learning occurred "The new material must be received by the learner, . . . the learner must possess, prior to learning, a meaningful assimilative context for integrating the new material, and . . . the learner must actively use this context during learning to integrate the new information with the old" (p. 771). This meant that stimulating recall made prerequisite learnings available from the memory of the subjects. Therefore, the activation of prior knowledge on a given subject suggested that adolescents became aware of two kinds of expectations—categories and content from the text. Further Luiten, Ames, and Ackerson (1980) found that the advance organizer, as an outline of important facts and concepts, facilitated both learning and retention. Graham and Johnson (1989b) confirmed that LD students who used this outline format prior to reading scored higher on a comprehension measure than those in a control group who did not.

These authors further disclosed that graphic organizers presented in advance of reading the text or listening to a lecture as a type of overview supplied the reader with a framework in which to fit forthcoming information. This instructional technique seemed to work best when students were involved in the completion of material presented directly by
the teacher. Derr and Peters (1986) used charts, tables or other figures prior to the textbook reading or listening, as a type of overview. In addition, Holley, Dansereau, McDonald, Garland, and Collins (1979); Lawton (1977) measured the effects of an advance organizer by accelerating the acquisition of concrete operations (hierarchical classification) in the context of social studies concepts. The results supported the hypothesis that learning of prior high-order concepts and rules resulted in both simplification and acceleration of learning related to subject matter concepts and logical operations. Schumacher, Liebert, and Fass (1975) documented that if LD and NLD subjects were induced to interact with structured material, they were likely to remember that material. However, older or more advanced students proved more likely than younger or more developmentally delayed individuals to generate their own thematic organizer. Horton, Lovitt, and Bergerud (1990) reported similar results in three individual studies in which advanced organizers (teacher-directed, student-directed with text references, or student-directed with clues) produced significantly higher performance than a control self-study group. Such finding lent support to the theories of researchers such as Torgesen who described LD individuals as inactive developmentally delayed learners.

**Types of organizers.**

Bergerud, Lovitt, and Horton (1988) showed that LD and LA youngsters recalled more facts from a life science textbook when information was presented graphically than when taught by self-study. Concurrently,
some secondary special education teachers in self-contained and resource rooms helped LD adolescents experience success through the use of a geometric organizer as a pre reading technique. This method aided students in: (a) recognizing the important information to be learned, (b) categorizing facts according to type of information, and (c) recalling information for tests and using a visual imagery approach. The geometric keyed information to various colored shapes. Different shapes represented the who, what, where, when, why, and how categories. "What" statements were cued by a square, a triangle coded "when", and the diamond shape denoted "why" or "how" statements, and a "when" statement a date or other words indicated time. Students supplied with color coded shapes identified key words from the text to the appropriate shape and arranged the shapes into a pattern that would be easy to revisualize. A self-quiz was then conducted. While the test was taken, the students closed their eyes and brought to mind the visual image of the appropriate shape corresponding to the relevant information. The geometric organizer proved to be an effective multisensory teaching technique to aid recall of previously learned information. Subjects made use of manipulation, verbal rehearsal, and visual imagery to retain information from textbooks. Finally, the strategy proved time consuming and not for every chapter of every subject but once learned it could become a lifelong learning tool (Derr & Peters, 1986).

Additionally, Pehrsson and Robinson (1985) demonstrated the usefulness of the episodic organizer. Successful use of this organizer
depended on students having had numerous experiences with concept organizers. Order and relationships over time were represented along with how events led one to another through the development of an argument or essay. This organizational format stressed the relationships of cause and effect in content areas such as history and science, problems and solutions, and time dimensions.

Concurrently, Horton and Lovitt (1989) reported that LD students recalled more facts by using semantic maps prior to reading. Further, Idol (1987b) showed that story mapping as a tool improved reading comprehension. Story mapping was based on earlier writings where attention was drawn to the parts of the story that focused the attention of the readers on the important and interrelated parts of the narrative. These story parts provided readers with a schemata for organizing and categorizing important components. Furthermore, when mapping was discontinued reading comprehension steadily improved overtime with four out of five poor readers maintaining comprehension levels above 75%. This included listening comprehension, criterion referenced tests and spontaneous story writing. Finally, these results illustrated the relevance of the statement that "A technique only becomes a strategy when the learner spontaneously and independently applies the technique as a means of arriving at a solution to a problem" (p. 197).

According to McCoy, Maag, and Rucker (1989) semantic mapping or semantic webbing or cognitive mapping supported student identification of relationships in text or word meanings. The process began by centering
a main idea or core question on a piece of paper. Lines drawn connected the idea and supporting details. This mapping technique promoted a better match between the culture, cognition, linguistics, and affective interests of the readers and the text (Pehrsson & Robinson, 1985). The semantic mapping was easily adapted while it allowed both teachers and students to develop positive collaborative interactions. Finally, semantic mapping provided: (a) visual representation which helped students put their feelings and thoughts into an organized framework, (b) for follow-up in a non-threatening manner, (c) for the cognitive/affective support of the students, and (d) a quick and fairly simple instructional format whereby teachers were not required to undergo a crash course in counseling (McCoy et al., 1989).

Learning disabled adolescents exhibited problems historically differentiating between relevant concepts and superfluous details which made it hard for them to acquire and retain content basic knowledge. At the same time, advanced organizer strategies supported active listening and reading, rethinking and rewording, and reorganizing content to give a graphic picture of the relationship between concepts and details. Different instructional formats included the structured overview, tree design, episodic, geometric, graphic or semantic, concept maps, thematic illustrations, and flow charts. Such organizers made it easier for LD adolescents to acquire, organize, retain content information. In other words, these individuals compared the provided information framework of the organizer with their existing knowledge base. Pre reading episodic
and semantic organizers supplied LD students with a brief overview of the political, economic, and social order and historical interrelationships over time and how people and movements went through developmental states. At the same time, self-help mini-quizzes supported the learning processes of LD adolescents.

**Self-Help Mini-Quizzes**

Test-taking skills proved to be important for both the LD and NLD students. At one time or another, most students experienced the frustration of studying and then receiving a poor score (Gartland, 1989). Furthermore, classroom success was measured by the course grade with as much as 60% determined through test scores. Knowledge of content proved the most important prerequisite for good test results. Students had to read directions and questions, work by themselves, and write correct responses. Mastery of test-taking proved vital (Ritter & Idol-Maestas, 1986; Scruggs & Williams, 1984).

**Multiple-choice/selected response measures.**

Self-help mini-quizzes often used in study guides included multiple-choice tests or selected response tasks which required readers to process and respond to question stems from content material. Readers checked options against their own model for a response. When more than one option seemed acceptable, they determined which was best based on their own background knowledge and logical reasoning. If no option seemed correct, guessing strategies based on experiences offered an alternative (Graham & Johnson, 1989a). Further, these authors found
that looking back to the text improved response accuracy especially for information derived from the text. Without access to the text greater demands were placed on the memory processes. Questions were easier to answer with the text available. Further, this strategy provided more support for poor readers when they knew how, why, and when to use it (Davey, 1987). This method highlighted several advantages. First, the items answered correctly on the first attempt, made the need for other options unnecessary. Second, the immediate feedback enhanced learning (Yelvington & Brady, 1979). Additionally, adolescents monitored their own classroom achievement (for their own information) hence they received immediate feedback. Fourth, scoring was simpler. Finally, the directions given to the students maximized the expected scores (Hanna, 1977). Thus, partial knowledge combined with the use of second and third choices on the part of examinees made it possible for all students to experience success. Through this strategy students received immediate feedback as to the correctness of their answers and if incorrect how to arrive at the appropriate responses (Zigmond, Sansone, Miller, Donahoe, & Kohnke, 1986).

**Positive feedback.**

Hanna (1977) considered the major attraction of immediate corrective feedback [CF] (i.e., answer until correct) [AUC], compared to conventional testing as: (1) realness-to-life and/or content validity of continuing to respond in some situations until feedback signified success, and (2) the possibility to enhance reliability accruing from
measurement of partial knowledge. Finally, this generalized evaluation procedure produced more consistent scores than conventional methods of measurement.

Hanna (1976) focused on interaction between achievement levels and the methods of achieving instructional feedback. This author found that intelligent highly motivated or high achievers learned most with partial feedback because it stimulated meaningful discovery. However, the learning of dull and/or unmotivated or non inquisitive or low-achievers was best supported with total feedback. This was because it forced attention until the question was answered. Results indicated that self-scoring resulted in higher scores than tests scored by the traditional right-wrong method (Gilman & Ferry, 1972). This was in keeping with the fact that Conte & English (1968) stipulated that no instruction should neglect reinforcement.

Yelvington and Brady (1979) revealed some of the possible advantages of CF or AUC testing: (1) yielded higher numerical scores and offered eventual success on each item which helped the teacher provide a positive self-image for all his students (Goor & Roe, 1989), (2) promoted learning by giving immediate feedback to correct/faulty information and reinforced the correct responses, (3) gave partial credit—rather than no credit at all—for partial knowledge, and (4) it discriminated among the finer levels of knowledge, giving a precise measurement. These finds reinforced the concept that questioning remained one of helping not of catching students in mistakes. Finally, Goor and Roe established
that: (a) instructional questions should promote a high rate of inquisitive student/text interactions, (b) manipulated assistance to a high level of correct responses through positive feedback prompted a feeling of self-esteem and self-confidence.

**Cloze/crossword/hidden word measures.**

Taylor (1953); Sampson, Valmont, and Van Allen (1982) pointed out that a "cloze procedure" acted as an instructional tool for measuring the effectiveness of communication. Dubbed a "cloze" and derived from "closure" it applied to the human tendency to complete a familiar, but not quite finished pattern—to view a broken circle as whole by mentally closing the gap. The broken circle was completed because its shape appeared so familiar that although part of it was missing it was completed anyway. A cloze unit was defined as any single occurrence of a successful attempt to reproduce accurately a part of a deleted message by deciding from context reading what the missing parts should be. Thus the cloze procedure provided a method of breaking into a message from a "transmitter" (writer or speaker), tearing up its language patterns by deleting parts and giving it to "receivers" (readers or listeners).

Taylor showed that the cloze method included more-or-less parallel sets of meaning-pattern relationships. However, according to Carr, Dewitz, and Fatberg (1989) all students answering questions on the cloze did not recognize intuitively the necessity of acting like detectives by looking for clues and information to complete answers. The poor reader failed to integrate text information with prior knowledge and he rarely
looked backward or forward in text to construct an answer. The modified cloze presented a model of the inferential process for students. It caused students to focus attention on text clues and relate information in the text to prior knowledge, look forward and backward for syntactic and semantic information and then drew conclusions. Further Carr et al. (1989) demonstrated that the cloze procedure proved most effective when the teacher (1) carefully explained the purpose of the procedure, (2) modeled its use, and (3) encouraged the independent transfer of these skills to new learning situations. Students needed to be told that this new technique would be helpful and was not just for one assignment. Materials used should progress in complexity from simple single sentences to paragraph form. The final steps dissolved active teacher involvement and teacher supervised work finally evolved into individual student work.

Additionally, Taylor (1953) revealed that the practical advantage of this test procedure showed that it did not necessarily have to have experts or administrative judgments. Sampson et al. (1982) revealed that the entire instructional procedure of cloze practice exercises produced reliable and sizable comprehension gains for students. Holley et al. (1979) asserted that the cloze concept and essay tests too were used to assess performance on "main ideas" while multiple-choice and short answer tests for details. At the same time, the crossword and hidden word puzzles traditionally were used to build vocabulary. However, it was also shown that they acted to provide review and reinforcement for
what the subjects learned from lectures (Roe et al., 1983). These methods were employed because adolescents who had low attitudes and low past test scores in addition to poor self-concepts had been most affected by poor instructional design. Therefore, it was imperative that changes be implemented to raise the text scores and the self-image of students (Anderson & Scott, 1978).

**Affective results.**

Gall, Ward, Berliner, Cahen, Winne, Elashoff, and Stanton (1978) investigated whether student learning was affected by probing, redirection, and higher cognitive questioning. Probing pointed to the teacher who used probing questions to provide feedback to students and thus raise the quality of the initial answer. These actions prompted student learning by giving practice in organization of facts and ideas into responses and having the responses cued or "shaped" by the teacher. The frequency of redirection had a positive effect on low achieving students. At the same time, higher cognitive questions caused students to state predictions, solutions, explanations, evidence, generalizations, interpretations or opinions. Experiments on higher cognitive questions found only 1 out of 18 that showed improvement. The most important finding was that repetition teaching combined with probing questions was most effective. It supported the idea that teacher plus curriculum was more effective than curriculum alone. Schmidt (1989) explained that oral recitation pointed toward the teacher who posed questions, corrected incorrect answers, evoked correct responses, and gave approval to right
answers after a passage was read. Therefore, recitation strengthened learning through providing immediate feedback.

The multiple-choice or selected response quizzes required readers to process and respond to questions from content material. Readers determined which answer was best by combining their background knowledge, information gained from studying the chapter, and logical reasoning study strategies. Looking back to the text improved support and accuracy for LD and LA adolescents when they knew how, why and when to use the technique. Finally, these students received immediate feedback in a positive non-threatening manner by self-checking their own scoring and achievement in this manner. In fact, self-scoring produced higher results than providing simply a right-wrong response. Furthermore, the lower the academic functioning the greater the necessity was for immediate positive feedback, correction of faulty information, providing reinforcement, partial information, and discriminating among finer levels of knowledge. Some advantages of implementing these features through the CF and AUC techniques included success on each item and higher test results whereby LD and LA adolescents increased their feelings of self-confidence.

The cloze procedure, at the same time, as an instructional tool measured communications. It was like a broken circle and was completed by filling in the missing term and thus closing the gap. This technique provided experience using syntactics, semantics, and phonetic language. Cloze and essay tests provided performance feedback on central ideas.
while multiple-choice and short answers measurement items checked details. At the same time, repetition plus teacher direction on a one to one basis pointed to success for LD secondary students. Finally, cognitive questions as used in this learning unit gave students a chance to come up with their own: predictions, solutions, explanations, evidence, generalization, and interpretations or opinions. Additionally, the cuing of key content terms was recommended by educators as a way to support the learning of both LD and NLD adolescents.

Cuing of Key Terms

Idstein and Jenkins (1972); Klare et al. (1955); Rickards (1980) investigated the effects of underlining key terms as a method of highlighting. These authors found that increased comprehension was demonstrated as a result of using this method of cuing important terms. In other words, students were able to focus their attention on both the underlined and non-underlined chapter material. At the same time, Wong (1978) reported directive cues facilitated recall and the ability to organize on the part of both good and poor readers. In fact O'Shea, Sindelar, and O'Shea (1987) discovered that LD students benefited from even simple verbal cuing. A more expanded discussion on cuing was presented earlier in this review under the subheading of key historical terms. Finally, interspersed content questions were found by many researchers to strengthen the learning of both LD and NLD adolescents.

Interspersed Content Questions

Horton and Lovitt (1989) showed the necessity of such interventions
when they reported new information was presented to students more often from textbooks than by any other method. Questions, abstracts, or outlines were employed to enhance the comprehension of written material especially social studies for students of all learning abilities. Yet, the inability to read accounted for 85% of the LD students' problems in mainstreamed situations as well as special classes. Graham and Johnson (1989a); Horton and Lovitt (1989); Watts and Anderson (1971) believed this to be reason enough to adapt textbook passages with interspersed questions or some other method to accommodate at-risk learners.

Bulgren (1987) pointed out that emphasis on factual information in traditional quizzes revealed not only "... the difficulty of teaching and testing for more fundamental understanding, but the probability ... that most teachers simply do not know how to teach for higher levels of thinking..." (p. 2). Teaching thinking had been a long term goal and progress brought this within our reach. As students acquired knowledge, they were more able to think and reason (Glaser, 1984).

Wong (1980) conducted a study where questions were inserted immediately after specific text material. Because the questions resulted in improved comprehension, they could have acted as prompts to remind students to apply processing strategies. When the comprehension task consisted of post questions, good readers performed better than poor readers (Oaken et al., 1971). In order to remove difficulty level as a factor, some researchers used passages below the grade placement level
of the subjects. Another method employed to control the level of reading was to use two levels of reading material—one at the level of the good readers and one at the level of the poor readers.

Therefore, it was hypothesized that no differences were found in question answering of the good or poor readers if both had material at their proper level. When question answering followed the reading of expository passages and the questions were literal and information stored in memory, there seemed little difference in the ability to answer. However, poor readers were not as adept as good readers in answering text implicit questions. They did not seem to use their background knowledge for processing nor for a framework for new knowledge. Activating the readers' background knowledge prior to and during reading provided positive effects (Holmes, 1983). Pany and McCoy (1988) illustrated this point when they found that students who received corrective feedback during oral reading exhibited increased isolation and context word recognition along with enhanced comprehension.

Felker and Dapra (1975) made a study of student behaviors to describe activities which influenced learning from prose materials and particularly written prose. These behaviors were hypothesized to be the main deterrents of effective motivation and directly affected learning. Textlike questions, inserted as adjuncts within written prose text, shaped the attention of the learners, informational processing and/or learning set. Adjunct pre-questions were interspersed with prose text and found to increase the retention of information specific to the
questions. Adjunct post questions inserted after prose passages increased the learning of both question-specific information and information not directly covered by questions. Additionally, it was shown that increased frequency of adjunct post questions tended to aid learning. These post questions provided cues for eliciting and shaping proficient reading behaviors. Finally, comprehension questions resulted in superior problem solving. The single most potent organizational treatment combined a combination of a comprehension question in a post question. These results were similar to those reported by Shavelson, Berliner, Ravitch, and Loeding (1974); Rickards (1980) where it was confirmed that post questions produced more recall than adjunct pre reading questions or no questions at all. In the study by Shavelson and his colleagues higher order post reading questions proved most beneficial.

Finally, findings reported in the professional literature revealed that textbooks needed to be adapted to address the instructional weaknesses of LD and LA secondary students. At the same time, it was shown that questions inserted immediately after specific text materials constituted a technique that resulted in improved comprehension. Through this method prior knowledge was activated before and during the reading of respective chapter content segments. Feedback increased isolation and context word recognition plus comprehension. Textlike questions inserted as adjuncts within prose text increased retention of information and post questions increased learning of specific information while information not covered by questions increased frequency of learning.
Higher level comprehension questions helped in problem solving while post questions proved the most potent.

Many LD and LA adolescents, at the same time, proved to need not only adaptations of mainstream content textbooks but also support that by-passed their information processing deficits—especially in reading. Samuel N. Postlethwait developed and implemented an audio-tutorial (A-T) instructional program in 1961 at Purdue University that responded to these needs.

**Audio-Tutorial Intervention**

Arnwine (1968); Arnwine (1986); Banister (1968); Hahn (1971); Hinton (1970); Lower (1981); McIntyre (1969); Moore (1970); Netburn (1975); Peterson (1971); Postlethwait (1978); Postlethwait, Novak, and Murray (1972); Shermis and Barth (1969) combined audio recordings and the principals of tutoring with independent study sessions and small group learning experiences to create a comprehensive instructional system. This course adaptation included a teaching approach whereby students:

... listen individually to an audio taped lecture; then each lecture concept is further illustrated, explained, and emphasized through visual media, laboratory experiments, and group discussions with the resident instructor. [Through this process] ... they can already talk to me about what they have learned and my role is to tie together any loose ends that they can find. This makes a particular topic very meaningful and helps the students get all the points that I want them to get ("Arnwine cited for course," 1971, May 14, p. 10; Arnwine, 1987, p. 3; "ICC pushes science," 1987, November 1, p. 8; McCuistian, 1970, December 6, p. 3).

**Independent Study Sessions (ISS)**
The independent study sessions allowed students to directly bypass their reading deficits, progress at their own pace, receive immediate instructional feedback, and experience direct support from staff members all through the use of verbatim audio tapes and study guide lessons taught in the regular educational setting. Thus the taped dialogue no longer constituted a lecture but became a one to one discussion between the teacher and the student. Important terms in the ISS lecture were designated by a tone and boldface type highlighted in the study guide.

Brown (1978) demonstrated this structured study guide format proved most helpful when presented in behavioral terms with students required to take written notes. As Postlethwait, Telinde, and Husband (1966); Records (1975); Ubben (1970) pointed out this study guide format embodied experiments, demonstrations, photographs, charts, slides, independent projects, reading articles, and solving study problems. Additionally, Herrick (1973); Klyhn (1968); Postlethwait and Hurst (1972); Rulon (1943a); Rulon (1943b); Smiley, Bush, and McGaw (1972); Spector (1984) confirmed that instructors took a less authoritative role and in turn acted more as facilitators of learning. Dudley and Wadlow (1981) revealed that properly designed A-T programs caused instructors to improve their teaching methods since they had to listen to themselves and thereby hear what students had had to hear for years. In other words, the A-T method provided for teacher self-evaluation. Gearreald (1969); Menne, Hannum, Klingensmith, and Nord (1969) also documented that the taped lectures had the advantage of being used outside the
traditional classroom. This allowed study not only at their own pace but at their own convenience. Concurrently, Cohen and Reinstein (1969); Drowne (1969) illustrated the importance of students processing information, no matter what the setting, at their own pace through listening to the audio cassette lessons. This process allowed adolescents to master and control their learning environment through repetition of individual segments of text. As Hudson, Colson, Trefz-Braxdale (1984); Ogston (1968); Ravetch (1968); Sturges and Grobe (1976) showed these innovations in staff and physical facility management created a learning environment which addressed the individual learning needs of all students—LD as well as NLD. Thus, personalized instruction resulted.

The educational literature examined for this study revealed that A-T independent study sessions allowed academically at-risk adolescents to by-pass their deficits in reading. Thereby they processed mainstream content information at their own pace, received immediate feedback, and direct support from staff through the use of audio/printed narrative lessons and corresponding study guides. This course adaption brought content material to life for adolescents through the use of experiments, demonstrations, photographs, charts, slides, independent projects, reading articles, and solving study problems. This gave instructors a chance to evaluate their own presentations of information since they had to listen to the tapes. This A-T project allowed for personalized instruction in an instructional environment that by-passed the deficits of LD and LA secondary students while giving these individuals control
of their learning processes through repetition. This made success possible for at-risk students which contributed to self-control and confidence on their part.

**Small Group Sessions (SGS)**

Concurrently, Jenkins (1972/1973) found a positive correlation for student achievement when A-T independent and small group formats were integrated into the same instructional program. In fact, the principal goal of the SGS was to integrate content information gained from the cassette presentations with student background knowledge. Gryde (1971); Postlethwait (1965); Postlethwait et al. (1966) found that the SGS, in an informal atmosphere, made it possible for students to experience a more personal hands on interactions with the subject matter. Issues and actual manipulatives discussed in the tape recorded independent study lectures were introduced. In this setting the students discussed how specific manipulative items played a role in the issues covered in the lecture. In other words, students:

... begin by identifying the items, then [they] tell the role it played in the week's lesson, and finally [they] discuss how it fulfilled that role by giving specific details about the item and the objective it satisfied. The philosophy upon which the [small group sessions] is based is simply You never really learn something until you have to teach it (Husband, 1970, p. 34; Wegener, 1987, November 13, p. 4).

Banister (1968); Postlethwait (1974); Wiseman, Hartwell, and Hannafin (1980) showed that SGS served, through multi-media instruction, to illustrate the interrelationship between concepts and events that were
not clarified in the ISS. Postlethwait (1970); also showed that SGS provided feedback for both students and their teacher as to how successfully information was retained from the taped lectures (Wills, 1971). Arnwine (1987); Duffey (1969); Postlethwait (1978) further demonstrated that this instructional format allowed the students and teacher to become better acquainted. The ten to twelve participants got used to each other and thereby overcame their fear that their peers were going to laugh at them. As a result the students developed a heightened sense of self-esteem and overcame their fears of interacting in a group. At the same time, Snortland (1982) found that students enrolled in a combined A-T/small group class increased feelings of cooperativeness by twenty-three percent during a semester. Comparatively, students enrolled in a lecture/laboratory class in the same study demonstrated only a 9% increase in cooperativeness. Finally, the combined features of the SGS supported the establishment of goals, aspirations, and self-esteem (Holland, 1974). At the same time, the success of the ISS/SGS instructional format revolved around students working at their own pace and receiving immediate instructional feedback. In fact, those who supported A-T instruction pointed out the major strength of this format focused on students being kept on-task. In fact, educators such as Anderson (1975); Bloom (1974); Bloom, Hastings, and Madaus (1971) graphically illustrated that students not on-task did not learn.

The principal goal of the small group sessions, as described in the reported literature, was to bring together content information gained
from the tapes with background knowledge. More personal interactions resulted from an informal atmosphere and less fear of ridicule. The small group gave a chance for immediate feedback through an exchange of ideas between the teacher and students. Feelings of cooperativeness increased by 23% in comparison to 9% for a strict lecture/laboratory course. This format, in other words, allowed both LD and NLD secondary students to use small group interpersonal discussions to see the relationship between concepts and events as they relate to their lives today. Finally, small group cooperation helped adolescents experience success and thus increased self-esteem as a result of being allowed to work at their own pace, focus on an achievable academic task, and receive immediate positive instructional feedback.

**Self-Pacing/Feedback and Time on Task**

Arnwine (1987); Arnwine and Juby (1969); Fisher (1976); Lower (1981) documented that the self-pacing feature of the A-T method offered many advantages especially to LA and LD students: (a) studying at a time and place of their choosing; (b) controlling their own learning environment through the number of times they listened to the tapes; and (c) spoken language, with its elements of pace, intonations and pauses, provide far richer and more rewarding learning experience than the printed narrative along. In fact, Haakonsen, Schaefer, and Smith (1977) confirmed that 1 hour of the individualized and self-paced A-T teaching produced equivalent results as 3 hours of traditional laboratory/lecture instruction. Senour (1970/1971); Sollimo (1973/1974); Wydra (1981) documented
independently that the number of times their subjects relisten to a taped narrative directly correlated to academic achievement. In other words, students who were allowed to control the number of times they reviewed the taped lesson performed better than those who had no control over subject matter review. In fact, 84% of the subjects in the experimental group where student control was provided voiced support for the method. McGaw, McGaw, Bush, Hurst, and Smiley (1972); Self and Rahaim (1984); Smith (1988) found similarly that self-pacing proved more beneficial for LD adolescents than it did for high achieving students. This success on the part of at-risk secondary students was attributed to the availability of instructional repetition, feedback, and thus student control of the learning environment. Smith (1988), Director of Special Education for the Mesa Arizona Public Schools, confirmed that the success of the taped lessons revolved around the fact that secondary students could progress at their own pace. In her words, she asserted "The kids can listen and reverse it [tape] and hear it as many times as they want so they can go back and control their own pace" (p. 8).

Novak (1970), at the same time, asserted that:

The crucial variable in (comparing A-T and traditional instruction) is not whether students under one instructional approach acquire more knowledge than under the other instructional approach but rather the analysis of learning time required to reach a given level of attainment and the quality of subsuming concepts acquired in the process (pp. 782-783).

Fisher (1976); Fisher and MacWhinney (1976); Keeney (1975); Willett, Yamashita and Anderson (1983) followed this train of thought by showing
that students who experienced little success in traditionally presented instructional formats were motivated through the A-T method to devote increased time toward mastery of their academic assignments. Furthermore, Allington (1984) confirmed the importance of self-pacing and consequent time on task when he confirmed that LD adolescents learned historically 50% less in the same period of time than their NLD peers. This author therefore recommended altering the instructional format to provide at-risk students with a mechanism whereby they gain twice as much quality instructional time in order to be successful in the mainstream classroom. Under such conditions Armstrong (1970/1971); Remy (1976), similarly documented that LA students preferred listening experiences of 20 minutes or less. Additionally, these authors found "... a positive correlation between the time spent in listening and gains in critical thinking" (p. 1509-A). However, other authors including Kichefski (1975); Novak (1970) documented that A-T self-pacing cut the amount of time students needed to spend to achieve the same results in a lecture setting. Snortland (1982) concurred when he reported that "Only 12% of the A-T students spent over six hours a week on a two-semester credit hour course, but 65% of the L-L students said it had taken them that much time or longer" (pp. 6-7). Fisher, Guenther, MacWhinney, Sorensen, and Stewart (1977) also showed that frequent self-scoring quizzes or tests permitted students to monitor their academic progress and adjust their intensity and amount of study time. In fact, a positive correlation between self-pacing and time on task made it possible
for students to experience increased academic success and self-esteem.

Finally, Holland and Brown (1980) characterized the overall importance of the A-T system in the following statement:

... personalized instruction is attractive to students who are circumstance-bound through work, parenthood, finances or handicap; the genuine alternative to traditional education self-pacing offers may be an escape from social and economic circumstance barriers, not a chance to learn "faster" or "slower." If this is true of the whole mastery system of learning, as we suspect it is, then the system which has been so criticized for dehumanizing education and becoming too behavioristic is, in reality, a deeply humanistic system of instruction. When we ask who self-paced, audio-tutorial instruction benefits most, the answer may be those who most deserve it—and that is uncommonly humanistic (Ehrle, 1970, p. 103).

The A-T self-pacing method offered advantages to LD and LA adolescents which included studying at a pace and time of their choosing; the controlling of the instructional environment through the number of times they listened; reinforcement of the spoken language with a set pace, intonation, and pauses coordinated with a printed lesson text. The importance of this intervention was illustrated in the fact that LD secondary students learned 50% less than their NLD peers in the same period of time when taught through a traditional L/L format. In other words, the number of times LD and LA individuals listened to the taped lessons thus employing the principals of self-pacing and instructional repetition corresponded directly to the academic success they enjoyed.

Student and Staff Acceptance of A-T

Students, as a result, reported increased positive attitudes toward
formal learning. In fact, based on evidence presented by Popham (1961); Popham (1962) students reported the following general benefits from the use of an A-T format: (a) academic progress; (b) better organization of the lecture material than in a typical class; (c) superior opportunity to take lecture notes; (d) post-lecture discussions induced a greater need for independent study and critical judgment; (e) the relaxed atmosphere promoted free expression of ideas; (f) faculty development; and (g) benefits for the institution. In fact, Sherman (1969) confirmed that "... 87 percent of the [students polled at Prairie State College] felt that the A-T method was more effective than the conventional method [of teaching history]" (p. 3). Himes (1971/1972); Nelson and Bennett (1973) confirmed that in part students experienced such success as a result of increased contact with the instructor along with a decrease in academic pressure as a result of small unit assignments. Richason (1970) concurred in that 48 percent of the adolescents enrolled in the A-T geography course at Carroll College felt that such instruction was superior to the traditional lecture-laboratory method. This author indicated finally that over the period of twelve semesters students covered 40 percent more material and spent only 3 hours and 32 minutes per week in the independent study booths.

McGaw et al. (1972); Wiseman, Hartwell, and Hannafin (1980) reported increased favorable opinions toward A-T presented high school biology from 79 percent the first year, 86 percent the second year, and 95 percent the third year. Menne et al. (1969); Sollimo (1973/1974) similarly
documented that students spent as much as sixty-five percent more time devoted to their respective studies through A-T than they would have on a conventional L-L taught class. Sixty-eight percent thought they learned as much or more and fifty-one percent reported that they would recommend that other tape lectures be presented in place of L-L taught classes. A final result from this study was that only 5 students who were enrolled in the A-T experimental group dropped the class. This compared to 58 students from the course taught through the traditional L-L method. Furthermore, Kennedy (1972) documented that students in an A-T experimental group showed a significant increase in positive attitude as measured by a 2.44 t score. On the other hand, the control group showed no increase as revealed by a t score of .47. Traditionally, such increased improvement ratings were strongest among LD and LA individuals who especially found supportive the factors of self-pacing and the repetition of information built into the A-T course format (Hasselbring, 1968; Sparks & Unbehaun, 1971).

Concurrently, researchers including Hahn (1975); Hinton (1972); Wills (1971) documented that professional staff members reported related benefits for programs incorporating the A-T method. Hahn; Gwinn (1982); Nance (1973) showed that even though faculty workloads increased with A-T instruction this method of presentation proved more efficient and productive than conventional L/L techniques, as measured by unit instructional costs per weekly student contact hours. One of the major findings of the Hahn; Rose and Beattie (1986) studies was the need for
the development of carefully planned long-range instructional programs which accounted for the increased time commitments necessary for the design and ongoing implementation of an A-T program. At the same time, Hinton found that the ratios of positive instructor/student time spent in one to one interactions increased through using the A-T method. Head and Runquist (1968) also concluded that the A-T format lent itself to the use of student assistants. Furthermore, the A-T format allowed instructors to evaluate their course presentations more frequently and accurately. This finding concurred with the statement by Wills who asserted that the A-T format employed strict behavior objectives and thereby focused "... attention on the learner and what is to be learned" (p.77).

The sighted educational literature illustrated that individuals who participated in A-T classes reported increasingly positive attitudes toward both the class and learning in general. In other words, the A-T format allowed for better academic progress, organization of lecture materials, excellent opportunity for note-taking, and post lecture discussions that induced students to engage in independent study and critical decision making. In turn, this created a relaxed atmosphere with a free forum for ideas and expressions. Finally, positive student attitudes fostered heightened professional commitment on the part of faculty members.

Learning disabled adolescents, at the same time, demonstrated great difficulty experiencing academic success in conventionally taught
content classes (Anderson, 1969). For example, Arnwine and Juby (1969) documented that prior to the initiation of the A-T program at the Independence Community College as many 40% of the students who enrolled in introductory biology received either a D or F grade. However, those who took A-T taught courses increased their final letter grades and general achievement (Meleca, 1968/1969; Meleca, 1970a; Meleca, 1970b).

**Grades and Achievement**

Romberg (1974); Schnucker (1974); Rivero (1984) documented similar results to those reported by Arnwine and Juby or Meleca for older adolescents enrolled in post secondary educational settings. Specifically, Schnucker attributed the success of the A-T subjects to the unlimited self-evaluated retesting built into the program. In fact, grade distributions ranged from 23% earning A; 38% earning B; 10% earning C; and none earning D or F. Furthermore, Hacket and Holt (1973); Rivero (1984); Rowsey and Mason (1975) independently found that A-T instructed students retained about 50% more information than individuals taught through the conventional L-L method. The experimental or A-T subjects ranked highest on analysis items and these individuals retained as much as 80% of the post-test mastery knowledge items whereas conventional control students only retained their same mean post unit test scores. These results were attributed in part to an increased effort on the part of the students taught through the A-T method. Smiley et al. (1972), similarly, found that more than 65% of all students enrolled in a high school biology course earned As and Bs.
Additionally Kahle (1971/1972); Kahle, Nordland, and Douglass (1976) found that innercity socioeconomic disadvantaged secondary students placed in a self-paced A-T instructional group increased their pretest score from 12.50 to a 18.95 mean score on a post-test. This compared with a traditionally taught control group that increased its mean scores from 13.52 to 17.24. Lazarowitz and Huppert (1982) further illustrated that the individual features contained in the A-T format including workbooks, multisensory media, readings, self-examinations, diagnostic tests, remedial instruction and self-pacing increased student motivation and thereby increased student achievement.

Nordland, Kahle, Randak, and Watts (1975) in a study conducted at a rural consolidated high school documented that biology students who scored below the fortieth percentile on standardized pretests and were taught through the A-T method earned higher mean scores on criterion unit tests than did similar individuals taught through the traditional L-L method. In other words, adolescents who scored lowest on language processing skills responded most favorably to the A-T mode. Hofmeister (1972), concurrently, documented that LD students using the A-T method experienced increases of one year's worth of achievement in spelling in ten weeks. At the same time, Schumaker, Deshler and Denton (1984) confirmed the principal disability of LD individuals historically focused on their inability to quickly and effectively process written print through reading.

Self-paced learning and self-evaluated retesting constituted the
principal reasons students taught through the A-T method experienced heightened success. In fact, it was found that A-T students retained 50% more than individuals taught through the conventional L-L method.Comparatively, A-T students retained 80% of post knowledge items and ranked highest on analysis items. The format of audio taped workbooks, multi-sensory media, readings, self-examination, diagnostic tests, and remedial work all proved especially beneficial for at-risk adolescents. Such positive documented results confirmed that conventional instruction focused more on the inability of LD and LA secondary students than on their learning strengths—as related especially to reading.

**Reading By-Pass**

Therefore, Atkinson (1972); Eilenstine (1973); Gates (1970); Wallace (1975) conducted studies to find out if placing printed narratives on cassette tapes would make it possible for LD and LA adolescents to support or by-pass their reading of content area assignments. Atkinson, in fact, revealed that below average readers improved their achievement, retention, and rate of progress in eighth grade science. Furthermore, it followed the poorer the reading ability the more efficient the A-T method provided support for such persons. Gates; Eilenstine found that these LD and LA students were supported in their acquisition of content knowledge when they listened to taped assignments at their own convenience in the classroom, school listening lab, or at home. Thus their inability to process written print was by-passed and their academic strengths of oral comprehension and reasoning were used to obtain
information in science and social studies. As a result, these seventh and eighth graders were highly motivated in that they demonstrated a longer attention span, interacted more freely in class discussions, made documented improvement in academic achievement, used the resource center more often, and generally reported a greater degree of self-esteem. At the same time, Kester (1969) showed that forty students at the third grade reading level benefited most from the immediate positive feedback they received from using the A-T method. These findings were supported by many researchers including Espin and Sindelar (1988); Hibbard (1973); Silverstone (1968); Wiseman, Hartwell, and Hannafin (1980). In fact, these authors found that listening to taped content lessons supported the learning needs of LD adolescents more than reading a printed text.

**Auditory narrative instruction.**

Messineo and Loiacono (1978-1979), in the following description, characterized the importance of this process to the assessment of the attainment of student knowledge:

> For students with reading problems, one practical method to obtain accurate assessment of their academic functioning level in the content areas (e.g., science and social studies) is to administer the test verbally, thereby circumventing their code vehicle deficit (p. 119).

In other words, matching instructional messages to students' information strengths or auditory processing allowed them to demonstrate their mastery of content knowledge. Sachs (1974) expanded on the work of Messineo and Loiacono by stressing the fact that auditory material allowed the presenter to relay meaning to the listener through stress and inflection
of the voice. On the other hand, reading required a processing of written semantic cues from only printed words and the linguistic form of those words. Therefore, reading constituted a task that placed more stress on attention and memory than did listening. As a result, the subjects in the Sachs study remembered auditorally presented materials better than visually presented materials. Doctorow (1972); Saginor (1972) also found that material presented auditorally proved more supportive for at-risk individuals including below average (2.5 grade reading level) black and white readers and average (4.5 grade reading level black readers.

Dowhower (1989); Kann (1983); Laurita (1972); Moyer (1982); Samuels (1979) showed that rehearsal and repeated readings acted as major features in the A-T method. Carbo (1978) showed that an LD subject who controlled her own learning environment by rereading assignments presented auditorially increased her intensity of attention. The lessons were made more meaningful and interesting through modeling of correct discourse which provided drill and practice or overlearning. Furthermore, such repeated readings provided feedback which lay at the center of improved processing of information. Hartman (1961a); Heckelman (1969); Hollingsworth (1970); Hollingsworth (1978) showed that this teaching technique, adapted from the neurological-impress method, exposed learners to only accurate and correct reading patterns. Repetition and feedback, in other words, provided increased exposure to word identification skills that supported the process of contextual reading.
In fact, according to Freeman and McLaughlin (1984); Mintzes (1975); Rose and Sherry (1984); Sekyra and Loree (1970); Sellman (1972); Senf (1969); Shapiro and McCurdy (1989); Silberberg and Silberberg (1969a) practice or instructional feedback acted more specifically as a major factor in positive results recorded by LD secondary subjects.

Arnwine (1968); Hammond and Messineo (1978/1979); McDaniel (1971); Panushka (1971); Wiseman (1971); Wiseman and Hartwell (1980a); Wiseman and Hartwell (1980b) reported on successful instructional programs that by-passed the reading deficits of LD and LA adolescents. In these programs audio taped lessons were used to present content information rather than the traditional printed textbook narrative. Hammond and Messineo; Wiseman and Hartwell reported that students auditorally processed and comprehended books and presentations at their intellectual expectancy, which was substantially above their ability to process written print. In other words, the instructor could successfully present material to LA, LD, and NLD students concurrently at an age appropriate level of academic sophistication. Panushka described the successes of the St Paul, Minnesota based auditory instructional program in the following terms:

The practical evidence yielded by almost two years of the non-reading parallel program is concise and significant. Disciplinary problems are virtually nonexistent in this white, target area school where every class has had its share of chaos and unmet [sic] needs. Teacher morale is significantly higher, and parallel-program pupils are happy and confident achieving children. The long lines of discipline problems waiting for appropriate action no longer confront the principal. Children
in regular classrooms no longer wait for "Joe Problem" to be squared away by the teacher, before getting on with the class or group assignment. Teachers no longer fret over the impossible task of teaching the child who cannot read and therefore learns little. Better teaching is occurring in all classes because the major problems of each class have been grouped homogeneously and assigned to a master teacher. In spite of violations of traditional theory, the practical evidence is the pudding (p. 121).

However, recent data demonstrated that A-T proved most successful when an audio and printed narrative was provided simultaneously (Deshler, Schumaker, & Lenz, 1984; Deshler, Schumaker, Lenz, Ellis, 1984).

**Auditory/printed narrative instruction.**

Atkinson (1972); Eilenstine (1973); Gates (1970); Wallace (1975) found that combined auditory/printed text instruction, as compared to conventional textbook instruction, better supported the learning of LD and LA adolescents. Students registered increased achievement in content vocabulary and reading comprehension. These results coincided with the work of Ellis and Lenz (1989); Schumaker, Deshler, and Denton (1984); Smith (1988); Torgesen, Dahlem, and Greenstein (1987); who produced evidence to support this position. In the Schumaker, Deshler, and Denton study subjects gained information through verbatim audio taped lessons combined with instructional strategies integrated appropriately in the printed narrative. First, a pre listening skimming tactic was used to highlight points in the lesson. Students used self-questioning and paraphrasing in the structured lesson format to focus on the important points in the audio and printed text. Schumaker and associates
found that this instructional technique helped LD adolescents increase their scores on teacher designed criterion referenced chapter tests. In other words, subjects scored 41% correct when only listening to verbatim audio tapes while the same individuals scored 89% when the audio/printed text and study strategies were combined into one acquisition technique.

Torgesen et al. (1987), in a similar study, documented that LD secondary students scored immediate and consistent positive results when their learning was supplemented through a combined audio/printed lesson. However, the LD individuals who benefited most markedly were those who demonstrated low ability in word recognition decoding skills while exhibiting relatively high levels of intellectual functioning. These persons averaged gains between 15 to 25 percentage points. In fact, the supplemented LD control subjects with IQs above 85 scored 69% correct compared to 65% for NLD individuals who only read the printed text. Such findings led Baker (1975-1976) to conclude that successful instructional programs must stimulate as many of the "... senses of the learner as possible... [and] that by using visual slide sets, audible tape narratives, and planned involvement the learner was provided with a high level of stimulus which provided effective transfer" (p. 306). At the same time, Smith (1988) described a similar audio/printed narrative combined study strategies program which she credited for a combined dropout rate of 5.6% at all secondary schools in Mesa, Arizona.

Finally, a composite of the studies reported in the educational literature revealed that combined audio/printed narrative teaching
materials helped by-pass the processing deficits of LD and LA adolescents. Achievement, retention, and rate of progress all increased when students controlled the number of times they listened/read their lessons while studying at their own convenience. In other words, rehearsal and repeated readings provided control of the immediate environment, intensity of attention, and for over learning and feedback. This exposed learners to correct patterns of word identification and text processing. As a result their reading deficits were by-passed and comprehension and motivation increased. Furthermore, some researchers used instructional strategies such as skimming, self-questioning, and paraphrasing to help increase the test scores of LD and LA secondary students. These adolescents scored 89% when using audio printed narratives combined with study strategies but only 43% with listening. Learning disabled students who gained most from the audio printed format were those who showed low ability in word recognition with high levels of intellectual functioning. Those with IQs above 85 scored 69% in comparison to 65% for their NLD peers. Such integrated compensatory study strategy instructional programs made it possible to mainstream LD adolescents successfully into the regular content instructional classes.

**Mainstreaming**

This audio/printed narrative study strategy program, according to Smith (1988), made it possible to meet the instructional needs of LD secondary students so completely as to prevent them from being stereotyped as "handicapped" by their peers and teachers in the regular
educational setting. In other words, this was achieved through "... improved [metacognitive strategy] instruction on the part of classroom teachers; moving away from auditory [lecture] instruction; and incorporating visual, auditory, and kinesthetic instruction into alternative teaching strategies ... [such as] causative learning, open book tests, and projects instead of paper and pencil tests" (p. 6).

Chaffin (1974) described another mainstreaming program at Fountain Valley, California where LD as well as NLD students were provided with individualized educational plans and special and regular educational programs were looked on as virtually inseparable. This decentralized enriched instructional program centered six to eight classrooms around a learning center from which instructional coordinators supported teachers in the development and implementation of curriculum programs. In this setting special needs students received their primary content area instruction in the regular classes such as history, biology, and English. However, individually prescribed periods of one to one instruction was provided through the centrally located learning centers by a resource specialist. At the end of the first year of operations LD students achieved or exceeded their projected goals at a respective rate of 81% in reading and 89% in math. Furthermore general academic achievement increased, disabled students seemed better accepted by teachers and peers alike in the regular classes, and as a result LD students manifested improved self-esteem. As a result, special education was not a permanent segregated stereotyping placement but was used as a means to
meet the instructional needs of LD adolescents in the regular content classes (Goodman & Miller, 1980; Wang, 1981).

These results coincided with the findings of educators including "Bureau of education for handicapped" (1981); Gibson (1959); Haakonsen (1973); Hahn (1971); Meene and Meene (1972); Pickrel, Neidt, and Gibson (1958); Schumaker and Deshler (1988). Meyen and Lehr (1980b); Schumaker and Deshler, at the same time, outlined the critical features necessary for any successful mainstreaming program—including A-T. These included:

... maximizing the time for student learning (including both engaged time and time students spend actively responding); interacting with students (including interacting as a diagnostic tool and academic interactions such as "direct" talk, questioning, and feedback); and structuring lessons (including provisions for clarity, order, and explicit lesson structure) (p. 40).

Wang and Birch (1984) asserted that such comprehensive mainstream goals could only be met by restructuring the respective regular content area courses. To accomplish this Deshler and Graham (1980); Johnson and Fiscus (1980) reported that teachers needed: (a) the immediate availability of instructional tools and techniques to meet the needs of LD adolescents; (b) effectively present subject matter; and (c) maximized learning experiences for LD students. Furthermore, Deshler (1978); Reynolds (1988) envisioned an instructional format where special and regular educators share the responsibility for designing and implementing content area educational programs for both LD and NLD adolescents. At the same time the research findings of Deshler, Schumaker, Graham and
colleagues at the University of Kansas were elaborated on by Halpern and Benz (1987) when they reported that oral and written communication (e.g. listening, paraphrasing), study skills, and metacognitive strategies were essential to successful mainstreaming.

Finally, all the instructional features outlined, in the present educational literature, as essential for the successful integration of LD and NLD were embodied in the A-T format. At the same time Anderson (1969) buttressed the major findings contained in the educational literature where it was shown that the A-T approach, within itself, did not independently meet all the academic needs for the design and implementation of a dynamic history course equally supportive for both LD and NLD adolescents. Postlethwait (1981) supported this view. In fact Postlethwait as the designer of the A-T method stated "... that A-T, like the lecture/laboratory [traditional] system, will be only as good as the person who produces and implements the program" (p. 46).

The audio/printed narrative study strategy format integrated the use of the visual, auditory, and kinesthetic learning channels in such a way as to meet the academic needs of LD adolescents whereby the label of "handicapped" was not necessary in the mainstream instructional setting. Additionally, such successful programs used structured lessons that combined questioning and positive feedback to maximize instructional time spent on task for LD as well as NLD adolescents. At the same time, many professional educators expanded on the concepts embodied in the A-T small group discussions to increase the academic and social success of
LD secondary students through cooperative group instruction.

**Cooperative Group Interaction**

Bauwens et al. (1989); Boomer (1977); Boomer (1981); Johnson (1980); Slavin et al. (1988); Tateyama-Sniezek (1990) reported that cooperative planning and development made it possible to implement special techniques or procedures in the regular classroom through systematic methods that included input from both regular educators, special educators, and paraprofessionals. Johnson and Johnson (1986) stated that cooperative learning "... should be used whenever teachers want students to learn more, like school better, like each other better, have higher self-esteem, and learn more effective social skills" (p. 554). Cooperative learning incorporated old ideas experiencing a revival in educational research and practice. Slavin (1980) referred to this adaptation as classroom techniques in which students work in small groups and receive rewards based on the performance of their group.

**Academic/Social Benefits**

Flynn (1989) reiterated that research showed that cooperative learning fostered the development of critical thinking through discussion, negotiation, clarification of ideas, and evaluation of ideas of others that promoted searching for knowledge, self-confidence, and cooperation. The essential elements consisted of group goals, individual accountability, and equal opportunity for success. Tateyama-Sniezek (1990); Bryan (1978) observed learning environments which incorporated small mixed ability groups of LD, NLD, and gifted individuals all who increased
their achievement substantially. Students accomplished more working together than they did working along. While the groups earned rewards they were based on the accountability of individual peers (Johnson, Johnson, & Anderson, 1978; Slavin, Madden, & Leavey, 1984). Johnson, Johnson and Anderson (1978); Johnson (1980) noted that student goals were connected and that helping facilitated positive interpersonal relationships. Flynn (1989) revealed equal opportunity was given individuals by each performing better than his own last performance or score.

Johnson, Johnson, and Skon (1979) in a study with 64 students used the three goal structures—cooperative, competitive, and individualistic. These authors confirmed that subjects in the cooperative group performed better than those in the competitive group on problem solving, story telling, sequencing, triangle identification, and visual sorting. Furthermore, they did better on visual sorting and sequencing than those in individualistic but no different in story telling. In another study Johnson, Johnson, and Scott (1978) found that fifth and sixth grade math students learned faster through the cooperative method. The advantage, as measured through retention scores, increased as the material got harder and as the subjects in the cooperative group gained experience.

Redirected authority.

Furthermore, Slavin (1980) showed that cooperative learning embodied a vast change in technology and involved simultaneous changes in the reward task and authority structure. Bryan, Cosden, and Pearl (1982) found that cooperative instruction produced a more positive impact on
achievement tasks requiring problem solving, group products or cognitive rehearsal. Johnson and Johnson (1981, 1986); Johnson, Johnson, and Anderson (1978); Johnson, Johnson, and Scott (1978); Tateyama-Sniezek (1990) advocated that cooperative instruction through small groups promoted positive relationships and more "cross-handicapped" interactions and friendships between LD and NLD adolescents. Furthermore, these authors discovered that this teaching and class organizational method stimulated LD youngsters to exhibit increased motivation while experiencing more academic success than they did in competitive or individual learning situations. In fact, Johnson and Johnson (1986) reported that "... this finding held for all age groups, ability levels, subject ages, and learning tasks" (p. 556). However at the same time, Johnson, Johnson, and Scott (1978) confirmed that a majority of American schools continued to stress competition and individualism even though research demonstrated that cooperative learning proved better overall.

**LD adolescents accepted.**

Madden and Slavin (1983); Johnson, Rynders, Johnson, Schmidt, and Haider (1979) revealed that in more than a 100 studies the tendency of individuals who worked together cooperatively was to like each other. As a result, more positive interactions took place between disabled and non-disabled students with a progressive decrease in the rejection of the mildly LD individuals by their NLD peers. Cook (1979); Tollefson, Tracy, Johnson, Borgers, Buenning, Farmer, and Barke (1980) demonstrated that increased academic achievement resulted in an improvement in social
acceptance of LD students while Deshler (1978) reported the true and unfortunate fact that by adolescence LD individuals tended to be less popular and less socially accepted. However, Johnson (1980); Johnson and Johnson (1980); Johnson and Norem-Hebeisen (1977); Slavin et al. (1988) found this trend reversed among LD secondary subjects who participated in studies comparing cooperative, competitive, and individualized instructional formats. In fact, these authors demonstrated that cooperative learning promoted: positive attitudes toward peers, shared information and concern, friendliness, attentiveness, feelings of obligation toward others, a desire to earn respect, empathy to share the emotional viewpoint of others, increased feelings of personal security, lower anxiety levels, and positive attitudes toward instructional tasks. Non LD subjects also demonstrated heightened achievement, more positive self-esteem, and better attitudes toward school (Johnson, Johnson, & Scott, 1978).

Researches demonstrated the value of cooperative learning with small mixed ability groups in developing critical thinking through discussions, negotiations, ideas and evaluations, searching for knowledge, self-confidence, and cooperation. Students accomplished more than when working alone. Rewards were group based with the combined last best individual results for each student used to tabulate the collective productivity. It was found that cooperative instruction required group interactions or cognitive rehearsal which had a positive impact on achievement and interpersonal contacts between LD and NLD adolescents.
All age groups and ability levels demonstrated increased motivation and academic success. More positive interactions resulted between LD adolescents and NLD peers because working together required individuals to really get to know and understand their fellow group members. The academic success of the groups acted as a catalyst for the social acceptance of the LD participants which in turn constituted a primary goal for this project.

Social Interactions of LD Adolescents

Johnson and Ahlgren (1976); Johnson, Johnson, and Anderson (1978) agreed that peer acceptance correlated positively with willingness to engage in social interaction while Johnson (1980) found that acceptance depended on the extent subjects provided positive social rewards for peers. At the same time, Horowitz (1981); Johnson and Norem-Hebeisen (1977); Schmuck (1963) found that anxiety, low self-esteem, poor interpersonal skills, emotional disabilities all increased the isolation of LD adolescents. Johnson (1980) felt that classroom disruptions, hostile behavior and negative attitudes toward other students led to rejection. Alley, Warner, Schumaker, Deshler, and Clark (1980); Mellard and Alley (1981); Vance et al. (1988) believed that sex, race and socioeconomics influenced the interactions between LD adolescents and their NLD peers. Bloom (1984) showed peer influence, both negative and positive, the strongest in secondary school, while Vriend (1969) found that adolescents lived in a world all their own with peer approval the focal point.

Dinnen, Clark, and Risley (1977); Salend and Novak (1988) discovered
that peer tutoring and peer reviewing acted as methods for helping LD students as well as the tutor and previewer. Furthermore, Dinnen showed leadership of peers who experienced success in a desired behavior or subject could be utilized in helping LD adolescents and were often more effective than adults, especially for those of a different sociometric class. Schmuck (1963) indicated that the sociometric status of students and how they utilized their abilities were related. Peer mediated helps successfully promoted responsibility, as well as positive attitudes toward school (Salend & Novak, 1988).

**Teacher expectations/social skills training.**

Larsen (1975); Foster et al. (1975); Vergason and Anderegg (1991), in turn, found that when lower teacher expectancy was communicated to students negative behaviors resulted. Concurrently, Jacobs (1978); Larsen (1975) described research that showed that for particular students, school failure was directly related to the expectancy the teacher held for them. Skritic (1980) demonstrated that teacher approval was necessary for academic success and emotional well being.

Laurie et al. (1978); Salend (1984) followed with evidence that productive and systematic social skills training needed to be initiated for LD adolescents to survive in mainstream settings (Fielder & Chiang 1989) regardless whether problems were due to perceptual, cognitive or affective deficits. Shinn et al. (1987) suggested that because of the challenges faced by LD adolescents they had to make serious adjustments as adults. Alley and Deshler (1987) revealed that only recently did
life adjustments began to receive attention. Schumaker, Deshler, Alley, Warner, and Denton (1982) represented LD secondary students as having a long history of social failure. Shinn et al. (1987) believed the behaviors of these at-risk individuals led to reciprocal negative social responses from their peers and the school discipline structures. Deshler and Schumaker (1983) showed that by the time students reached adolescence academic skills were set while (Zigmond, 1978) felt that by making social skills more satisfactory educational experiences could be improved. Cook (1979); Deshler (1978); Warner, Alley, Deshler, and Schumaker (1980) revealed that the complexity of interactions for LD youngsters increased as they moved through adolescence and into post school life. Deshler and Schumaker (1983) defined social competence as the response of one individual to a life situation and believed that it therefore was a factor in employability. For example, socially skilled NLD persons identified skills needed in individual situations and used them so a positive consequence resulted (Cook, 1979).

Johnson (1981); Johnson, Johnson, and Anderson (1978) illustrated the importance of a positive attitude toward school personnel. Results from the Minnesota Asset Assessment Study showed that the more favorable the attitude toward cooperation the more students believed teachers, aides, counselors, and principals were important and cared about them as well as wanting to be their friends. An idealistic attitude was for the students to be motivated, pursue their learning goals, believe their own efforts determined school success, and want to be good students who
recognized the benefits of obeying rules. Results showed the more cooperative students followed these ideals. Cooperative learning was related to wanting to learn, listening to teachers, helping, and working with others and definitely related to self-esteem.

Johnson (1980); Johnson, Johnson, and Anderson (1978) said the need to be liked by others surfaced more in high school. However, (Bryan 1986) found that social problems at the third grade level acted as a good predictor of later deficits. Further Deshler, Schumaker, Alley, Warner, and Clark (1980) found that once problems were established they remained. Bryan (1976) confirmed that LD students did not improve their chances in social attractiveness even with new groups or new schools. Data suggested that LD students labeled by school officials as less adequate were affected negatively in their peer social interactions.

Brainard (1974) advocated what Carl C. Roger believed, "When an individual is open to all his impulses, his need to be liked by others and his tendency to give affection are as strong as his impulses to strike out or to seize for himself". . . (p. 1). The Rogerian rhetoric emphasized cooperation, harmony, respect, listening, understanding, and empathy. Brainard wanted students to assume the win-win attitude in order to realize their goals with each student able to earn an A grade.

Concurrently Schumaker, Sheldon-Weldgen, and Sherman (1982) reported from a study on junior high students in which LD adolescents appeared not to be isolated socially in school. In fact, they spoke as often and slightly more, 5% more, (Deshler and Schumaker, 1983) to their peers.
This complemented the work of (Bryan, 1974b) on elementary students and Bryan and Wheeler (1972) in which NLD subjects did not ignore the initiations of their LD age mates anymore than others. Data indicated that few direct interactions between teachers and students happened in junior high. Moran (1980) and Skritic (1980) found the same results revealing written work of primary importance for the secondary students. The big difference for the LD students was in grooming, physical attractiveness including posture, neatly dressed and not paying attention to the teacher when statements were made. Dykman et al. (1970) said because they had a physiological attention deficit, they seemed to pay less attention and, no doubt, caused the teacher to perceive them as unmotivated and uninterested yet (Schumaker, Sheldon-Weldgen, & Sherman (1982) showed this could be altered by changing the educational environment and collaborative instructional support.

The predominant evidence contained in the reported educational literature confirmed that the need to be liked surfaced more in secondary school where teens lived in a world all their own with peers of primary importance. Acceptance of LD adolescents related to a willingness on their part to engage in social interactions and depended on their ability to provide peer perceived positive social rewards. Low self-esteem, anxiety, poor interpersonal skills, emotional disabilities, classroom disruptions, hostile behavior toward others, sex, race, peers, and socioeconomic all contributed to isolation for LD adolescents. They also exhibited differences from their NLD classmates in grooming,
posture, poor dress habits, and paying attention to teachers. At the same time, peer tutoring and peer reviewing acted as methods that helped with social skill training.

Furthermore, teacher expectancy communicated to all the students contributed to the negative behavior of LD secondary students. School failure related definitely to teacher expectancy. However, educators who exhibited positive verifiable instructional expectations motivated both their LD as well as NLD students to achieve at the highest level possible based on individual ability. At the same time, successful mainstream instructional programs incorporated social skills training which at least provided LD adolescents with a structured format whereby they could survive emotionally in the regular content area classroom. Even with this support LD individuals historically exhibited difficulty adjusting to the post secondary adult world. In other words, the complexity of interactions increased in high school and in all post formal educational settings. Social competence as a response to life situations acted as a definite factor in employability. Finally, positive attitudes toward school personnel on the part of LD and LA adolescents constituted a huge factor in their success or failure as adults.

Professional Collaboration

Bauwens et al. (1989) found another great advantage for cooperative learning was the strong potential for professional interaction and stimulation it provided for teachers. Through cooperative teaching, general and special educators functioned as a team. Pugach and Johnson (1988)
found that consultation constituted an important activity for educational professionals and should be implemented with school personnel cooperating so problems and solutions reflect the expertise of all concerned.

Bauwens et al. (1989) also found that mild LD adolescents lacked survival skills such as taking notes, identifying main ideas in reading or lectures, and summarizing. In cooperative instruction the general education teacher maintained primary responsibility for teaching the specific subject matter while the special and paraprofessional educators assumed responsibility for mastery of academic skills necessary to absorb the subject matter. Providing survival skills at the beginning of class or at appropriate points in the presentation with review at the conclusion was particularly successful as a teaching practice applicable to secondary mainstreamed students.

Cooperative learning provided an advantage for professional interaction and stimulation for the team of educators. This needed to be an integral part of any program in order for problems and solutions to be solved utilizing the expertise of all. The general education teacher was responsible for teaching subject matter while the special education teacher and paraprofessional assumed responsibility for academic skills necessary to absorb the subject matter.

**Supports Mainstreaming**

Johnson (1980) indicated that it had been assumed that LD students integrated into regular classrooms would make friends or relationships
but reservations appeared when disabled students were mainstreamed into classes with NLD peers. In fact, Fielder and Chiang (1989) illustrated that just placing LD students in a regular class did not guarantee better social skills or positive interactions. Studies conducted independently by Bruininks (1978); Bryan (1974c); Bryan (1976); Bryan (1986); Bryan and Bryan (1978); Bryan and Pflaum (1978); Bryan et al. (1982); Johnson and Johnson (1981); Johnson and Johnson (1982) revealed that when LD students were placed or dumped in regular classrooms with little or no support they tended to be perceived by their NLD peers as well as teachers in negative ways and more likely to receive negative reinforcements from those teachers and peers. At the same time, the results of studies by Slavin et al. (1984); Madden and Slavin (1983) showed that LD students placed in regular reading, language arts, and writing classes were successful if the instructional format accommodated student differences. Rawson (1971) therefore, pointed out that instructional decisions made by regular education teachers constituted the crucial factor in the effectiveness of the learning environment. Schmuck (1963); Bryan et al. (1982) found acceptance by peers related to using abilities in cooperative attainments with social skills improving markedly within the context of regular classroom situations.

**Class structures.**

Slavin (1980) described classroom instructional technology as a combination of task structure, reward or incentive structure, and authority structure. Johnson (1980) argued that the way classes were structured
controlled the nature of student–student interactions with varied mainstreaming outcomes. When teachers promoted student–student interactions in the classroom, the goal structures had to be defined in such a way so conflicts among ideas were managed, the composition and size of the group and norms within controlled. Students worked on tasks within the goal structures which were most productive for that particular task and for the cognitive and affective outcomes desired.

Slavin (1980) described task structure activities that included: lectures, class discussions, seatwork, and small groups. Rewards varied including grades, teacher approval, and tangible rewards. Johnson and Johnson (1979) showed interpersonal reward structure as referring to the consequences for an individual of the performance of his classmates. Johnson and Johnson (1982) found in a cooperative study of seventh and eighth graders, who completed worksheets together and received praise as a group, that the NLD subjects said they received more help from the LD classmates than they did in competitive or individualistic classes and friendships resulted (Bryan, et al., 1982). Johnson and Johnson (1979) showed that LD students were rated smarter and more valuable in cooperative classes than in individualistic classes. Johnson, Johnson, and Anderson (1978) confirmed that in a competitive or negative reward system such as grading on the curve the success of one person assured failure for another (Johnson, Johnson, & Anderson, 1978). The opposite of a reward system provided that students mutually support each others strengths (Johnson, Johnson, & Tauer, 1979; Johnson, Rynders, Johnson,
Schmidt, & Haider, 1979). Slavin (1980) defined the authority structure as the self-control students exercised over their own activities as opposed to that exercised by the teacher or other adults. In some cooperative learning classrooms, students exercised considerable authority—what they would study; how they would study; what they needed to learn; and in some cases a voice in how much credit they would earn for a certain grade.

**Labeling of LD adolescents.**

Foster et al. (1975), at the same time, found that special education students placed in mainstream classrooms were labeled as a result of special education requirements. A strong argument against labeling was that it (Brophy & Good, 1970; Jones, 1972; Larsen, 1975; Salvia et al., 1973) produced a condition of self-fulfilling prophesy and had harmful effects upon the academic expectations of teachers and NLD students in addition to social failure. Freeman and Algozzine (1980) revealed that the behavior of students, physical appearance, class disruptions, hostile behavior, sex, and negative attitudes toward other students contributed to this. Foster et al. (1975) said this expectancy of failure was transferred to the subject who in turn behaved in ways consistent with this expectancy while (Salvia et al., 1973) reiterated that the expectancy of teachers and students coincided. Zigmond et al. (1985) disclosed that mainstream teachers recognized the low achievement of LD adolescents but made little adjustment to instructional content except to lower the grade standards so students passed. Gillung and Rucker
(1977) noted that special education teachers reacted to labels much the same as regular educators, while special educators with over seven years experience had lower expectations of LD students. In support, Cook (1979, p. 701) revealed the traumatic and permanent ramifications of labeling in the following poem written by a 18-year-old LD student:

Silhouette

To draw a silhouette fill the head with shadow.
In the head put the grays of frustrations, misunderstanding, and loneliness.
Paint the angry words, Disability.

Put down Learning right next to it, fill it in with read paint like Disability. Now the sister words are together. LEARNING DISABILITY....

Now paint in the color blue when people laugh at you, green when you begin to feel they are right.
Put in the ugly, piss yellow words: stupid dumb shithead!
That's just some of the words you call yourself.

Paint in pain tears from hurt eyes, when you try and fail, because you feel like no one understands. Don't forget to draw in a little hope with the eyes, because without that you'll just stay with the pain and never finish the silhouette—you just keep on drawing the hurt eyes....

Bryan and Wheeler (1972); Gillung and Rucker (1977); Jones (1972); McCarty and Paraskevopolous (1969); Sinning et al. (1980); Ysseldyke and Foster (1978) agreed that all cases of labeling such as learning disabled, educable mentally retarded, and emotionally disturbed lowered expectancies on the part of NLD peers and teachers. This perpetuated bias toward the present and future behaviors of disabled adolescents.

Brophy and Good (1970) evaluated feedback as praise, criticism or impersonal and (Skritic, 1980) found that the students in the upper
third of the class received much more praise than low achievers. Brophy and Good (1970) said that LA adolescents were the recipients of inappropriately applied praise and they responded differently according to the way they were treated. At the same time, Bryan (1978) found that LD and NLD students received similar amounts of praise but LD students received negative feedback and were twice as likely to be ignored. Teachers allowed high achievers second chances to respond. Mainstreamed LD and LA students received more corrective feedback than high achievers but it was aimed at conduct and class management—not positive academic achievement. The feedback quality was lower while teachers directed more critical comments toward the LD and LA students who were less apt to pick up correctly on instructional cues. As a result, LD youngsters received more corrective and negative feedback than their NLD age mates. Again Brophy and Good (1970); Bryan (1978); Brady and Taylor (1989) contributed to the contention that mildly LD and LA students experienced more negative contacts with their teachers than NLD individuals. In other words, LD youngsters picked up on and reacted to the negative performance expectations of their teachers thus reinforcing their negative image in the minds of others.

Brady and Taylor (1989) reiterated that in teacher instructional studies conditional praise and reinforcements were low whether in a mainstream, special education or low achieving classes. Deshler, Schumaker, Alley, Warner, and Clark (1980); Tollefson et al. (1980) showed that consistent positive feedback supported the stable factor of
ability while inconsistent or negative feedback caused attributions ascribed to luck as a factor. Feedback patterns affected and changed expectations for success or failure. Stability of the enforcer was crucial for LD students.

**Adaptive instruction.**

McCoy et al. (1989) presented semantic mapping as a technique for helping emotionally disturbed students organize cognitive and affective controlled material in a mainstream setting. Understanding student experiences allowed the teacher to share feelings with students and help them cope with emotional problems. This method allowed the teacher to use the cognitive and linguistic abilities of the students to increase understanding of their feelings and to help them expand their perception.

Deshler and Schumaker (1983) pointed to data which indicated the need for providing social skill training to LD adolescents in mainstream classes. Hazel, Schumaker, and Sheldon-Wildgen (1981) showed three types proved helpful—individual instruction, group instruction, and programmed written instruction. These three interventions included general social skill usage, a description and explanation of the skill and why it proved useful—a specification of the steps and live rehearsal in role playing situations followed by positive corrective feedback from the teacher.

Schumaker and Ellis (1982) in a study taught social skills to LD high school students. These skills were negotiations and giving negative
feedback, following instructions, asking questions, resisting peer pressure, accepting negative feedback, and solving personal problems. Students were required to verbally give the skill steps of the social skill at 100% before they could began to role play. Students learned 100% of the skill steps, yet they experienced difficulty performing them in novel situations. It was concluded that even with 100% performance in the role playing it did not foretell whether they could use the skills in other situations. The same also proved true with group instruction.

Madden and Slavin (1983) showed improvement in social communication and relationships between LD and normal achieving students using cooperative groups in bowling, planning skits, planning a carnival, making a movie, preparing a class media performance (Fielder & Chiang, 1989) role playing tests and modeling. This showed improvement in relations between groups. Students needed to be told why they were being taught a certain skill and why it was important. Motivation improved when the teacher gave particular examples of how success interacting with others proved beneficial once they mastered the skill and could use it. Demonstrating a skill proved effective. Modeling became effective when the model was viewed as highly skilled with high visibility and of the same age, sex, and race of the student. The sequence had to be clear with progression from easy to difficult, free of irrelevant details and preferably with more than one model. Other approaches included: socio-dramatics, cooperative games, peer counselor or buddy system, and
teaching metacognitive techniques to self-monitor social competence.

Johnson (1980) illustrated in the following statement the importance of cooperative student interactions to both academic and social success alike:

"... students-student interactions will contribute to general socialization, future psychological health, acquisition of social competencies, avoidance of engaging in antisocial or problem behaviors, master and control of impulses such as aggression, development of a sex role identity, emergence of perspective taking-ability and development of high educational aspirations and achievement (pp. 201-202)."

Finally, since such interactions proved to be so basic to success in all areas of life—academic and social—it appeared imperative that schools find room for cooperative instructional programs that support development in these areas for both LD and NLD adolescents.

One of the principal themes contained in the professional literature documented that just placing LD secondary students in regular classrooms did not mean they would be successful either academically or socially. In fact, LD youngsters tended to be perceived by teachers and NLD classmates in negative ways and more likely than not would receive negative reinforcements. However, evidence showed they could be successful if the instructional format accommodated for differences in how students processed information and thus perceived their environment. The crucial elements in the success or failure of LD adolescents revolved around the attitudes and instructional decisions made by their teachers.

Chapter Transition
Furthermore, the way the regular content class curriculum was structured controlled student-student interactions. Goal structures had to be defined and directed in a structured way so that the learning process was directed toward a positive comprehensive measurable outcome. The task structure included pre reading strategies, taped/printed lectures, class discussions, seatwork, metacognitive strategies, and cooperative small group instruction. Based on the evidence gleaned from literally hundreds of research articles sighted in this study these instructional techniques proved successful across time and circumstances. Therefore, the curriculum adaptation described in the following chapters integrated these teaching methods into one comprehensive American history instructional program designed to meet the simultaneous learning needs of both LD and NLD adolescents.
CHAPTER III
PROJECT DESIGN

Introduction

This American history chapter, Democratic Reforms: Seeds of Revolution?, evaluates in depth the evolution of democratic reforms in Great Britain and how these reforms set a precedent for the discontent in the American Colonies that culminated in the revolution of 1775 (Lancaster, 1985; Lockyer, 1968). The format of this mainstream chapter supports the reading, writing, thinking, speaking, and listening skills of both LD and NLD adolescents.

The general educational needs of this diverse body of learners are met through the following project design: (a) structured pre reading exercises (Clark et al., 1984; Levin, 1986; Hammond & Messineo, 1978-1979; Lenz et al., 1987); (b) metacognitive self-reliance strategies (Deshler, Alley, & Carlson, 1980; Deshler & Schumaker, 1986; Smith, 1987); (c) supported individualized instruction (Sherman, 1969; Shermis & Barth, 1969; Torgesen et al., 1987); (d) post reading self-reliance exercises (Gilman & Ferry, 1972; Hanna, 1976; Rickard, 1980; Sampson et al., 1982; Taylor, 1953); (e) cooperative group learning (Johnson, Rynders, Johnson, Schmidt, & Haider, 1979; Slavin, 1980); (f) student evaluation (Graham & Johnson, 1989; Davey, 1987); (g) professional
collaboration (Bauwens et al., 1989; Boomer, 1977; Boomer, 1980; Pugach & Johnson, 1988); and (h) summary—least restrictive environment—meeting the challenge (Gillet, 1986; Reynolds et al., 1987; Salend, 1984; Wood, 1987). This comprehensive instructional format creates a curriculum design which actively stimulates awareness, recognition, recall, application, maintenance, and generalization of knowledge (Hudson et al., 1984).

Students are provided with: (a) easy access to instructional materials appropriate to their individual learning needs (Rivers, 1980); (b) an organized curriculum that teaches them how to use specific primary and secondary source reading materials such as textbooks, newspapers, and magazine articles (Deshler et al., 1981); (c) direct participation in small and large group class discussions (Slavin et al., 1984); (d) learning strategies such as "Purpose Setting Questions," highlighting "Key Terms," a chapter "Overview," paraphrasing of written notes, and "Self-Help Study Quizzes" (Conte & English, 1968; Laurie et al., 1978; Lovitt et al., 1985); (e) audio-visual support through enactments of historical events on educational television, filmstrips, 35mm slides, and overhead transparencies; (f) role playing and simulation games (Lawrie & Malstrom, 1988); and (g) speakers and hands-on experience through field trips (Messineo & Loiacono, 1978-1979). This teaching outline provides a wide range of ecological centered experiences for all students. Important points and concepts are highlighted (McDaniel, 1971). Questions stimulate critical thinking, learning of new ideas,
and immediate feedback based on the background knowledge of respective adolescents (Deshler & Graham, 1980; Smith & Smith, 1989).

**Mainstreaming Justified**

Not long ago, the idea of including LD adolescents in such a comprehensive regular high school social studies curriculum would have been scoffed at by most so called "professional" educators (Schumaker & Deshler, 1988). However, the passage of Public Law 94-142, the Education for All Handicapped Children Act of 1975, signaled the infant start of a new era of equality (Johnson & Fiscus, 1980). In other words, LD as well as NLD individuals are educated, whenever possible, in the same regular school class (Rothstein, 1984; Sherbenou & Holub, 1982; Wang, 1981). The American history audio-tutorial (Carbo, 1978a); study strategy (Wong, 1978); metacognitive learning strategy (Swicegood & Parsons, 1989); and discussion groups (Johnson, Johnson, & Scott, 1978; Slavin et al., 1988) curriculum adaptations contained in this project meets this challenge (Smith, 1988; Wang & Walberg, 1988).

**Structured Pre Reading Exercises**

The first day a new chapter is started, the class is introduced to its unique terminology and demands. This is accomplished through advanced organizers that use prior knowledge, meaningfulness, organization, repetition, feedback, concreteness, elaboration, and retrieval cues (Ellis et al., 1987b; Levin, 1986). First, "Purpose-Setting" pre-chapter discussion questions reinforce what students learned in the chapter just covered (Horton & Lovitt, 1989). Additionally these "WH"
questions which focus on (a) who, (b) what, (c) where, (d) when, and (e) why (Clark et al., 1984) stimulates an inquisitive nature (Alley & Hori, 1981). This causes secondary students to establish a mental set for this new material. Through this process individuals start thinking about and organizing information while dealing with new and abstract concepts (Schewel & Waddell, 1986). Background knowledge is used to develop this mental picture or schemata upon which adolescents make predictions about what they are about to study (Stevens, 1982). This brings meaning to the chapter subject matter (Glaser, 1984; Roe et al., 1983).

**Correlation of Background/Textbook Knowledge**

Next, brainstorming is used to bring out the importance of the "Key Historical Terms" in the chapter. This technique ties individual background knowledge with the information gained from the larger group discussion over the "Purpose-Setting Questions" (Billingsley & Wildman, 1988; Peeck et al., 1982; Shavelson & Berliner, 1974). Through this process individuals share and build on the knowledge of their peers. Students use words already in their vocabulary (Sachs, 1983; Sachs, 1984). These are tied together with the new "Key Historical Terms" to establish a mental set for the subject matter to be learned in the chapter (Hammond & Messineo, 1978-1979). Exposure to the new terms in the chapter reinforces the pronunciation and meaning of these words. At the same time, these pre reading and listening exercises help students improve their overall ability to organize information and think
while increasing their understanding of the chapter subject matter (Knapczyk & Livingston, 1974; Robinson, 1983; Vacca & Vacca, 1986).

Another advance organizer, the chapter "Overview," puts the interrelationship of key terms and events into perspective (Bulgren et al., 1988; Herber, 1978; Schumacher et al., 1975). This strategy heightens the anticipation as to what will happen next when students actually read and listen to the lectures (Lenz, 1983; Pehrsson & Robinson, 1985). Further, it highlights the important ideas in the chapter and their relationship to each other while it provides an hierarchical structure for students to refer back to as they study the chapter content (Horton & Lovitt, 1989; Pressley et al., 1987). In other words, the "Overview" provides adolescents with a conceptual framework or mental set for the chapter content and helps them use their existing schemata to predict the development and outcome of the historical narrative (Peeck et al., 1982; Rhodes & Marling, 1988). Finally, the instructional principles of clarity, organization, and stability designed into the advanced organizer strengthens the students' cognitive structures along with an ability to generalize their newly acquired knowledge to other learning situations (Lawton, 1977; Meyer et al., 1980).

This is especially valuable for mainstreamed LD adolescents. In turn teachers also are required to be more highly organized (Lovitt & Horton, 1987). The pre reading study guide process is completed by students completing "Self-Help Study Quizzes" to check their understanding of the main concepts covered in the presentation (Lenz et al., 1987;

**Metacognitive Self-Reliance Strategies**

Metacognitive strategies use a series of self-directed task-specific steps to help students understand their own learning processes and thereby extract the main ideas from content area assignments (Deshler, Alley, & Carlson, 1980). Thus, adolescents are aided in breaking down diversified content assignments into manageable segments of information (Deshler, Lowrey, & Alley, 1979; O'Brien & Obrazut, 1986; Schumaker & Deshler, 1984). The instructional program outlined in this project supports this objective by first:

1. Teaching LD and NLD students to cue peers for reinforcement during, for example, cooperative group activities.
2. Using diversified examples of how the historical event being studied relates to more recent events.
3. Using training that gradually fades controls over stimuli and response.
4. Using varied agents, settings, and conditions.
5. Using delayed and intermittent reinforcements.
6. Prompting or reminding students to generalize (Deshler et al., 1981, pp. 418-420).

**Students Learn How to Learn**

Through this process students learn how to learn (Clark, 1980; Ellis et al., 1987b; Meyen et al., 1982; Wong, 1988) or are made intensely aware of their own learning processes (Swanson, 1987a). This degree of specificity is necessary because LD adolescents generally lack the
ability to develop and implement strategies that make it possible for them to meet the learning demands generally present in the regular educational setting (Alley & Deshler, 1979; Graham, 1978; Kollingian & Sternberg, 1987; Mellard & Alley, 1981; Wong & Wilson, 1984). This problem is confronted by teaching specific strategies in note taking; evaluation of personal writing; improved listening comprehension, test-taking, reading in content areas, vocabulary development, and management of time (Lee & Alley, 1981; Smith & Smith 1989). These domain-specific instructional tools support the acquisition, storage, and expression of student learning and mastery (Deshler & Schumaker, 1988; Wong, 1988).

Instruction More to Less Restrictive

First these instructional principles are taught in a very structured setting such as a self-contained LD class or a resource room (Schumaker et al., 1986). Students are, regardless of the setting, special education or in a content area class:

1. Made aware of their current learning habits.
3. Taught the learning strategies through modeling.
4. Guided in the application of each strategy.
5. Provided with positive instructional feedback.

This instructional approach provides for students to learn and use
individual strategies in a more to less restrictive educational setting. During this process secondary students use strategies that are cued to one or more of the following: (a) rehearsal; (b) transformation; (c) organization; (d) mnemonics; (e) monitoring; (f) motivation (Ellis & Lenz, 1987); and student background knowledge (Schumaker & Deshler, 1984). For example, the CAN-DO and the EASY strategies support retention by combining first letter mnemonics, rehearsal, organization, and activation of individual background knowledge. In other words, the mnemonic portion of the techniques combine the first letter of each enumerated cue to construct an acronym that highlights the meaning of each overall strategy (Lenz & Hughes, 1990; Nagel, Schumaker, & Deshler, 1986). At the same time, visual rehearsal and organization prompt the learners to use their background knowledge and metacognitive skills to continually re-evaluate and take charge of their learning environment (Clark et al., 1984; Ellis & Lenz, 1987; Gordon, 1980; Pressley et al., 1987; Wong, 1988). Concurrently, these strategies reinforce and support the principles and format objectives embodied in the pre reading exercises previously discussed in this American history curriculum project (Graham, 1985). These CAN-DO prompts help adolescents:

C = Create a list of items to be learned.
A = Ask self if the list is complete.
N = Note the main ideas from details using a tree diagram.
D = Describe each component and how each component relates.
0 = Over learn the main parts first, supporting
details later.

At the same time, the EASY strategy assist students:

E = Elicit questions to identify important information.

A = Ask self what information is the least troublesome.

S = Study the easy parts first, hard parts last.

Y = Yes to self-reinforcement after each section (Clark
et al., 1984, p. 146; Ellis et al., 1987a, p. 99).

Reading Comprehension Supported

The Multipass reading strategy is another learning tool (Schumaker,
Deshler, Denton, Alley, Clark, & Warner, 1981). This strategy outlines
specific steps that teach students how to quickly and successfully gain
information from materials such as age appropriate textbooks, magazines,
and newspapers. To accomplish this students pass over the reading text
several times using the following steps:

1. Read the title of the chapter [without recorder].

2. Read all the words in boldface type [without
recorder].

3. Read the first sentence in each paragraph [without
recorder].

4. Read all of the first paragraph [without recorder].

5. Study all graphs, pictures, and their captions
[without recorder].

6. Now compare the information you gained through
using steps 1-5 to your background knowledge on
the subject [without recorder].

7. Read the questions interspersed in each lesson
8. Next, read and listen to taped lessons.

9. As you progress through these lessons STOP the recorder when you need to write down the definitions of each highlighted "Key Word" in the corresponding space provided in your Study Manual.

10. As you read also make your own questions out of the highlighted "Key Words." For example, in the lesson about democratic reforms in Stuart England, ask yourself "WH" questions such as why was the divine right of kings important.

11. Now, skim the surrounding text to find the answer to the question.

12. If the information is not found in the text consult another source.

13. Continue reading until you finish the narrative.

14. At the end of each taped lesson, STOP the recorder and follow the directions listed there (Clark et al., 1984, p. 146; Schumaker, Deshler, Alley, Warner, & Denton, 1982, pp. 297-298).

This rehearsal, organizational, and monitoring strategy helps students more efficiently process and obtain information from written print (Taylor & Beach, 1984). At the same time, the multipass adaptation is a positive intervention tool because it helps adolescents meet the present and very pressing need of functioning successfully in the mainstream classroom (Clark, 1981; Schumaker, Deshler, Denton, Alley, Clark, & Warner, 1981). At the same time, LD adolescents also need to use specific strategies that help them organize, check, and generalize their formal writing or expression skills within virtually any setting (Ellis et al., 1987b; Torgesen, 1977b).


**Writing Supported**

One requirement of good writing is that individuals use correct self-directed structure or organization in their text. The paragraph writing strategy helps students do this by using the following steps:

1. Limit each paragraph to one thought.

2. The first sentence of each paragraph introduces your reader to the main point in that paragraph. In other words, it is the introductory statement over what the paragraph is about.

3. The following narrative discusses the single topic you want to talk about. This is called the body of the paragraph.

4. Finally, the concluding sentence both wraps up the paragraph and leads into the new thought you want to present in the next paragraph.

5. All successful writers use this basic format.

Through following these paragraph strategy steps students impose structure and uniformity over their writing style and final product (Moran et al., 1981, p. 11). Once this basic paragraph format is learned it is combined with an instructional strategy that prompts adolescents to check their writing for errors (Deshler et al., 1978; Moran, 1981).

The acronym for this error monitoring strategy is WRITER (Ellis & Lenz, 1987). It uses self-directed prompts and questions to help students monitor their written work for errors (Wong et al., 1986). This is partially accomplished through the COPS sub strategy, or a strategy within a strategy, which prompts adolescents to look for four kinds of errors. These include errors in capitalization, overall appearance,
punctuation, and spelling (Hoover, 1989; Schumaker, Deshler, Alley, Warner, Clark, & Nolan, 1982). To use the error monitoring strategy (WRITER) adolescents use the following prompts:

W = Write on every other line.

R = Read the paper for meaning.

I = Interrogate yourself as you read each sentence, using the "COPS" questions.

C — Have I Capitalized the first word and proper names?

O — What is the Overall appearance of my work? Look for errors involving spacing, legibility, indentation of paragraphs, neatness, and complete sentences?

P — Have I put in all necessary Punctuation such as commas and periods at the end of sentences?

S — Do the words look like they are Spelled right, can I sound them out, or should I use a dictionary (Schumaker, Deshler, Nolan, Clark, Alley & Warner, 1981, pp. 8-9)?

T = Take the paper to someone to be proofread.

E = Execute a final copy.

R = Reread the final copy (Ellis & Lenz, 1987, p. 100).

This questioning or WRITER strategy helps especially LD adolescents receive feedback while remediating their deficits in strategy use (Alley & Hori, 1981; Deshler et al., 1978; Wong, 1982) and thereby producing high quality written work. In keeping with this fact, the DEFENDS strategy also combines mnemonic, monitoring, and organization principles to help adolescents defend the stand they take in formal written papers.
on any particular issue. To use this strategy successfully students adhere to the following prompts:

- **D** = Decide exact position on any issue.
- **E** = Examine reasons for this position.
- **F** = Form a list [outline] of points that support each reason.
- **E** = Expose my opinion on each point in the first sentence of each paragraph [remember to use the paragraph organization strategy].
- **N** = Note reasons and expand on the supporting points in the each paragraph [use paragraph strategy].
- **D** = Drive home position in the last sentence of each paragraph using the paragraph learning strategy.
- **S** = Search for and circle all errors putting the corrected items above the original error.
- **S** -- See if it makes sense.
- **E** -- Eject incomplete sentence.
- **A** -- Ask yourself is argument convincing.
- **R** -- Review for any additional errors by using the COPS strategy.
  - **C** -- Capitalization.
  - **O** -- Overall appearance.
  - **P** -- Punctuation.
  - **S** -- Spelling.
- **C** -- Copy over neatly.
- **H** -- Have a final look at your completed work (Ellis & Lenz, 1987, p. 100).

Students use the paragraph, WRITER, AND DEFENDS strategies as they complete their formal writing assignments during the cooperative group portion of this learning unit (Ellis et al., 1987b).
Test Taking Supported

This curriculum adaptation also uses the learning tool and test-taking strategy SCORER (Scruggs & Mastropieri, 1988). This strategy helps LD and NLD students organize their thoughts while taking content area tests (Hoover, 1989; Ritter & Idol-Maestas, 1986). In other words, each adolescent is aided: (a) attending to the important components of a test; (b) using a proven learning strategy; and (c) effectively using problem solving skills (Scruggs & Williams, 1984). To use this strategy successfully adolescents implement the following prompts:

- S = Schedule your time.
- C = Clue words.
- O = Omit difficult questions.
- R = Read carefully.
- E = Estimate if you are not sure of an answer.
- R = Review your work.

Students use this strategy to organize and study material for both the Self-Help Quizzes and the comprehensive final chapter tests (Lee & Alley, 1981, pp. 4-5; Scruggs & Mastropieri, 1988, p. 92).

General Executive Processing

Finally, the learning strategies employed in this instructional unit are brought to their fullest effectiveness by adolescents learning and applying a general executive processing or self-produced, generated, and monitored strategy (Brown, 1978; Swanson, 1987a). This SUCCESS strategy makes it possible for individuals to generalize and adapt strategies
learned in school to any number of unique situations outside the formal educational setting. In other words, The SUCCESS strategy helps secondary students successfully confront an ever changing world by giving them a general organizational structure whereby they: (a) focus on a problematic situation, (b) identify and analyze the critical features of the problem, (c) generate a series of problem solving steps, and (d) monitor the effectiveness of the self-generated task-specific strategies and make necessary modifications (Ellis, 1985; Ellis & Lenz, 1987). The steps in this SUCCESS strategy include:

- **S** = Sort out the most important demands or problems.
- **U** = Unarm problem by spotting critical trouble spots.
- **C** = Cash in on your knowledge of old strategies, experiences, and observations of others.
- **C** = Create a way to solve the problem.
- **E** = Echo your strategy (use substrategy ECHO)
  - **E** = Evaluate the strategy as you try it.
  - **C** = Change the strategy to make it work better for future use.
  - **H** = Have another try--re-evaluate the strategy.
  - **O** = Over learn your strategy.
- **S** = See if your strategy works in new situations.
- **S** = Save your strategy (Ellis, 1985, p. 120).

As already stated, this learning tool helps adolescents generalize newly acquired information in a variety of instructional and post formal educational settings (Deshler, Schumaker, & Lenz, 1984). An example of such generalization would be applying the principles acquired through metacognitive strategies to taking a high school graduation minimal
competency test or writing a cover letter when applying for a job (Ellis et al., 1987a). Such challenges require students to adapt their general knowledge on how to apply the strategies learned in formal educational settings (Ellis et al., 1989; Wong, 1987).

The metacognitive instructional strategies employed in this learning unit support learning by meeting the following criteria:

1. Breaking down instructional demands into a series of task specific steps that lead to a predetermined outcome.

2. Highlighting a verb or other action word that specifically cues the use of cognitive and metacognitive processes.

3. Using first letter mnemonic system to specifically facilitate recall (Ellis et al., 1987b, p. 8).

4. Teaching LD students to consciously process information in the same ways used by NLD individuals (Swanson 1987a, pp. 156-158).

However, in this compensatory American history program metacognitive strategies are combined with student controlled individual instruction to meet the learning needs of each adolescent (Graham & Freeman, 1986; Graves, 1986). This is necessary because the LD individuals quite often not only need their learning processes supported but also need to be taught through an instructional format that simultaneously by-passes their disability altogether (Kester, 1969; Mosby, 1979; Price, 1984; Wiseman, 1971). This compensatory American history program meets this need by making all content information available on cassette tapes to both LD and NLD alike (Eyster & Haley, 1973; Hibbard, 1973; Keeney,
Individualized Instruction

Audio/Printed Narrative

The printed and corresponding taped presentations in this curriculum adaption are each approximately fifteen minutes in length (Arnwine, 1968; Hollingsworth, 1970; Kyran, 1972). Additionally along with the Type Script, the Study Manual is recorded on cassettes at approximately 120 words per minute (Jenkins & Krockover, 1974; Silverstone, 1968). Therefore, during this portion of the course students work on an individual basis (Butzow & Pare, 1973; Nelson & Bennett, 1973; Postlethwait, 1974; Russell, 1978). For LD students, the printed and taped lecturers act as the primary instructor by which they obtain information (Hartman, 1961b; Menne & Menne, 1972; Regnier, 1968; Rivers, 1980). Unlike most instructors, a tape can be stopped at any point and replayed as often as necessary (Fisher & MacWhiney, 1976; Laurita, 1972; Postlethwait, 1978). With the recorder and set of earphones on students function in their own private classroom each time they read and listen to a lecture (Arnwine, 1987; Duffey, 1969; McIntyre, 1969; Mosby, 1981; Ubben, 1970).

Listening supported.

Listening to the taped lecture also keeps students on task while the earphones minimize outside noise (Barnett, 1973; Cramer, & Dorsey, 1968; LaCava, 1965; Peterson, 1971). Distractions are a major problem for LD individuals (Dykman et al., 1970; Hartwell et al., 1979; Robinson
& Smith, 1981; Rourke, 1975; Tarver et al., 1976). This is true especially in secondary content classes where teacher presented lectures are the norm. Background noise from: coughing, shuffling of feet, movement of chairs and tables, and especially talking, all prove very distracting to LD students (Forster & Doyle, 1989; Jordan, 1988). This is true because ADD persons fail to tune out irrelevant stimuli and concentrate on the information necessary for learning and successful completion of their lessons (Bonnet, 1989; Hynd, Semrud-Clikeman, Lorys, Novey, Eliopoulos, & Lyytinen, 1991; Lasky & Tobin, 1973; Samuels, 1987; Swanson, 1980; Velten & Sampson, 1978).

**Especially valuable for LD.**

Taped lectures provide an especially valuable intervention technique for teaching LD adolescents because it allows them to control their own learning environment through the number of times they listen to and read each presentation (Bloom, 1974; Drowne, 1969; Postlethwait, 1981; Senour, 1970/1971; Wyne & Stuck, 1982). In this manner self-reliance is stressed in that LD individuals are made responsible for their own success or failure (Bolvin & Glaser, 1968; Romberg, 1974). At the same time, a tape recorder combined with the printed text helps laboriously slow readers, to read with greater ease and increased acquisition of content information (Bender, 1975/1976; Dowhower, 1989; Gates, 1970; Ringler & Smith, 1973; Samuels, 1979; Sekyra & Lorree, 1970; Simons, 1972/1973; Wiseman, Hartwell, & Curlett, 1980).

This in turn, even though a small measure of success, provides LD
students with a heightened sense of self-esteem (Carbo, 1978b; Smiley, Bush, & McGaw, 1972). Daily listening, reading, and learning in this manner gives students practice and forces them to keep up with the reader on the tape (Funk & Funk, 1989; McKay, Schwartz, & Willis, 1976; Swanson, 1987b). In other words, this individualistic teaching method makes it possible for LD adolescents to gain meaning from difficult-to-read materials that are in most cases three to four grade levels above their reading ability (Heckelman, 1969; Hofmeister, 1972; Hollingsworth, 1978; Robinson et al., 1985; Schumaker, Deshler, & Denton, 1984). Furthermore, this format frees the teacher to move about the class in order to meet the one on one needs of students (Freeman & McLaughlin, 1984; Gibson, 1959; Head & Runquist, 1968; Snortland, 1982). Additionally, this supportive American history course meets the learning needs of NLD students by providing organization, enrichment, and reinforcing their academic development by teaching problem solving skills (Duffey, 1969; Fisher, 1976; Haakonsen, 1973; Novak, 1970; Postlethwait, 1965).

**Terms and concepts highlighted.**

Important terms and concepts in the taped lectures are designated by a tone (Wong, 1978). In the printed narrative underlining is used to cue the readers (Hershberger & Terry, 1965; Idstein & Jenkins, 1972; Klare et al., 1955; Rickards, 1980). When students hear the tone, they stop the recorder and write a paraphrased definition for the appropriate term or concept in their course **Study Manual** (Funk & Funk, 1989). This tone acts as a stimulus to reinforce the importance of the designated
term or concept to the discussion of the chapter content (Lewis, 1979; Robinson & Smith, 1981). However, students who do not understand part of the discussion rewinds the tape and reads/listens again (Idol, 1988; Pany & McCoy, 1988; Sparks & Unbehaun, 1971). Once students understand the concept, they again stop their recorder and write the correct answer in the space provided in their loose leaf Study Manual (Postlethwait, Novak, & Murray, 1972). By writing the definition for each term LD as well as NLD students use the kinesthetic learning channel to reinforce their retention of content subject matter (Faas, 1979; Fernald, 1988; Siegel, Lautman, & Burkett, 1974; Smith, 1988). In other words, if students are willing to put in the time and effort this is a virtually zero failure approach to teaching American history (Moyer, 1982).

This intervention makes it possible for adolescents to study when it is convenient (Blay & Pegan, 1970). In other words, students can check-out tapes overnight so they can complete homework assignments (McKay et al., 1976; Smith, 1988). This is also useful when students miss substantial amounts of school. At the same time, this audio-tutorial format is used in off campus adult education or independent study (Menne et al., 1969). With the tapes housed in a central tape lab, they can be checked out by all students at their convenience (McMeen, 1984; Smith, 1988).

Taped presentations also provide an especially positive feature for teaching LD adolescents through modeling proper reading and writing techniques (Brountas, 1987). At the same time, this format allows LD
individuals to by-pass their possible short term memory deficits (Torgesen, 1988a; Torgesen & Goldman, 1977) by listening to the same material over and over until it is mastered (Duffey, 1969; Mary & Wendeline, 1959; Schnucker, 1974).

**Higher level thinking stressed.**

Critical thinking and listening skills also are reinforced through the use of the taped lectures (Husband, 1970; Postlethwait & Hurst, 1972; Torgesen et al., 1987). For example, students are taught to hypothesize concerning the character, values, and historical importance of individuals or events discussed on the taped lecture. Through this process students are led into evaluations that look far beyond simply the events that historically took place. Instruction and practice in note taking skills are facilitated also as a result of using the tape recorder (Richason, 1970). Students, who are extremely poor at longhand writing because of a physical disability, are allowed to verbally record their answers on a cassette tape (McKay et al., 1976; Rivers, 1980).

Mastery of historical knowledge combined with increased reading skills further motivate students to orally follow the recorded narrative while they read the lectures provided with each lesson (Cochrane et al., 1985). This assures that students gain understanding of content information through listening and reading (Mishler, 1979). Understanding is enhanced also through the use of prior knowledge which helps individuals predict what will happen next in the narrative (Gilles, Bixby, Crowley, Crenshaw, Henrichs, Reynolds, & Pyle, 1988; Messineo & Loiacono,
Whole language approach—supports all learners.

Further, this reinforces the basic listening and reading skills of especially LD students (Gallacher & Stevens, 1954; Rivers, 1980; Rose & Beattie, 1986). As students continue to process print they verify predictions by cognitively referring back to the narrative (Hennings, 1982; McNutt, 1984; Sanacore, 1983). This causes students to personalize the basic historical concepts of the chapter which in turn provides them with a solid foundation to build and expand upon during large and small group class discussions (Cochrane et al., 1985). Additionally, the Type Script and Study Manual for this program can easily be provided in Braille for non-sighted students (Ringler & Smith, 1973).

Therefore through combining the use of reading, listening, and touch this teaching intervention meets the cognitive and sensory needs of all secondary students—LD as well as NLD (Carbo, 1981; Fernald, 1988; Deshler & Graham, 1980). At the same time, the taped lesson proves highly useful for maximizing mastery of content information (Shapiro & McCurdy, 1989). This stems from the fact that the simultaneous listening and reading of the course subject matter allows students to focus more on the meaning of large segments of print rather than on a word by word pronunciation of the narrative (Freeman & McLaughlin, 1984; Rivers, 1980). Additionally, this listening and reading together of higher level content subject matter stimulates vocabulary growth (Wiseman, Hartwell, & Hannafin, 1980). Once students finish listening to and
reading the fifteen minute taped lessons they then complete the corresponding "Self-Help Quiz" (Arwine, 1987; Fankhauser, 1987).

**Post Reading Self-Reliance Strategies**

**Self-Help Mini-Quizzes**

"Self-Help Quizzes" are located first at the end of the "Overview" and then following each taped learning segment. The "Self-Help Mini-Quizzes" act to check the understanding of individual students over the material covered in the respective taped lectures (Funk & Funk, 1989). Each quiz uses a different format to evaluate mastery of the chapter subject matter while it exposes students to different approaches to learning. These include the use of Cloze, Crossword, and Hidden Word Puzzles along with a Multiple-Choice and a Matching technique. Besides testing mastery of content subject matter, these instructional strategies teach learning skills. These skills help students master content subject matter (Deshler & Schumaker, 1986).

**Cloze technique.**

While providing feedback to students on the correctness of answers, the cloze technique also provides adolescents with experience using syntactics, semantics, and phonetics simultaneously in context. This is essential for productive reading and writing (Carr et al., 1989; Taylor, 1953). Therefore, this exercise reinforces use of the language cuing systems. Finally, to derive the right answer students combine background knowledge with the knowledge gained from the advanced organizer discussion (Langer, 1982; Sampson et al., 1982). In turn, individual
reasoning is fostered along with understanding of word meanings (Hammond & Messineo, 1978-1979).

**Crossword/hidden word puzzles.**

The Crossword and Hidden Word Puzzle has been used traditionally to build vocabulary. Primarily, however, in this instructional program these techniques are used to review and reinforce what adolescents learn from the taped lecture (Roe et al., 1983). Simultaneously, the matching and multiple-choice exercises provide the advantage of limiting ambiguity while making it possible for individual students to answer more items in a given time frame. These types of items lend themselves to evaluation of similar ideas—facts covering such areas as knowledge of words, dates, events, and persons. The multiple-choice questions evaluate the ability of students to compare the quality of possible answers and to judge which one is most appropriate. This type of questioning requires students to use higher level thinking. Finally, a Multiple-Choice items have the added advantage of being flexible enough to be stated in several ways. For example, the "best choice" of several possibilities as opposed to "the correct choice" might be requested (Bloom et al., 1971).

**Provides immediate feedback.**

Students complete "Self-Help Quizzes" by checking their answers against the appropriate key in the back of the Study Manual (Gilman & Ferry, 1972; Rosenberg, 1986). This process provides the advantage of confidentiality which is especially important to LD adolescents who in
the past were embarrassed when their errors were made public (Drowne, 1969). Students must score at least 90% comprehension on the "Self-Help Quizzes." If scores are lower than this, they automatically relisten to the part of the respective lesson not understood. In other words, this format divides the chapter into manageable learning segments, providing immediate feedback in a non-threatening manner (Pany & McCoy, 1988), and allowing for repetition of any part of the content material not mastered (Hanna, 1976; Idol, 1988; Kosiewicz et al., 1982; Richason, 1970; Schumaker, Deshler, & Denton, 1984). Additionally, questions interspersed in the narrative serve to reinforce content learning (Rickards, 1980). This instructional procedure further breaks the chapter down into smaller learning units and requires students to verify comprehension over what they just read (Davey, 1987; Felker & Dapra, 1975; Watts & Anderson, 1971). Both the narrative questions and the "Self-Help Quizzes" constitute important curriculum interventions for all students, especially for the learning disabled (Fankhauser, 1987; Graham, 1985; Hanna, 1977).

Additionally, the instructional interventions used in this program yield many side benefits. These include such positives as a course format which supports a substitute teacher when the regular content instructor is absent from the class. This structure and individual orientation also helps problem students be more attentive and spend more time on task (Bloom, 1974). Professional educators find that this teaching program allows them to easily evaluate their own teaching
(Kenner, 1967). At the same time, the taped lectures add the flexibility of being able to be translated into languages other than English. This is particularly useful in an area such as southern California with a large population block of minority non-English speaking students at the secondary level (Regnier, 1968).

Cooperative Group Learning

Listening, Thinking, Speaking Support—Discovery

Another major feature of this program evolves around small group discussions or cooperative learning groups that expand post reading content knowledge and listening skills. Each group consists of four to five persons who during the study of the learning unit meet for two blocks of cooperative learning along with a final chapter review. This review focuses on a video role play situation in which students pre-select and act out a holistic interpretation of the part one person studied in the learning unit would play in a modern day revolutionary situation. The first of these learning segments lasts two days and the second is extended over three consecutive days. Meetings are structured so that individual adolescents engage in the process of discovery through interactions with their whole environment. Listening, speaking, and especially thinking play an important role. Students use former knowledge to brainstorm in concert with peers about information gained from both the taped lectures and the primary source materials used during previous group discussions (Kierstead, 1986).

Writing an informational tool.
Writing is emphasized as a tool whereby students preserve on paper their expanded ideas, creative feelings, and emotions. In this program students use reading and writing daily (Altwerger & Bird, 1982). They model the writing style used in the printed narrative that corresponds with the taped lectures along with the positive style of other writers encountered in outside reading and group investigations. This means that reading and writing is stressed as inseparable processes, and thereby a sense of self-esteem is created as students become more competent users of written language. In other words, reading and writing are combined with the everyday events in life to bring meaning to what is being studied in the mainstream classroom (Johnson & Johnson, 1987).

**Cooperative Critical Thinking**

The following is the first cooperative exercise in this American history curriculum adaption. In this exercise the instructor presents initially an oral review of the beliefs and events that led to the English Civil War. Next the class divides into pre-assigned heterogeneous groups. This small cooperative group work is carried forward with group members being given a typescript or photocopy of one or two primary source pamphlets. The author of one of these documents supports King Charles I during the English Civil War and the other supports the cause of the Parliament. The respective groups devise an oral defense for the basic argument furthered in their pamphlet. Initially group members silently read the same short segment of their pamphlet. Once this text is read, adolescents state their feelings and observations
to the other group members. Simultaneously, students keep their own written record, in a permanent log, of what they discussed in this exercise. This process is repeated until the pamphlet is read and evaluated (Gilles et al., 1988).

The second day of cooperative work is begun by group members selecting one of their peers to draft, a defense of their pamphlet. When the respective groups finish their collaborative defense, the class reconvenes as a whole. At this time, the class addresses such issues as which of the arguments of the two 17th century authors best reflect the feelings of class participants on how responsible a government should be to its citizens. Additionally, the issue of which argument ultimately had the greatest impact on political thought in 18th century America is addressed. Finally, class members brainstorm about ways that the Stuart Kings and the Parliament could have compromised and thus avoided the English Civil War and later the need for the Glorious Revolution of 1688. This exercise is completed by each student using his background knowledge, acquired as a result of the chapter lecture and small group discussions, to write a one to two page formal paper. In this formal statement students sight possible steps that Parliament and the Stuart Kings could have taken to avoid the complete political break and open conflict that led to the English Civil War. Students who wish, can argue that the conflict between the Stuarts and Parliament could not have been avoided. However, specific facts must be used to defend all points of view. This formal writing assignment is worth twenty-five
points and is due at the beginning of the next regular class session.

The other cooperative exercise in this curriculum unit is initiated by the instructor orally reviewing the beliefs and events that led to the American Revolution. Next the class is divided into the same small pre chosen groups used in the previous cooperative exercise. At the same time, each cooperative unit is given a copy of a primary source pre 1775 revolutionary pamphlet. Each of these documents state a different point of view concerning the events that preceded the American Revolution. To evaluate the impact of a respective document group members work as a part of a cooperative learning unit to initially devise an oral defense for the pamphlet their group is assigned. Students accomplish this by silently reading the same short segment of the pamphlet. Once this segment is read group members verbally state their feelings and observations to their peers. Simultaneously, adolescents keep a written record, in a permanent log, of what is discussed in this exercise. This discussion process is repeated until the pamphlet is read and evaluated. Additionally, pamphlets used in all cooperative exercises are recorded on cassette tapes so that students who wish may listen while they read the assignments. Finally, assignments not finished in class can be checked out on tape and completed as homework.

The next day of cooperative work starts by small groups selecting one of their individual members to write, in collaboration with the other group members, a defense of their pamphlet. When the groups are finished with the papers, the class is reconvened as a whole. At this
time, the class addresses such issues as which of the arguments stated by the respective 18th century authors best reflects the feelings of student participants on how much control individual citizens should have over their government. Additionally, students address which argument had the greatest impact in molding the thinking of the common citizens of the British North American Colonies. Finally, the respective papers written by each group are reviewed together and the class as a whole brainstorms about ways that Parliament and the British North American Colonies could have compromised and thus avoided revolution in America. Concurrently, at the end of the pre American Revolution cooperative exercise students write at home a one to two page formal paper that addresses how the conflict between Great Britain and her American Colonies could have been avoided. If students choose, they can argue that the conflict between the British and the Americans could not have been avoided. However, individuals must use specific facts to defend their argument. This formal paper is worth twenty-five points.

**Revolutionary Video Role Play**

The final cooperative exercise in this unit is a video role playing review of the major terms, concepts, individuals, and events studied in this learning unit. This is accomplished through a role playing situation in which each adolescent acts out the life of one pre revolutionary figure in such a way as to highlight the universal causes of revolutions in all periods. In other words, the larger political, economic, and social events that fostered the Revolution of 1775 are transferred into
a modern day revolutionary setting. Working as part of a team, students combine their knowledge of their historical character with that of their classmates to come up with a written dialogue for the video play. All students are stars and help produce the final product. Pictures from contemporary magazines are used to illustrate the events in a revolution. Finally, modern day popular music is added as a "special effect" supporting the student produced narrative, still pictures, and acting. This cooperative exercise is developed over a three day period.

Brainstorming is used on the first day to identify and review the important concepts and events that caused not only the American Revolution but revolutions in all time periods. In small group sessions, students use the experiences of their real life historical character to identify what the events preceding a revolution look like, sound like, and feel like. Each group is responsible for developing a picture of one particular phase in any revolution. Each participant spends no more than three minutes initially tying his historical personality into the general revolutionary setting. In turn, group peers spend three minutes refining and expanding on his interpretations. Finally, an additional three minutes are devoted to further refining and drafting a narrative statement that places this personality in the revolutionary setting. The process is repeated for the individual characters represented by group members. The major events in the lives of these characters are interwoven into the whole revolutionary phase that the respective group is responsible for and a finished written narrative is drafted.
The written narrative developed by the respective groups on the first day is synchronized on the second day with the appropriate pictures. Pictures are placed on poster board and used to supplement and support the acting roles. At the same time, adolescents practice reading and acting out the role for which they are responsible.

The third and final day of this cooperative exercise is highlighted by students acting out the role their historical character would most likely play in a modern day pre-revolutionary situation. This activity is video-taped and integrates acting, posters, and music. Students not acting support the overall production by working with sound effects, visual effects, or as readers. The camera is operated by trained students. All of this production is supported by the instructor only as a team member.

**LD/NLD Interpersonal Cooperation**

Such cooperative exercises require that all persons function as part of a whole, whereby they interact and share different approaches to learning problems. As a result, a higher cognitive level of inquiry is reached. Such activities foster and instill an attitude in individuals that learning constitutes a meaningful and a rewarding experience (Johnson, 1980). In keeping with this fact, group leaders consciously support peers who are delayed either academically or sociologically in development. Thus peer tutoring helps break down walls of ignorance concerning the abilities of LD individuals. In turn, this causes disabled adolescents to be recognized more for what they can do than for
what they can not do, and thereby experience a heightened level of self-esteem. Finally the cooperative group format allows the instructor to move from one group to another, not as an ultimate source of information but, as a stimulator of constructive higher level thought by group members (Bryan et al., 1982; Chiang & Ford, 1990).

Completion of educational objectives depend on how successfully group members learn to use interpersonal cooperative skills. This problem solving method stimulates teamwork or working together for the common good and enlightenment of the whole group. Individualism is not stressed during these activities. As a result students develop strong interpersonal dialogue, feelings of peer acceptance, and support. This creates an atmosphere conducive to anticipative discovery where the intuition and basic factual knowledge of all participants is united in such a way that group members arrive at a mutual solution. This process leads students into a completion of the educational objectives for the lesson and a desire to further conduct independent inquiry.

However, constructive competition is encouraged between the individual classroom learning groups. This is made possible first by using a task analysis checklist on a daily basis. Through this instrument the work of each student is evaluated based on a predetermined set of learning objectives. The process is completed when the individual score earned by a student is combined with the scores of his respective group peers. Finally, the total score for each group is compared. The team which makes the highest score receives a reward (Bryan et al., 1982).
At the same time, students receive an individual grade for the work completed as a member of a group. This is based on one of two scores. Individuals can accept the number of points earned by their respective group. However, if individual students earn a higher number of points than the group, the additional points are added to the total number of points for those individuals. At the same time, day to day grades are not stressed (Brountas, 1987).

**Student Evaluation**

Chapters are completed within a fourteen to fifteen day framework and a 100 point multiple-choice test is given (Siegel et al., 1974). These chapter tests also are available on cassette which allow students with reading or writing problems to bypass their disability. Additionally, poor writers can tape-record their answers to the test questions (Mosby, 1979). All students test over the same material. However, the test questions are not arranged in the same order. This creates three separate parallel form instruments. In other words, individuals are not sitting by classmates with test questions arranged in exactly the same order as theirs. (Mehrens & Lehmann, 1987). Chapter test forms also have short answer essay questions which provide the possibility for extra credit. By answering these questions correctly students add an extra fifteen points or fifteen percent to their total score. Grading is divided in the following manner: A 100-90%; B 89-80%; C 79-70%; D 69-60%; F 59-0%. At the same time, individuals can earn as many as 50 points through the cooperative group projects.
Professional Collaboration

The adaptation procedures in this curriculum program are carried forward in collaboration with regular and special education teachers (Bauwens et al., 1989; Pugach & Johnson, 1988), peer tutors (Broz, 1984; Maheady, Sacca, & Harper, 1988), along with paraprofessionals. Paraprofessionals include salaried teacher assistants or teacher aids, unpaid volunteers, and day to day certificated substitute teachers. Within the scope of this curriculum program these educators serve the school district by helping to: (a) motivate pupils, (b) build self-confidence, (c) provide students with more individual attention, and (d) increase the services and resources available (Frank, Keith, & Steil, 1988). Specifically, paraprofessionals provide these general services by tutoring individuals and working with small groups of students, grading chapter tests, assisting students with makeup work, providing a model with whom adolescents can identify, recording materials on cassette tapes, assisting on instructional field trip activities, working with audio-visual equipment, and assisting in classroom organization and management. Through meeting these needs, paraprofessionals constitute an integral part of this educational program. In other words, they perform many essential duties which frees the regular teacher to attend to issues such as lesson planning, day to day instructional direction of the program, and finally collaborating with other professionals such as speech therapists and resource specialists—thus saving the school district money (Boomer, 1977; Boomer, 1981; Goff & Kelly, 1979; Greer,
Summary—Least Restrictive Environment—Meeting the Challenge

1978). In fact, once in place the instructional interventions advocated in this project are very cost efficient (Fankhauser, 1987; Schumaker, Deshler, & Denton, 1984; Smith, 1988).

The main emphasis of this curricular program is two fold. First, it causes students to recognize the basic concepts of the chapter while providing a solid educational foundation upon which they can develop and expand their knowledge of American history. Secondly the individualized instruction, learning strategies, and cooperative group experiences help students develop functional reading, writing, and thinking skills which are required daily in the post secondary adult world. These will prove invaluable in the application of both private interpersonal communications as well as in the carrying out of professional employment duties.

The learning unit presented in Chapter IV of this study is a completely self-contained secondary level American history chapter. It follows that the lesson plans provide interested professionals with a concise but brief look at the day by day development of the learning unit in much the same way as an advanced organizer provides students with an outline of what they will be studying. As already discussed, the knowledge base recorded on cassette tapes supplement and parallel the typed narrative. Additionally, the companion Study Manual parallels the development of the narrative and is used by students to write their paraphrased definitions for highlighted chapter terms. Plus, students receive feedback through answering the "Self-Help Mini-Quizzes."
Finally, they complete the unit by taking a 100 point multiple-choice test. This independent study, metacognitive, and cooperative group adaptation does much more than simply teach historical facts. It is designed as a way of leading all students into the acquisition of fundamental skills and intrinsic values needed throughout adult life.
Chapter IV

Democratic Reforms: Seeds of Revolution?

Preface

Part A. Lesson Plans

Part B. Typescript

Part C. Study Manual

Part D. Chapter Test

Part E. Student Assignment Handouts

Part F. Study Strategies
This chapter will lead you through a supported in depth study of the events that led to the development of democracy in 17th century England and later the American Revolution. To understand these events you will use many different methods and levels of inquiry. At the same time, this course of study will not follow the traditional format presentation you most likely encountered in your past educational development.

The basic content of this chapter will be presented in a lecture format on audio cassette tapes and through a corresponding printed narrative. This material will be divided into five lectures that will each be approximately twenty minutes long. During this portion of your study you will work on an individual basis. This will make it necessary for you to listen and read very carefully to everything contained in each lesson. In fact, the taped cassettes and printed narrative will act as your primary instructor for the period time you have the recorder turned on. But, unlike most instructors, the tape can be stopped at any point and replayed as often as your needs dictate. You will provide your own major element of success in this program based on whether or not you choose to and actually do work at your own pace. With your recorder and set of ear phones, you will be in your own supported private classroom each time you listen to a tape and read the corresponding printed narrative. You will need to be certain that you discover and
understand everything in that classroom each day before you continue.

At the same time this course design will free me to move about the classroom in order to meet the one on one needs of each student. All important terms and concepts in each lecture will be designated by a tone on the tapes and by being underlined in the written type script. When you here the tone, you should stop the recorder and write the definition for the appropriate term or concept under consideration. If you do not understand what is being presented you should rewind the tape and listen again. Once you understand the concept you will stop the recorder and will write the answer in your loose leaf *Study Manual*.

Once you finish a twenty (20) minute taped lesson you will complete the corresponding "Self-Help Mini-Quiz." This will check your understanding of the materials just covered in the lecture. You will complete this process by checking your answers against the appropriate key in the back of your *Study Manual*. Your score should be above 70% comprehension on each "Self-Help Quiz." If any of your scores are lower than this, you will relisten to the part of the respective lesson you did not understand. Each taped lecture will provide essential background information you need to formulate for a proper understanding of the period of American History under consideration.

The learning of each student will also be supported through the use of instructional strategies that will help you organize, check, and evaluate your own acquisition, storage, and expression of knowledge. In other words, these learning tools will help you learn how to learn.
Through these self-directed strategies you will be able to break down your history assignments into manageable segments of information. Each student will receive a copy of these strategies in the student assignment handout. This will be given to each student on the first day you study a chapter.

Additionally, cooperative or group learning activities will be incorporated into this American history instructional unit. This learning format will evolve around small group instruction which will expand and build on the knowledge you gained already from studying the chapter. Each small group will consist of four to five persons. Through these sessions each individual will engage in the process of discovery in the whole environment. You will use the skills of listening, speaking, and especially thinking combined with your background knowledge to interact with your fellow group peers. It also follows that during these sessions you will use reading and writing to tie the events of the past to what is happening in the modern world in which you live. Finally to complete this objective it will be essential that each group individual interact as a team member. This will create an atmosphere of anticipative discovery and the group as a whole arrives at mutual solutions.

The whole chapter will be completed in fifteen days and then you will take a comprehensive 100 point multiple-choice test on the following day. This chapter test will also have short answer essay questions which will be for extra credit. You can earn fifteen extra points on your total score by answering these questions correctly. The grading
scale will be divided in the following way: A = 100-90%; B = 89-80%; 
C = 79-70%; D = 69-60%; F = 59-0%. Points may also be earned through 
the required reading and writing assignments that will be part of the 
cooperative group exercises. You will find a more detailed description 
of these assignments in the student assignment handout.
PART A. LESSON PLANS
Overview First Day

Lesson Plan #1

1. Concept: This lesson will cover the "Purpose-Setting Questions" and the "Key Historical Terms". The pre reading questions will reinforce student learning from previous chapters. These questions also will set the tone for the material to be studied. In this particular chapter on the causes of the American Revolution these questions will cover topics ranging from how representative government evolved in 17th century England and what effect the finances of the British Empire had on its relationship with its North American Colonies. At the same time, the "Key Terms" will provide each adolescent with a list of all the terms that will be highlighted in the chapter lessons.

2. Objectives: Each member of the class will use his background knowledge to gain meaning from the "Purpose-Setting Questions" and "Key Historical Terms." In other words, he will combine his background knowledge with the information gained from these pre reading exercises. Through group discussions, supervised and directed by the teacher, each student will acquire a generally expanded understanding of the era of democratic reforms in Great Britain (1603-1688) and of the causes of the American Revolution (1688-1775). This lesson will take from fifty to fifty-five minutes to complete.
3. **Materials:** No outside materials will be necessary for the group discussion. The "Purpose Setting Questions" and the "Key Historical Terms" will be located in the course Study Manual. Each student will use his background knowledge, combined with instructor directed thought provocative prompts, to make predictions about the historical content he will encounter in the upcoming taped lectures on the causes of the American Revolution.

4. **Initiating event:** First each adolescent, in groups of three or four, will read the "Purpose-Setting Questions" and brainstorm about the causes of the American Revolution. These small group discussion sessions will stimulate thinking and, through teacher directed collaboration, cause each student to see that there are many ways to look at the events that preceded 1775.

5. **Procedure:** The main body of the lesson will be a continuation of the discussions initiated in the small groups. However, during this portion of the lesson the class will reconvene and a representative from each group will present conclusions to the whole class, along with any unresolved questions. At this time, the "Key Terms" will be used to expand the discussion and ultimately the knowledge of each student.

6. **Evaluation:** The "Purpose-Setting Questions" and "Key Historical Terms" will actually be part of the assignment for the next day. On the second day an "Overview" will be used to expand on the information already gained by each student. As such, comprehension will only be evaluated after the chapter "Overview" is covered—thus further
expanding student knowledge of the causes of the American Revolution.

7. Assignment: Each class member will read 100 pages from a fiction or non-fiction trade book. This assignment will be completed as homework with each participant writing a different ending to his book—about two pages long. This assignment will be due on the last day when each student will take a comprehensive 100 point multiple-choice chapter test. There is a list of possible titles for this reading and writing assignment at the end of the chapter in the student assignment handout. Finally, each student will select a historical character covered in the chapter presentation. With the help of the instructor, he will expand his knowledge of this individual. During the last three days of working on this chapter each individual will use his expanded knowledge to integrate the major events in the life of his character into a role playing situation which ties together the common denominators between the causes of the revolution of 1775 to 20th century revolutions. This role playing situation will provide a review of the major events in the chapter.

8. Instructor self-evaluation: 

9. Instructor program evaluation: 
Lesson Plan # 2

1. Concept: This lesson will cover the chapter "Overview" and as such will be an extension of the discussion on the first day over the "Purpose Setting Questions" and the "Key Historical Terms." The "Overview" more precisely will put the "Key Terms" and events for the period from 1603-1775 in historical perspective. It will chronologically tie these events together in a branched outline format.

2. Objectives: Each member of the class will develop an expanded knowledge of the historical causes of the American Revolution as a result of studying the chapter "Overview." At the same time, through this process each student will develop a conceptual framework or mental set by which he will use his existing schemata to predict what will happen in the upcoming chapter narrative. This will cover the era of democratic reforms in Great Britain (1603-1688) and more specifically the causes of the American Revolution (1696-1775). Additionally, during the last ten to fifteen minutes of the class session, each student will take the "Self-Help Overview Mini-Quiz." This whole lesson will take fifty to fifty-five minutes to complete.

3. Materials: No outside materials will be necessary for this class discussion. The "Overview" is located in the course Study Manual.
4. **Initiating event:** The course "Overview" will be covered in such a way as to lead each student into a brief but intensive examination of the interrelated events that led to the American Revolution. This process will expand the background knowledge of the students and what they learned in the first day of discussions. Additionally, this "Overview" of the causes of the American Revolution, will build a conceptual framework or mental set for the chapter content by helping each student use his existing schemata to predict the possible development of the historical narrative about to be studied.

5. **Procedure:** The "Overview" will be examined through a large class discussion. This will lead each student into a more complete knowledge of the relationships between the events that led to the American Revolution. This will be accomplished by highlighting the "Key Terms" and events outlined in the "Overview," and then challenging each student to combine this information with his expanded understanding of the historical period. The "INITIATING" and "PROCEDURE" portions of this lesson will take approximately forty minutes.

6. **Evaluation:** A "cloze" technique on pages 309-310 will be used in the "Self-Help Overview Mini-Quiz" to evaluate the student's understanding of the material covered in this lesson. Each student will integrate several processes to achieve the right answers. These will culminate in each student recalling what was discussed in the "Overview" and the combining of that information with previous knowledge. The "Mini-Quiz" will be completed by each student checking his answers
against the key on page 333 in the back of his Study Manual. A positive feature of this instructional tool is that it will provide immediate feedback for each student in a non threatening manner.

7. Assignment: Each student will continue reading on his or her trade book.

8. Instructor self-evaluation: ______________________

9. Instructor program evaluation: ____________________
10. **Student critique:**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the presentation clear and concise?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Do you feel the information presented will help you be better prepared to work on the upcoming taped lectures?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. How do you think I should change the two lessons covered so that they will help you learn more as a student?</td>
<td></td>
</tr>
</tbody>
</table>
**Multipass Reading Technique**

*Learning Strategy*

1. **Concept:** The Multipass technique includes a number of small strategies. The purpose of these steps will be to help each student understand the main ideas and organization of what he is reading.

2. **Objectives:** This strategy will help each learning disabled adolescent successfully break down diversified reading materials into manageable segments of information.

3. **Materials:**
   1. Typed copy of Multipass learning strategy.
   2. Content narrative.

4. **Initiating event:** The instructor will review each part of the Multipass Strategy with the students and demonstrate how it is used to help them understand what they are reading. This strategy will make them better organizers of written material and thus have a better chance of being successful after they leave school.

5. **Procedure:** Each student will use the Multipass as he surveys and reads each section of the chapter. He will use individual steps to completely comprehend the following text narrative:
1. Reading the title of the chapter [without recorder].
2. Reading all the words in boldface type [without recorder].
3. Reading the first sentence in each paragraph [without recorder].
4. Reading all of the first paragraph [without recorder].
5. Studying all graphs, pictures and the captions [without recorder].
6. Comparing the information gained through steps 1-5 to his background knowledge on the subject [without recorder].
7. Reading the context questions in each lesson [without recorder].
8. Reading and listening to each complete taped lesson.
9. STOPPING his recorder when he needs to write down the definitions of each highlighted "Key Word" in the corresponding space provided in his Study Manual.
10. Making a question out of the cue or "Key Words." For example, in the first lesson about democratic reforms in Stuart England, each student will ask himself "WH" questions such as why was the theory of the divine right of kings important.
11. Skimming the surrounding text to find the answer to the question.
12. Listing in writing other sources where the information might be located and go to that source.
13. Continuing to read until he finishes each individual lesson.
14. STOPPING his recorder when he comes to the end of each taped lesson and follow the directions listed there.
6. Instructor program evaluation: 


Lesson Plan # 3

1. Concept: The first taped lecture will cover the period of English history from 1603 until 1640. This period was marked by continual political strife between the British Parliament and James I and later, his son Charles I, who were respectively the first Stuart Monarchs to rule England. Parliament forced many civil and political reforms on the monarchy. When the Stuart Kings continued to violate the laws they had agreed to support, Parliament refused to vote them money to run the government. By 1640 the political strife grew so severe between Charles I and Parliament that open hostilities broke out in the form of the English Civil War.

2. Objectives: Each student will listen to a taped lecture on the period of English history from 1603-1640. Simultaneously, he will visually follow the narrative by reading a typescript of the lecture provided with the lesson. Through this process each adolescent will visualize the importance of the political and social events that led to the establishment of lasting democratic reforms in England.

Each student will integrate both the auditory and visual learning channels. Thus, reading and listening together will reinforce prior
knowledge while helping the individual predict what will follow in the narrative. As the student continues to process print he will verify previous predictions by cognitively referring back to the narrative. The process of listening and reading the typescript along with completing the "Self-Help Mini-Quiz" will be completed in fifty to fifty-five minutes.

3. **Materials:** To complete this lesson a student will need one fifteen minute tape of the lecture and the corresponding typed narrative of the identical lecture. Also, he will need his course Study Manual.

4. **Initiating event:** The taped narrative and the corresponding Study Manual are totally self-contained, and as such the instructor will need to only have the materials available at each individual student workstation.

5. **Procedure:** This lesson will be based on an adaptation of the neurological impress instructional technique whereby the instructor will read his lecture materials onto a cassette tape. As the student listens to the verbal transcript he also will read a corresponding typed narrative. The taped lecture combined with the printed narrative will act as the instructor. However, unlike most instructors, the tape can be stopped at any point and replayed as often as the learning needs of each student dictate. The important terms and concepts will be highlighted by a tone on the taped lecture and will be underlined in the printed narrative. When the student hears and reads the definition for one of these, he will stop the recorder and write the answer in the
space provided in his Study Manual. Once the narrative is completed the individual student will check his comprehension by answering the "Self-Help Mini-Quiz" on pages 313-314 of the Study Manual.

6. **Evaluation**: The "Self-Help Mini-Quiz" for this lesson will use a "matching" exercise to check the comprehension of each student over the taped lecture. In this "matching" exercise the student will draw a line from the answers in Column A to the correct term in Column B. When the "Self-Help Mini-Quiz" is completed the answers will be checked against the key on page 333 in the back of the Study Manual. One of the positive features of this instructional tool will be that it provides immediate feedback for the student in a non-threatening manner.

7. **Assignment**: Each student will continue to read on his trade book assignment at home. He also will be thinking about which historical character he wants to portray in the role playing situation during the last three days we study this chapter.

8. **Instructor self-evaluation**: 

   

9. **Instructor program evaluation**: 

   


Lesson Plan # 4

I. Concept: The second taped lecture will cover the period of English history from 1640-1688. This period was marked by many changes in the social and political system in Great Britain. During the 1640s England was divided between the forces that supported King Charles I and those who supported the Puritan controlled Parliament. Ultimately, the Parliament and its supporters won the war and Charles I was executed. During the 1650s England was ruled by Parliament and a Lord Protector, Oliver Cromwell, an unbending Puritan. By 1660 the British people were ready to allow Charles II, the brother of Charles I, to return to England and resume his role as King. Charles II ruled England from 1660 until his death in 1685. He died of natural causes because he was careful not to openly challenge the authority of Parliament. However his brother, James II who became King when Charles II died, did not follow this example. As a result Parliament asked William of Orange and Mary his wife, the daughter of James II, to come to England and overthrow James II. The resulting overthrow was a "bloodless revolution" because James II fled to France without fighting for his throne. However, before Parliament would fully support William and Mary, the British legislative body made the new King and Queen sign the Bill of Rights which further
strengthened democratic rule in England.

2. Objectives: Each student will listen to a taped lecture on the period of English history from 1640-1688. Simultaneously, he will visually follow the narrative by reading the typescript of the lecture that is provided with the lesson. Through this process each student will envisage the importance of the political and social events that led to the establishment of lasting democratic reforms in England.

Each person will integrate the auditory and visual learning channels. Thus, reading and listening together will reinforce prior knowledge while helping the individual predict what will follow in the upcoming narrative. As the student continues to process print, he will verify his previous predictions by cognitively referring back to the narrative. The process of listening and reading the typescript along with finishing the "Self-Help Mini-Quiz" will be completed in fifty to fifty-five minutes.

3. Materials: To complete this lesson each student will need one fifteen minute cassette tape of the lecture and the corresponding typed narrative of the identical lecture. Also, he will need his course Study Manual.

4. Initiating event: The taped narrative and the corresponding Study Manual are totally self-contained, and as such the instructor will need to only have the materials available at each individual student work station.
5. **Procedure:** This lesson will be based on an adaptation of the neurological impress instructional technique whereby the instructor will read his lecture materials onto a cassette tape. As the respective student listens to the verbal transcript he will also read an identical taped narrative. The taped lecture, combined with the printed narrative, will act as the instructor. However, unlike most instructors, the tape can be stopped at any point and replayed as often as the learning needs of each student dictate. Important terms and concepts will be highlighted by a tone on the taped lecture and will be underlined in the printed narrative. When the student hears and reads the definition for one of these terms or concepts, he will stop the recorder and write the answer in the space provided in his **Study Manual**. Once finished each student will check his individual comprehension by answering the "Self-Help Mini-Quiz" on pages 318 and 319 of his **Study Manual**.

6. **Evaluation:** The "Self-Help Mini-Quiz" for this lesson will use a "Crossword Puzzle" exercise to check comprehension over the taped lecture. In this exercise the student will fill in the appropriate spaces in the "Crossword Puzzle" with the answers for the corresponding statements found on page 318 in his **Study Manual**. When finished, he will complete the "Self-Help Mini-Quiz" by checking his answers against the appropriate key in the back of his **Study Manual**. One of the positive features of this instructional tool will be that it provides immediate feedback for the student in a non threatening manner.
7. **Assignment:** Each student will continue reading on the trade book assignment. Finally, as he completes the in class learning assignments, he will focus on selecting the historical person he will use in the role playing review assignment.

8. **Instructor self-evaluation:**

9. **Instructor program evaluation:**
10. Student critique:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Low</th>
<th>Rank</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were the two taped presentations clear and concise?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Do you feel the information presented will help you be better prepared to work on the remainder of the chapter?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. How do you think taped lessons #1 and #2 could be strengthened so they would help you learn more?</td>
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</tbody>
</table>
**Paragraph Writing**

**Learning Strategy**

1. **Concept:** The Paragraph Writing Strategy will be used to show each student how to successfully organize his writing.

2. **Evaluation:** The Paragraph Writing Strategy will be used to impress upon each student that it is important to follow the simple rules of order which will bring uniformity to all writing situations. Finally, the student will be made to realize that writing is primarily a tool that successful people use in order to communicate with others, save their thoughts, and gain enjoyment.

3. **Materials:**
   1. Paper.
   2. Pencil.
   3. Copy of strategy.

4. **Initiating event:** The student will be introduced to several good paragraph styles as found in different reading sources. We will review how each author develops paragraphs and how all good writers basically follow the simple rules outlined in our paragraph strategy.

5. **Procedures:** The paragraph strategy will be used by each student to complete his writing assignments that are part of the cooperative group portion of the chapter work.
6. **Interacting event:** The student will use the following format:

A. Each paragraph will be limited to one thought.

B. The first sentence of each paragraph will be used to introduce your reader to what you want to say in that paragraph. In other words, it will be the **introductory statement** on what the paragraph is going to be about.

C. The main narrative portion or body of each paragraph will discuss the single topic the student wants to write about.

D. The final or **concluding** sentence will wrap up the paragraph while acting as a transitional statement that leads the reader naturally into the next paragraph and new idea.

7. **Extending:** To extend the lesson outside the classroom the student will use this strategy when writing in his cooperative group log, doing his formal writing assignments as homework, and when writing for enjoyment.

8. **Instructor program evaluation:**

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Error Monitoring (WRITER)

Learning Strategy

1. Concept: Error Monitoring (WRITER) is a metacognitive learning strategy that will help each student facilitate his own acquisition, organization, storage, and retrieval of information. In short, this approach will teach each student "how to learn" and express himself in writing rather than teaching him specific content knowledge.

2. Evaluation: This student will learn and internalize the (WRITER) strategy in order to help him detect and correct errors in his own written work. This is based on the fact that mainstreamed low achieving and learning disabled students have historically demonstrated monitoring deficits on tasks which require detection of self-generated and externally generated errors.

3. Materials:
   2. Pencil and paper.

4. Initiating event: Each student will use the (WRITER) strategy when writing in his Study Manual and during cooperative group exercises.

5. Procedures: The (WRITER) prompts as self-directed questions will help each student look for errors in his own written work. The
student use the following (WRITER) prompts:

W = Write on every other line.

R = Read the paper for meaning.

I = Interrogate yourself as you read each sentence, using the "COPS" questions.

C -- Have I capitalized the first word and proper names?

O -- What is the overall appearance of my work? Have I found all errors in spacing, legibility, indentation of paragraphs, neatness, and complete sentence structure?

P -- Have I put in all necessary punctuation such as commas and periods at the end of sentences?

S -- Have I spelled all the words correctly?

T = Take the paper to someone to be proofread.

E = Execute a final copy.

R = Reread your final copy.

6. Interacting event: Each student will use the following procedures to monitor his written errors:

1. Use every other line in rough drafts.

2. Read each sentence using the COPS questions.

3. When an error is found, the student will circle it and put the correct form above the error if it is known.
4. A student will ask for help if he is unsure of the correct form.

5. When he finishes checking his written work he will recopy the paragraph neatly in a form for handing in to the teacher.

6. He will reread the paragraph as a final check.

7. Instructor program evaluation:

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_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________.
First Day Cooperative Group

Work 1603-1688

Lesson Plan # 5

1. Concept: The period of English history covered in this lesson will be from 1603-1688. The background knowledge of each student for this period will be based primarily on information gained by listening to the first two taped lectures, reading the corresponding typescripts, and completing the assignments in the course Study Manual. Furthermore, the student will use his historical background knowledge combined with primary source materials to aid in the group investigation of the development of representative government in Great Britain.

2. Objectives: Each student will work as a member of a small cooperative group of four to five individuals. Each student will contribute to the group effort. He will use his background knowledge, gained from the first two taped lectures, to collectively aid in the comparison of two 17th century primary source pamphlets. As a group member he will spend the period reading and interacting with his peers.

3. Materials: The two primary source pamphlets will include: Henry Parker, Observations upon some of his majesties late answers and expresses. 1642; and Jo Goodwin, Anti-Cavalierism, or truth pleading as well the necessity, as the lawfulness of this present war, for the
suppressing that butcherly brood of cavaliering incendiaries, who are now hammering England, to make an Ireland of it 1642.

4. Initiating event: The instructor will orally review the beliefs and events that led each author to write his pamphlet, and then the class will divide into small pre assigned heterogeneous groups.

5. Procedure: Each group will be given a typescript of one of the pamphlets whereby its members will devise an oral defense for the basic argument furthered by the author. Initially each person in a group will silently read the same short segment of the same pamphlet. Once this segment is read, each student will verbally state his feelings and observations to the other group members. Simultaneously, each student will keep a written record, in a permanent log, of what is discussed in this exercise. This process will be repeated until the pamphlet is read and evaluated.

6. Evaluation: These exercises will not be evaluated with a formal test. However, the instructor will use a task analysis to roughly check on individual student progress and involvement while working with the groups. At the end of the two day cooperative exercise each student will write, at home, a one to two page formal paper that addresses how the conflict between the Parliament and the Stuart Kings could have been avoided. If the student chooses, he can argue that the conflict between Parliament and the Stuart Kings could not have been avoided. However, each individual will use specific facts to defend his arguments.
7. Assignment: If any student is not finished reading his pamphlet by the end of the class period, he will finish the reading at home and record his observations in his respective log. At the same time, each student will be encouraged to expand his personal knowledge and bring any additional information to the attention of his group peers.

8. Instructor self-evaluation: 

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9. Instructor program evaluation: 

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Second Day Cooperative Group

Lesson Plan # 6

1. Concept: The period of English history covered in this lesson will be from 1603-1688. This lesson will constitute the second day of the group activities. As such each student will continue to work in the same respective cooperative group.

2. Objectives: At the beginning of class, on the second day, each student will have read all of the primary source pamphlet he studied on the first day. Each adolescent will spend the first half of the period in his respective small group, and the second half in a discussion which will involve the whole class. During this large class session each student will use the information and insights gained through this cooperative exercise to draft a rough statement. This will outline how the Stuart Kings and Parliament could have compromised and thus avoided the English Civil War, and later the Glorious Revolution of 1688.

3. Materials: The primary source pamphlets will include: Henry Parker, Observations upon some of his majesties late answers and expresses. 1642; and Jo Goodwin, Anti-Cavalierism, or truth pleading as well the necessity, as the lawfulness of this present war, for the suppresing of that butchery brood of cavaliering incendiaries, who are
Now hammering England, to make an Ireland of it 1642.

4. Initiating event: During the first few minutes of this class the instructor will answer any question a student has about the work on the previous day or what he is going to do during this last day of this cooperative lesson.

5. Procedure: Once each student has relocated back into his respective original small group, one individual will be selected to write in collaboration with the other group members, a defense of the pamphlet. The class will reconvene as a whole when all of these statements are finished. At this time, the class will address such issues as which of the two arguments stated by the respective 17th century authors best reflect the feelings of each student on how responsible a government should be to its citizens. Additionally, the issue of which argument ultimately had the greatest impact on political thought in 18th century America will be addressed. The papers written in each respective group will be reviewed together. In other words, the class as a whole will brainstorm about ways that the Stuart Kings and the Parliament could have compromised and thus avoided the English Civil War and later the necessity of the Glorious Revolution of 1688.

6. Evaluation: Each student will use his background knowledge acquired as a result of the chapter lectures and small group discussions to write a one to two page formal paper. This statement will look at possible steps that could have been taken to avoid the complete break between the Parliament and the Stuart Kings.
7. Assignment: The written assignment for this lesson will be completed as homework. As already stated, each student will use his background knowledge along with any other sources of information to write a formal paper that addresses the issue of how the conflict between the Stuart Kings and Parliament could have been avoided. If a student chooses, he can argue that the conflict between the monarchy and Parliament could not have been avoided. However, each individual must use specific facts to defend the argument he chooses. This formal writing assignment will be worth twenty-five points and will be due at the beginning of the next regularly scheduled class meeting.

8. Instructor self-evaluation: 

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9. Instructor program evaluation: 

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Lesson Plan # 7

1. Concept: This third taped lecture will cover the period of British colonial history in North America from 1696-1763. This period was marked by increased regulations being passed by the British Parliament to control the trade of their American Colonies, and thus increase revenues into the treasury of the mother country. At the same time, the Americans ignored the British tax laws. As a result, during the first half of the 18th century, these taxes were largely uncollected. However, Britain became hopelessly in debt as a result of the Seven Years' War in Europe and the French and Indian War, in North America.

2. Objectives: Each student will listen to a taped lecture on the interactions between Parliament and the British North American Colonies between 1696-1763. Simultaneously, each student will study this period of colonial history by listening to the narrative and by reading the typescript of the lecture that is provided with the lesson. Through this process a student will envisage the importance of the political, economic, and finally the military events that led to the conflict between England and its North American Colonies.

This instructional process will also allow each student to use both
the auditory and visual learning channels. Thus, reading and listening together will reinforce the prior knowledge of each student while helping the individual to predict what will follow in the narrative. As a student continues to process print he will verify previous predictions by cognitively referring back to the narrative. The process of listening and reading the typescript along with completing the "Self-Help Mini-Quiz" is designed so each student will complete the lesson in fifty to fifty-five minutes.

3. **Materials:** To complete this lesson each student will need one fifteen minute cassette tape of the lecture and the corresponding typed narrative of the identical lecture. Also, he will need his course **Study Manual**.

4. **Initiating event:** The taped narrative and the corresponding Study Manual are totally self-contained, and as such the instructor will only need to have the materials available at each individual student work station.

5. **Procedure:** This lesson will be based on an adaptation of the neurological impress instructional technique whereby the instructor will read his lecture material onto a cassette tape. As a student listens to the verbal transcript he also will read a corresponding printed narrative. A taped lecture combined with a printed narrative will act as the instructor. However, unlike most instructors, the tape can be stopped and replayed as often as the needs of each student dictate. Important terms and concepts will be highlighted by a tone on the taped lecture
and will be underlined in the printed narrative. When a student hears and reads the definition for one of these terms or concepts, he will stop the recorder and will write the answer in the space provided in his Study Manual. Once the student completes listening to and reading the narrative he will check his comprehension by answering the "Self-Help Mini-Quiz" on pages 323-324 of his Study Manual.

6. Evaluation: The "Self-Help Mini-Quiz" for this lesson will use a "Hidden Word Puzzle" to check the comprehension of each student. In this exercise each student will provide the answers for the statements on page 323 by finding the correct word, title or phrase in the "Hidden Word Puzzle" on page 324 of his Study Manual. A positive feature of this instructional tool will be that it provides immediate feedback for a student in a non threatening manner.

7. Assignment: Each student will be continuing to read on the trade book assignment. Finally, he will be narrowing down his choices on the historical character he will research and role play.

8. Instructor evaluation: ______________________________________________
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Fourth Taped Lecture 1763-1766

Lesson Plan # 8

1. Concept: The defeat of the French in North American and Europe made Britain the greatest power in the Western world. However, it also left them heavily in debt. Parliament wanted to collect a large part of the needed revenue from the American Colonies. This meant new taxes and tighter controls. As a result, Parliament passed the Sugar Act which placed a duty on molasses. Next, Parliament passed the Stamp Act which placed a tax on such items as legal paper and liquor. At the same time the British Prime Minister, George Grenville, presented a comprehensive plan to control the Americans. Colonists who violated the tax laws could have their civil rights revoked and be tried in the military Admiralty Court. With the French enemy gone from North America the British Government decided to gradually extract more and more economic wealth from their American Colonies.

Initially, the Americans reacted by verbally contesting the actions of Parliament because the colonists were not represented in the British legislative body. Based on this fact the colonists stated the taxes were illegal, and as a result they held what became known as the Stamp Act Congress. This colonial representative body asserted that the taxes were illegal and that the colonists should not obey them. The American
response grew stronger as time passed, but at this point it was largely non violent.

2. Objectives: Each student will listen to the taped lecture on the interactions between the British Parliament and its North American colonies between 1763-1766. Simultaneously, each student will study this period of colonial history by listening to the narrative while reading the typescript of the lecture provided with the lesson. Through this process a student will visualize the importance of the political and economic events that progressively built toward a conflict between England and its North American Colonies. Each student will also recognize that between 1763-1766 this conflict was primarily non violent and took the form of an ideological controversy that centered on the issue of colonial representation in the British Parliament.

This instructional process will also allow each student to use both the auditory and visual learning channels. Therefore, reading and listening together will reinforce the prior knowledge of each student while helping the individual to predict what will follow in the narrative. As the student continues to process print he will verify previous predictions by cognitively referring back to the narrative. The process of listening to and reading the typescript along with completing the "Self-help Mini-Quiz" will make it possible for each student to complete the whole lesson in fifty to fifty-five minutes.

3. Materials: To complete this lesson each student will need one fifteen minute cassette tape of the lecture and the corresponding typed
narrative of the identical lecture. Also, he will need his course Study Manual.

4. Initiating event: The taped narrative and the corresponding Study Manual are totally self-contained, and as such the instructor will only need to have the materials available at each individual student work station.

5. Procedure: This lesson will be based on an adaptation of the neurological impress instructional technique whereby the instructor will read his lecture material onto a cassette tape. As the student listens to the verbal transcript he will also read a corresponding printed narrative. The taped lecture combined with the printed text will act as the instructor. However, unlike most instructors, the tape can be stopped at any point and replayed as often as the learning needs of each student dictates. The important terms and concepts will be highlighted by a tone on the taped lecture and will be underlined in the printed narrative. When a student hears and reads the definition for one of these terms or concepts, he will stop the recorder and will write the answer in the space provided in his Study Manual. Once the individual student completes listening to and reading the narrative he will check his comprehension by answering the "Self-Help Mini-Quiz" on page 327 of his Study Manual.

6. Evaluation: The "Self-Help Mini-Quiz" for this lesson will use a "Concept Guide" to check the comprehension of each student for the taped lecture. In this exercise each student will provide the answers
for the statements on page 327. A + will be placed before each word that is associated with the material covered in the taped lecture. At the same time, a - sign will be placed before each word that is unrelated to the material covered in the lecture. Each student will receive immediate feedback in a non-threatening manner by checking his answers in the key on page 334.

7. Assignment: Each student will be continuing to read on the trade book assignment. Finally, he will be narrowing down his choices on the historical character he will research and role play.

8. Instructor self-evaluation: ____________________________________________
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9. Instructor program evaluation: __________________________________________
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Lesson Plan # 9

1. Concept: The period from 1767 until the outbreak of the American Revolution in 1775 was marked by an increased determination on the part of the British Parliament to bring the Americans into economic and political subjugation. As early as 1767 the Townshend Acts placed a tax on paper, paint, lead, glass, and tea. Additionally, a regulatory Board of Customs Commissioners was established in Boston. Opposition to this body became the focus of resistance to British rule in the colonies. The colonists responded by raising the old issue of representation in the British Parliament, and by becoming progressively more united. Parliament relented in January 1770 by repealing all of the Townshend Acts except the tax on tea.

As a result, the hostilities between the two sides simmered beneath the surface of an otherwise business as usual environment. However, the hated symbols of British control still remained a part of everyday life in the colonies. These included the fact that Parliament still reserved the right to tax the colonists, the hated Customs Board in Boston still carried on business as usual, and thousands of British soldiers were stationed in American cities.

In December, 1773 the relationship between the colonists and the
British took a sudden turn for the worse when a group of Boston radicals dressed like Indians threw the tea from three ships into the Boston harbor. Parliament reacted harshly by passing a series of laws designed to punish the port of Boston. These laws were referred to by the colonists as the Intolerable Acts and were directly responsible for the events that led to the outbreak of hostilities.

2. Objectives: Each student will listen to the taped lecture on the interactions between the British Parliament and their North American Colonies between 1767-1775. Simultaneously, each student will study this period of colonial history by visually following the narrative while reading the typescript of the lecture that is provided with the lesson. Through this process the student will understand the importance of the political and economic events that progressively built toward a conflict between England and its North American Colonies. The student will also recognize that between the years of 1767-1775 this conflict progressively become more violent until the actual outbreak of hostilities at Lexington in April, 1775.

This instructional process will also allow each student to use both the auditory and visual learning channels. Therefore, reading and listening together will reinforce the prior knowledge of each student while helping the individual to predict what will follow in the narrative. As the student continues to process print he will verify his previous predictions by mentally referring back to the narrative. The process of hearing and reading the typescript along with completing
the "Self-Help Mini-Quiz" will make it possible for each student to complete the whole lesson in fifty to fifty-five minutes.

3. Materials: To complete this lesson each student will need one fifteen minute cassette tape of the lecture and the corresponding typed narrative of the identical lecture. Also, he will need his course Study Manual.

4. Initiating event: The taped narrative and the corresponding Study Manual are totally self-contained, and as such the instructor will only need to have the materials available at each individual student work station.

5. Procedure: This lesson will be based on an adaptation of the neurological impress instructional technique whereby the instructor will read his lecture material onto a cassette tape. As a student listens to the verbal transcript he will also read a corresponding printed narrative. The taped lecture combined with a printed narrative will act as the instructor. However, unlike most instructors, the tape can be stopped and replayed as often as the learning needs of each student dictate. Important terms and concepts will be highlighted by a tone on the taped lecture and will be underlined in the printed narrative. When a student hears and reads the definition for one of these terms or concepts, he will stop the recorder and will write his answer in the space provided in his Study Manual. Once the individual student completes the narrative he will check his comprehension by answering the "Self-Help Mini-Quiz" on pages 331-332 in his Study Manual.
6. Evaluation: The "Self-Help Mini-Quiz" for this lesson will use a "Matching" exercise to check the comprehension of each student for the taped lecture. In this exercise a student will provide the answers for the statements on pages 331-332. Here he will match the appropriate letter from the right-hand column in the spaces provided with the terms listed on the left side of the page. Each student will receive feedback in a non-threatening manner by checking the appropriate key on page 334 in the Study Manual for the matching quiz over the fifth taped lesson.

7. Assignment: By this time each student will have finished reading his trade book and chosen his historical character that he will depict in the role playing review on the last three regular days we work on this chapter.

8. Instructor self-evaluation:


9. Instructor program evaluation:


Lesson Plan # 10

1. **Concept:** The period of American history covered in this lesson is from 1696-1775. The background knowledge of each student for this period will be primarily based on the information gained as a result of listening to the last three taped lectures, reading the corresponding typescripts, and completing the assignments in his course *Study Manual*. Concurrently, the student will use this historical background knowledge combined with primary source materials to aid in the small group investigation of the events that led to the American Revolution.

2. **Objectives:** Each student will work in a small cooperative group of four to five individuals. Each individual will contribute to the group effort. He will use his background knowledge, gained from the last three lectures, to support his group peers in an evaluation of one of three 18th century primary source pamphlets. Each student will spend the whole period in one of the groups reading, discussing, and interacting with his peers. This lesson will take between fifty and fifty-five minutes to complete.

3. **Materials:** The following three primary source pamphlets will be used: John Dickinson, *Letters from a farmer in Pennsylvania to the*
inhabitants of the British Colonies, 1767; Thomas Paine, Common sense, 1776; John Wesley, A calm address to our American Colonies, 1775. Additionally, several contemporary articles will be used to discuss 20th century revolutions.

4. **Initiation event:** The instructor will orally review the beliefs and events that led each author to write his pamphlet. Then the class will divide into small pre chosen cooperative groups.

5. **Procedure:** Each group will be given a copy of one of the pamphlets. Each member will work as a part of the whole group to initially devise an oral defense for this document. Each student will silently read the same short segment of the same pamphlet. Once this segment is read each student will verbally state his feelings and observations to his group peers. Simultaneously, each student will keep a written record, in a permanent log, of what is discussed in this exercise. The reading and discussion process will be repeated until the pamphlets are read and evaluated. Each pamphlet will also be recorded on cassette tapes so that a student who wishes may listen while he reads the assignment. Additionally, if any student does not finish with the reading by the end of the period he will check the tape out and take it home in order to finish this process as homework.

6. **Evaluation:** The group exercises will not be evaluated with a formal objective test. However, the instructor will use a task analysis checklist to roughly check on each student while he works in his group.
At the end of the three day cooperative exercise each student will write at home a one to two page formal paper that will address how the conflict between Great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, an individual must use specific facts to defend his argument. This completed reading and writing assignment will be worth twenty-five points and will be due on the last day when each student takes a 100 point multiple-choice chapter test.

7. **Assignment:** Any student who has not finished reading his pamphlet by the end of the class period will finish it at home and record his observations in his respective log. At the same time, each student is encouraged to expand his personal knowledge and bring any additional information to the attention of his group members.

8. **Instructor self-evaluation:** 

9. **Instructor program evaluation:**
Fourth Day Cooperative Group

Lesson Plan # 11

1. Concept: The period of American history covered in this lesson will be from 1763-1766. The background knowledge of each student for this period will be based primarily on the information gained as a result of listening to the last three taped lectures, reading the corresponding typescripts and completing the assignments in the course Study Manual. Concurrently, a student will use his background knowledge combined with primary source materials to aid in the small group investigations of the events that led to the American Revolution.

2. Objectives: Each student will work in a small cooperative group of four to five individuals. Each person will contribute to the group effort. He will use his background knowledge gained from the last three taped lectures to support his group peers in an evaluation of one of three 18th century primary source pamphlets. Each student will spend the whole period in one of the groups reading, discussing, and interacting with his peers. This lesson will take fifty to fifty-five minutes.

3. Materials: The following three primary source pamphlets will be used: John Dickinson, Letters from a farmer in Pennsylvania to the
inhabitants of the British Colonies, 1767; Thomas Paine, Common sense, 1776; John Wesley, A calm address to our American Colonies, 1775. Additionally, several contemporary articles will be used to discuss 20th century revolutions.

4. **Initiation Event:** The instructor will orally review the beliefs and events that led each author to write his pamphlet. Then the class will divide into small pre chosen cooperative groups.

5. **Procedure:** When the class has divided into its original small groups one member will be selected to write, in collaboration with the other group members, a defense of the pamphlet. When each group has finished its paper, the class will reconvene as a whole. At this time, the class will address such issues as which of the arguments stated by the respective 18th century authors best reflect the feelings of each student on how much control an individual citizen should have over his government. Additionally, each student should address which argument had the greatest impact in molding the thinking of the common citizen of the British North American Colonies. Finally, the papers written by each group will be reviewed together and the class as a whole will brainstorm about ways that Parliament and its North American Colonies could have compromised and thus avoided the American Revolution.

6. **Evaluation:** The group exercises will not be evaluated with a formal objective test. However, a task analysis checklist will be used to monitor student progress while doing group work. Concurrently, at the end of the three day cooperative exercise each student will write at
home a one to two page formal paper that addresses how the conflict between Great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, each student must use specific facts to defend his argument. This completed reading and writing assignment will be worth twenty-five points and will be due on the last day when each student will take the 100 point comprehensive multiple-choice chapter test.

7. **Assignment:** If a student has not finished reading his pamphlet by the end of the class period, he will finish it at home and record his observations in his log. At the same time, each student is encouraged to expand his personal knowledge by bringing additional information to the attention of his group members.

8. **Instructor self-evaluation:**

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

9. **Instructor program evaluation:**

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________
Fifth Day Cooperative Group

Work 1767–1775

Lesson Plan # 12

1. Concept: The period of American history covered in this lesson will be from 1767-1775. The prior knowledge of each individual student for this period will be based primarily on the information gained as a result of listening to the three taped lectures, reading the corresponding typescripts, and completing the assignments in the course Study Manual. Concurrently, each student will use this background knowledge combined with primary source materials to aid in the small group investigations of the events that led to the American Revolution.

2. Objectives: Each student will work in a small cooperative group of four to five individuals. Each individual will contribute to the group effort. Each student will spend the period working in his group.

3. Materials: The following three primary source pamphlets will be used: John Dickinson, *Letters from a farmer in Pennsylvania to the inhabitants of the British Colonies*, 1767; Thomas Paine, *Common sense*, 1776; John Wesley, *A calm address to our American Colonies*, 1775. Additionally, several contemporary articles will be used that discuss 20th century revolutions.

4. Initiating event: The instructor will orally review, in a large
group session, what each student has worked on during the first two days of the cooperative group exercises.

5. **Procedure:** This will be a time when a student can raise any questions or concerns that he might have about writing his formal paper for this cooperative group assignment. Once any problems have been cleared up in the larger group session the class will divide into the original small groups. Each student in his group will have time to tie up any loose ends on this assignment.

6. **Evaluation:** The group exercises will not be evaluated with a formal objective test. However, a task analysis checklist will be used to roughly monitor student progress while doing group work. Concurrently, at the end of the three day cooperative exercise each student will write at home a one to two page formal paper that addresses how the conflict between Great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, each individual must use specific facts to defend his argument. This formal paper will be worth twenty-five points.

7. **Assignment:** Tomorrow we will start working on the video role playing assignment. Any other assignments that are not finished should be finished as homework.

8. **Instructor self-evaluation:**
9. Instructor program evaluation: ____________________________
Review of Chapter on
Causes of the American Revolution

Lesson Plan # 13

1. Concept: This lesson will be both a video role playing situation and a review of the general causes of revolutions. It will review the major terms, concepts, individuals, and events that each student was exposed to during the course of studying this chapter. Additionally, each class member will be made aware that the American Revolution was not unique and that all revolutions have common causes. As such this exercise will be the last step in preparing each student for the 100 point multiple-choice comprehensive test he will take over the chapter content.

2. Objectives: Each student will have already identified and extensively studied the life of one of the major players discussed in our examination of the causes of the American Revolution. In this assignment the student will transfer the major events in the life of his historical character to similar events that might take place in a modern day revolutionary setting. In other words, the larger political, economic, and social events that fostered the Revolution of 1776 will be transferred into a modern setting. Working as part of a team each student will combine his knowledge of his historical character with that of
his classmates to come up with a written dialogue for the video play that each one of them will star in and produce. Pictures from contemporary magazines will be used to illustrate the events in a revolution. Finally, modern day popular music will be added as a "special effect" supporting the student produced narrative, still pictures, and acting. This exercise will foster and support communication development skills. As such, creative writing and word and phrase development will be stressed. Each student will transfer what he learned during the chapter exercises into both oral and overt interpretive expression.

3. Materials: Each student will need to use the paper prepared for this assignment and also bring to class either a pen or pencil. Additionally, over the period of our study of the causes of the American Revolution each student will bring pictures from contemporary magazines to class that he feels will illustrate the causes of a modern day revolution. Finally, music supplied by the students will also be brought to class and edited during our study of the chapter.

4. Procedure: First day Brainstorming will be used to identify and review the important concepts and events that caused not only the American Revolution but revolutions in all time periods. In small group sessions each student will generally use the experiences of his historical character to identify what the events preceding a revolution look like, sound like, and feel like. Each group will be responsible for a different phase in the development of any revolution. Each student will spend about three minutes initially tying his historical personality
into the general revolutionary setting. His group peers will spend three minutes refining and expanding on his interpretations. Finally, an additional three minutes will be devoted to further refining and drafting a narrative statement that will place this personality in the pre-revolutionary mind set or frame work. The process will be repeated for the character of each group member. Next, each character will be interwoven into the whole pre-revolutionary phase for which the group is responsible and a finished written narrative will emerge. This first day group activities will last fifty-five minutes.

Second day Each student will again work in a small group session. The written narratives developed by each group on the first day will be tied with the appropriate pictures. The pictures will be placed on poster board and used to supplement and support the acting roles of each student. At the same time, the student will practice reading and acting out the roles of his respective character. This second day group activities will last fifty-five minutes.

Third day Each student will come to class ready to act out the role his character would most likely play in a modern day pre-revolutionary situation. This activity which integrates student acting, posters, and music will be video-taped. Any student who is not acting will support the production by working with sound effects, visual effects, or as a reader. The camera will be operated by a trained student. All of this procedure will be supported by the instructor as a team member.

5. Assignment: On the next day after this video taping and review
6. **Final student critique:**

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<thead>
<tr>
<th>Questions</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>1. Do you feel studying the chapter with the aid of the taped lectures is more helpful than without the tapes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Do you like to have part cooperative group work and part taped lectures?</td>
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</tr>
<tr>
<td>3. Do you feel the cooperative groups or the taped lectures are more valuable to you as a student? [Circle one]</td>
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<td>Group</td>
<td>Same</td>
<td>Lecture</td>
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<tr>
<td>4. Please provide any additional information that you feel would help me help you learn more in this class.</td>
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PART B. TYPESCRIPT
Multipass Strategy

The Multipass strategy includes a number of small steps. Now, use this learning tool to help you understand the main ideas and organization of what you are studying. To do this apply the following steps before and as you read/listen to each taped lesson in this chapter.

1. Read the title of the chapter [without recorder].
2. Read all the words in boldface type [without recorder].
3. Read the first sentence in each paragraph [without recorder].
4. Read all of the first paragraph [without recorder].
5. Study all graphs, pictures, and their captions [without recorder].
6. Now compare the information you gained through using steps 1-5 to your background knowledge on the subject [without recorder].
7. Read the questions interspersed in each lesson [without recorder].
8. Next, read and listen to each complete taped lesson.
9. As you progress through these lessons STOP your recorder when you need to write down the definitions of each highlighted "Key Word" in the corresponding space provided in your Study Manual.
10. As you read also make your own questions out of the highlighted "Key Words." For example, in the first lesson about democratic reforms in Stuart England, you should ask yourself "WH" questions such as why was the theory of the divine right of kings important.
11. Now, skim the surrounding text to find the answer to the question.
12. If the information is not found in the text you should think of where it might be located and go to that source.
13. Continue your reading until you finish the narrative.
14. When you come to the end of each taped lesson, STOP your recorder and follow the directions listed there.
Chapter Introduction [START YOUR RECORDER FOR FIRST TAPED LESSON]

As a member of this class you will first examine in this chapter the democratic reforms achieved by Parliament in 17th Century England. Finally you will explore how these and other events provided a pattern for the social, economic, and political upheaval that led to the American Revolution of 1776.

Stuart Monarchy

James VI of Scotland and son of Mary Stuart, became King James I of England in 1603 upon the death of Queen Elizabeth I. Even though James was highly educated he did not understand or respect English constitutional law. As a result, this first Stuart Monarch often was referred to as the "Wisest fool in Christiandom." Additionally, he brought to England an all consuming belief that his authority came directly from God and that he was not responsible to anyone else. James did not hesitate to proclaim this doctrine of the divine right of kings. If Parliament disagreed with him, so much the worse for Parliament.

Religion remained a troublesome issue during the reign of James when three strong factions exercised influence over the people. Even though Roman Catholics were not trusted they still made up a large minority within the general population. The Church of England constituted the largest and the only officially accepted religious body. However, a minority faction within the Church, known as Puritans, felt that the English state Church continued to identify too closely with the external trappings of Catholicism. These men who wanted to cleanse or purify the
church were also very often influential members of Parliament.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Who ruled England before James I became King in 1603? ____

2. Upon what theory did this ruler base his authority? ____

Religious Reform

These Puritans formally appealed to James I through the millenary petition to abolish such practices as using the sign of the cross in baptism, rings in marriage services or bowing at the name of Jesus. This document derived its name from the fact that it was signed by one-thousand Puritan ministers. As a result, the King called a conference of religious leaders to consider these and other grievances. When the delegates assembled at Hampton Court in January 1604, it was agreed that a committee of bishops and counselors would be established to first, among other things, make changes in the Prayer-Book. However, the only major result that came out of the Hampton Court Conference was a translated rendering of the Scriptures in the form of the authorized or King James Version of the Bible. This was typical of King James; his words were seldom translated into action. The Puritans felt betrayed and the Anglican bishops, through their unwillingness to compromise, helped to foster the very anti-episcopal feeling which they feared.

Elected Representative Body
Simultaneous to these religious issues was the even more potentially troublesome problem of the continual need of the King for more money and his contempt for Parliament. However, unless this legislative body which consisted of an appointed House of Lords and an elected House of Commons voted the needed revenues, the government headed by James could not legally function. By 1608 it became obvious that Parliament was not going to vote enough money for James to live in the style he wanted. The King moved to raise additional income by illegally enacting higher customs rates on imported goods without the consent of Parliament.

The Puritans in Parliament led by Sir Edwin Sandys attacked this illegal use of royal power or prerogative when they were next called by the King in 1610. James I ordered Parliament and more specifically the House of Commons not to dispute the power and prerogative of the King. The Commons replied that it was "an ancient, general, and undoubted right of Parliament to debate freely all matters which do properly concern the subject and his right or state which freedom of debate being once foreclosed, the essence of the liberty of Parliament is withal dissolved." James was greatly offended, however he went ahead with his original reason for calling the lawmakers by petitioning for a permanent increase in the royal revenue. Parliament refused because its leaders were afraid that if they voted additional funds James might have tried to rule the country through absolutism or in other words without being responsible to Parliament. James was so angry that he sent the members of Parliament home in January 1611 without reaching a settlement.
Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. What were the religious reforms in England called? 

2. Why was the petition called the millenary petition? 

3. What did the term absolutism refer to in 17th century England? 

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Monarchy in Debt

Not surprisingly, the debt of the King continued to mount and by 1614 he owed his creditors nearly 900,000 pounds while the annual deficit was close to 50,000 pounds. James again called for Parliamentary elections but the representative body that assembled only wanted to address the social and political abuses of the Crown. As a result, James sent the legislators home and he ruled England without Parliament from 1614 until 1620 when the royal government was almost bankrupt and faced possible involvement in the Thirty Years' War on the European Continent. James I called two more very short lived Parliaments between 1620 and March 1625 when he died at the age of fifty-eight. The primary legacy James left to his son, Charles, was a complete misunderstanding of the principles of representative government and common law.

Monarchy and Unlimited Authority

Charles I also believed in and was the last English Monarch to claim to rule by divine right. Even though he understood the English better than James, he did not seem to get along any better with Parliament than
his father. In fact, this second Stuart Monarch probably usurped his royal prerogative more than James I had. Such practices as forcing loans and gifts from the gentry, mortgaging royal property, and pawning the Crown jewels were common methods Charles used to raise extra revenue. Such improprieties were brought out into the open when the King sent a naval expedition to aid the protestant French Hugenots in their military struggle with the Roman Catholic French government. The expedition failed and Charles did not have the necessary funds to cover his financial obligations. When Parliament was assembled, its members took advantage of the situation by refusing to vote the money to cover the failed expedition unless the King agreed to a list of grievances.

Parliament Challenged King

This Petition of Right charged the King with circumventing the rights of Parliament, and in particular it limited the authority of the monarchy in the following ways:

1. He could not collect loans unauthorized by Parliament.
2. He could not imprison anyone without due process of law.
3. He could not force people to board troops in their homes.
4. He could not declare martial law in time of peace.

Even though Charles pronounced this petition law in 1628, he was personally enraged with the Commons for using such tactics to limit his royal authority. Before dismissing Parliament in June 1628 the King reminded them that "I owe an account of my actions to none but to God alone," and that the Petition of Right had only confirmed existing liberties, not
created any new ones. However, Charles I was wrong.

This document was one of the most important constitutional statements of the Stuart period. Parliament, as the representative of the people, had challenged the King and used the power of the purse to force him to be responsible to his subjects and the rule of law. The Petition of Right also set a historical precedent looking forward to the Bill of Rights and finally the American Declaration of Independence. However, Charles I did not have such a lofty appraisal of the actions of the House of Commons and when he sent Parliament home, the King determined never again to call the representative body into session.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Who issued the Petition of Right? __________________________
2. List two provisions of the Petition of Right. __________________________
3. Why was this document important? __________________________

Charles I Ruled Without Parliament

As a point of fact Charles I governed England for eleven years between 1629-1640 as an absolute ruler, free of the interference of Parliament. However, without Parliament, the King was not able to raise enough money legally to run his government. Therefore, he turned to what had worked in the past by forcing loans and gifts from the gentry, mortgaging or selling royal lands, pawning the Crown jewels and between
1634-1637 Charles went so far as to falsely claim that England was on the verge of being invaded by one or more European Catholic nations. He used this last ploy to raise a tax from all the coastal towns. This was known as ship money, but of course, Charles used the money for himself. Through such methods the King was able to get by as long as he kept the nation at peace.

Parliament Reconvened

As in the past, religion played a decisive role in the events which shaped the outcome of history. The King, as the head of the Anglican Church, exercised a profound influence on the policies and ultimate direction of that body. At the same time the Archbishop of Canterbury, William Laud, used the status of his office to buttress or support any royal decisions. Over a period of years Charles I and Laud tried to reestablish more and more regimentation and ritualistic practices into the Anglican service. These included placing the communion table only on the east side of the church and writing a very formalistic new Anglican prayer book in 1636. Of course this was not well received by the Puritans who felt such practices too closely resembled the Catholic form of worship. In turn they also suspected that Charles might want to gradually lead the nation toward an actual reestablishment of Catholicism. This fear was primarily based on the fact that Charles's wife, Henrietta Maria as the Catholic daughter of King Louis XIII of France, exercised considerable influence over the decisions made by her husband as King of England. In fact Charles I used his power and authority
to drive as many as 10,000 Puritans out of England during the 1630s when they established the Massachusetts Bay Colony in America.

**King Used Absolute Authority**

Charles further tested the waters of absolute rule when he and Archbishop Laud exploited his authority as the King of Scotland when they intervened in the religious affairs of that strongly Presbyterian country. The Scottish noblemen raised an army and threatened to invade England, but this crisis known as the First Bishop's War passed without open hostilities. At the same time Charles called Parliament into session, but he sent this so called short Parliament home in less than a month because in his view they were only interested in verbally attacking his method of governing. By the fall of 1640 Charles and Laud again tried to make the Scottish Presbyterians use the new Anglican prayer book. This time the Scots raised an army, invaded, and occupied the two most northern counties of England. This Second Bishops' War made it necessary for the King to recall Parliament in order to get enough money to drive the Scots back across the border.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Who was the Archbishop of Canterbury? ____________________________________________________________________________

2. Ritualistic practices referred to what in 17th Century in England. ____________________________________________________________________________

3. Write and answer your own question over this section of the reading. ____________________________________________________________________________
Parliament Retaliated

However, this Parliament, which met from 1640-1660, and was known as the long Parliament consisted primarily of Puritans. This meant more enemies of the King sat in this assembly than in any called previously. The legislators were not in a mood to be bullied or threatened by a King who had no choice but to address their demands in exchange for the necessary money needed in order to raise an army and drive the Scottish invaders back across the border. One of the first official actions of this body was to pass a law that stated that the King could not send them home unless Parliament voted their consent. Furthermore, the Commons set forward a series of stipulations designed to curb the power of the monarchy while at the same time they agreed not to vote the money Charles needed for defense unless he met their demands. These included:

1. Parliament must meet at least once every three years.
2. Courts responsible only to the King must be abolished.
3. The King must no longer levy taxes without the consent of Parliament.

Charles I responded by trying to arrest the Puritan leaders of Parliament, but they escaped with the aid of a mob of armed Londoners.


English Civil War [START YOUR RECORDER FOR SECOND TAPED LESSON]

The King went north to gather support in order to crush the Puritan
Parliament once and for all. Charles I was primarily aided by the nobility and large land owners. These men were called Cavaliers. Concurrently, the supporters of Parliament came from southern England and consisted of commoners, mainly merchants from the cities. These followers of the Puritan Parliament were called Roundheads because they cut their hair short to protest the elaborate hair styles of that day.

The first battle of the English Civil War took place at Edgehill in October 1642. During the early years the conflict went slightly in favor of Charles I and his Cavalier allies, but as the roundheads gained military experience they discovered, in their midst, a competent leader in the person of Oliver Cromwell. Cromwell first led the Parliamentary forces to victory at Marston Moor in 1644 and the next year at Naseby. In 1646 Charles I surrendered to the Scottish army that was still occupying the Northern counties they had invaded in 1640. The Scots had no use for Charles so they sold him to the leaders of Parliament.

Parliament Victorious

These men wanted the King to accept several concessions, but he refused and promptly escaped. Charles tried to join his wife who was already in France. However, he was recaptured and tried for treason by the ultra radicals in Parliament. These Puritan extremists forced all but the most radical members of Parliament to resign. This removal of two-thirds of the legislators was known as Pride's Purge and the remaining radical members were referred to as the Rump Parliament. This body convicted Charles I of treason and he was beheaded on December 30, 1649.
Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. List one provision that Parliament demanded from King Charles I?

2. What did the phrase Rump Parliament mean?

3. Why did the radicals in Rump Parliament have Charles I executed?

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New Government

During the next decade England functioned under the Instrument of Government or a Parliamentary commonwealth with Oliver Cromwell leading the country as a sort of Prime Minister or Lord Protector. Parliament consisted primarily of Puritans and therefore the political, economic, and social life of England became rigidly structured. Sunday was restricted to only a day of rest and religious worship. Gambling was strictly forbidden at all times and no one could buy or sell on Sunday. Cromwell was an able leader, but after his death in 1658 his son, Richard, became Lord Protector. The fact that the son was a poor administrator led to his removal by General George Monck and the Army.

The Puritan Revolution, which began in 1640 when Charles I tried to arrest the leaders of Parliament, produced several permanent changes in England. The power of the monarchy was limited. Personal liberty was further secured and the people exercised more direct control over the government through their elected representatives in Parliament.
Monarchy Reestablished

Early in 1660 the Long Parliament voted itself out of existence, and in March of the same year a new election was held. This next Parliament did not have nearly so many Puritan members and they decided to reinstate a limited Constitutional Monarchy. They asked the son of Charles I to return from France where he had lived in exile with his mother. However, before Charles II could follow his father as the third Stuart to rule England, Parliament required him to sign the Declaration of Breda in April 1660. This document mandated the following concessions:

1. He had to makeup back pay to the army.
2. He could not punish those who rebelled against his father.
3. Parliament had to make all religious policies.
4. He could not claim back royal land that had been sold.

The rule of Charles II from 1660-1685, known as the restoration, brought many changes in English lifestyle. The nation abandoned most of the moral strictness introduced by the Puritans. At the same time, Charles II set long range goals for the reestablishment of Roman Catholicism and the restoration of complete royal prerogative in England. However, the King was careful to move very slowly, always keeping in mind what had happened to his father. The Cavalier Parliament which sat from 1660-1679, supported the King and voted the legislation he desired as long as he did not provoke the legislators. They even went so far as to pass a series of very restrictive laws to curtail the power and influence of the radical Puritans.
Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Under the Instrument of Government who was Lord Protector? _____

2. List two provisions of the Declaration of Breda. ________________

3. Would you liked to have lived during the time the Puritans ruled under the Instrument of Government or would you preferred living there during the Restoration period? Why? ________________

__________________________________________

A Strong Parliament

These Cleridon Codes named after Lord Cleridon, who was prime minister during the reign of Charles II, consisted of five separate statutes. As early as 1660 the Corporation Act stated that no one could hold office in any town unless they took communion in the Anglican Church. In 1662 the Act of Uniformity established a new Anglican Prayer Book that had to be used in all churches. The Convencitle Act of 1664 mandated the use of the Anglican prayer book in all religious services attended by more than five people. Finally the Five Mile Act stated that no Puritan minister could preach in any church where he had previously pastored, nor could any Puritan teacher fill a position in a place where he had previously taught. While Parliament worked to limit the activities of the Puritans, Charles II was negotiating the Treaty of Dover in secret behind the back of the legislators.
Plot Against Parliament

This agreement established set monetary payments by the King of France to Charles in exchange for his pledge to do all he could to foster a conducive climate for the reestablishment of Roman Catholicism in England. Charles moved to keep his part of this bargain by issuing a Declaration of Indulgence which granted religious freedom to all Englishmen. Parliament responded in 1673 by passing a test act. This in effect reversed the Declaration of Indulgence issued by the King making it mandatory for all government or military leaders to take the sacraments or communion in the Anglican Church. Passage of the Habeas Corpus Act of 1679 and the beginning of modern political parties constituted the principal events which came out of this particular power struggle between Charles II and Parliament. These events have had long lasting effects on Western society. The Habeas Corpus statute established safeguards against arbitrary imprisonment, and modern political parties have provided direction and stability in the political process.

A New King

Charles II died in 1685 and his brother, James, Duke of York, an avowed Catholic, became King. James II ruled from April 1685-1688. During his reign he continually looked for ways to reestablish Catholicism. As King he appointed a catholic as Bishop of Oxford and issued two separate Acts of Indulgence which granted religious autonomy to all faiths. Parliament had seen enough. Its leaders decided to ask staunchly Protestant William and Mary of the Netherlands, son-in-law and daughter of
James II, to come to England and depose him.

The Glorious Revolution

William and Mary landed in England in November 1688 and were proclaimed by Parliament William III and Mary II. Parliament made the new King and Queen agree to what was later known as the Bill of Rights. This document provided:

1. The right of free speech in Parliament.
2. Frequent meetings of Parliament.
3. That the Monarch could not interfere with elections.
4. That the people could petition their government.
5. That the army could not be used illegally.

Parliament also passed the Act of Settlement which stated no Catholic or anyone married to a Catholic could be King or Queen of England. In 1689 Parliament voted a Toleration Act which guaranteed freedom to all religious sects. However, anyone who wanted to hold government office had to be a member of the Anglican Church. The ascension of William and Mary was known as the Glorious Revolution or bloodless revolution.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. What series of codes were passed by Parliament that were named after Charles II's Prime Minister? ________________________________

2. Why was not James II a successful King? ________________________________
3. When William and Mary came to England to be King and Queen why were they liked by the Parliament and the people? ____________________________


Great Britain and Trade [START YOUR RECORDER FOR THIRD TAPED LESSON]

Until the time of William III, Britain had been embroiled in such continuous internal upheavals that her leaders had very little time to oversee events taking place 3,000 miles away in their American Colonies. However, the new King immediately recognized the economic and military importance of these overseas possessions. Parliament passed the Navigation Act of 1696 which was designed to regulate trade between England and her colonies. William III established the Board of Trade and Plantations that same year to oversee the administrative implementation of these trade regulations. Historically, the actions of this eight man board supported and fostered the mercantilistic concept that the American Colonies only existed for the financial enrichment of Great Britain. Hence all colonial questions tended to be looked upon simply as a matter of trade and the perpetuation of the national wealth.

This type of economic protectionism sheltered three distinct facets of British national sovereignty. The first objective was to assure the construction and deployment of an extensive merchant marine. All commerce to and from the colonies was to be carried only in vessels of British or colonial build and ownership, with the captain and most of
the crew being British or colonial subjects. This fleet was intended to provide for the economic as well as the military security of the Empire. These statutes also forbade most direct commerce between the colonies and the European Continent. This measure was intended to reserve for Great Britain the raw products of the colonies that it might otherwise have to buy outside the Empire. These items included sugar, tobacco, cotton, indigo, ginger, rice, animal furs, and "naval stores." This general term applied to tar, pitch, turpentine, rosin, hemp, timbers for masts and yards, and other supplies needed for a growing navy and merchant marine. The final objective was to make sure that the colonies served British manufacturing interests by purchasing its products and avoiding building up any competitive colonial manufacturing capacity. For example, the Iron Act of 1750 encouraged the colonial production of raw bar iron but forbade the establishment of a colonial finished steel industry. This law left the Americans with no use for the bar iron they produced except to ship it to England. It was then returned to the colonies as finished goods that reflected the cost of the British manufacturer, two sea voyages, and the profits of several sales.

Unfair Trade Policy

British trade policies subjugated the interests of the colonies to those of the home island while also supporting the economic interests of the more favored colonies over those of the less favored ones. This was exemplified in the regulation of the molasses trade. A cheap supply of molasses was essential to New England rum distillers. In turn, rum
was shipped to Africa for slaves and the slaves were shipped back to the West Indies for molasses and money. At the same time, molasses and sugar from the French West Indies cost half as much as the same product cost from the British West Indies. Rather than raise the price of sugar in England by excluding French sugar, Parliament chose to raise the price of molasses to Americans by levying a prohibitive duty on sugarcane products imported to British North America from the French West Indies. Had this Molasses Act of 1733 been successfully enforced, it would have seriously damaged the triangular trade in molasses, rum, and slaves. This in turn would have crippled the economy of New England.

However, on the whole, British mercantile policy simply legislated what would have happened in any case. Had there been no such laws, the bulk of the commerce between Britain and America would have moved in British and American ships. Almost all American products would have been sold to British merchants and almost all American imports would have come from or through British sources. In fact, it has been suggested that on balance the colonists actually benefited from the British commercial system. But, it should also be kept in mind that any economic benefits derived by the colonists were of purely secondary importance to the British government. For example, the monopoly on the British market granted certain colonial products favored status which had as its purpose not the enrichment of American merchants, but the conservation of the currency reserves of the Empire. Concurrently a plentiful supply of ships for the expanding commerce of Britain, not the
prosperity of New England shipbuilders, was the aim of the Navigation Acts. On the other hand, when Parliament through these laws tried to force the flow of commerce into unnatural patterns, such statutes were largely ignored. Britain was not powerful enough to enforce unpopular laws across thousands of miles of ocean. This resulted in the development of a tradition of colonial self-determination that became so firmly established that it was destined never to be overcome.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. List one law Parliament passed to control trade in their colonies.

2. What was the main purpose of the British mercantilistic system?

3. List the three main commodities in the colonial triangular trade.

Events in American Colonies

The early 1750s witnessed a series of events both in Europe and on the American frontier that were destined to alter the course of colonial life. As the inhabitants of the British Colonies pushed westward into the vast North American wilderness they came into direct conflict with the Huron Indians who were allied with the French. In turn, these Indians and the French raised tomahawk and musket against the British invaders who they felt threatened their fur trade monopoly. Virginia, because of the insatiable need of its tobacco planters for virgin land,
acted as the first British Colony to address the French and Indian challenge. In 1753 Governor Dinwiddie sent a young surveyor, woodsman, and militia officer named George Washington to warn off the encroaching French and lay hold upon the wilderness for Virginia. Words were not enough and Washington was sent back the following year with a small force of men to drive the French from the future site of Pittsburgh, Pennsylvania. The expedition was defeated and Washington surrendered his little army. From this incident in 1754 emerged the French and Indian War in North America and ultimately two years later the Seven Years' War in Europe. These combined conflicts have often been referred to by historians as the first world war. In the meantime, the attempt by Virginia to act on its own clearly illustrated that no one colony could successfully deal with the problem of an ever increasing contact between its citizens and the hostile inhabitants of the land west of the Allegheny Mountains.

**A Plan for Colonial Unity**

The colonial British authorities urged that a mutual defense treaty be signed between the Iroquois Indians and the colonies. Seven colonial assemblies sent delegates to Albany, New York in June 1554 to consider this recommendation. Under the leadership of Benjamin Franklin the delegates went far beyond what the British or colonial authorities at the local level previously envisioned. This Albany Plan or "Plan of Union" called for the colonies to unify under the leadership of a President General appointed and supported by the Crown. He would be chief
executive officer and military commander of the British North American Colonies. A Grand Council was also proposed. Its members were to be elected by the lower houses of each respective colonial legislature. This colonial union would have had authority over Indian affairs and defense. For these purposes it would be able to raise and sustain an army and naval force along with an unrestricted power to levy taxes. Even though the crisis at hand demanded a unified approach, the colonial assemblies jealously protected their separate near-sovereignties by not signing the agreement. The British government joined the colonial assemblies in rejecting the plan, but urged that an overall military commander be appointed.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Who did Governor Dinwiddie send to warn the French in Ohio Valley?

2. Which Indian tribe supported the French?

3. What were the major provisions for colonial defense as outlined in the Albany Plan?

War Between England and France

General Edward Braddock was appointed commander, and with him came two regiments of regular troops and a British fleet. Braddock decided to try to dislodge the French from Fort Duquesne at the present site of
Pittsburgh. The British and colonial forces were ambushed and routed by the French and Huron Indians. The ramifications of this defeat were only heightened by the fact that General Braddock was killed. For the next two or three years the war raged intermittently and disastrously for the British and their colonial allies under the direction of George Washington. The French led by Marquis de Montcalm won victory after victory during this period.

This conflict which began in North America on the forward edge of civilization also engulfed the nations of Europe in a mammoth struggle for Continental and world dominance—which was known as the Seven Years' War. Britain's old Continental ally, Austria, joined forces with France; and Frederick the Great, formidable ruler of Prussia, became the ally of the British with whom he had so often fought. We have been concerned with the events on the Continent only to the extent that they affected the struggle by Britain to preserve and extend its Empire.

**England Ultimately Victorious**

The war went badly for the English until William Pitt became Secretary of State in late 1757. He was determined that the British should finally triumph over France and end the long series of imperial wars with that power. Pitt concentrated the majority of British land forces in the colonies. Naval power, the principal military strength of his nation, was used to its fullest advantage. This extracted vast sums of wealth from the British treasury and probably helped lead to a post-war financial crisis. At the same time Frederick of Prussia was strong
enough to force France to maintain her principal armies on the European Continent. In fact, victories by Frederick at Rossbach and Leuthen played a significant role in ensuring an ultimate victory for him and his British allies. Simultaneously, the fortunes of war turned for the British in both India and in the American Colonies. Robert Clive directed the successful British effort in India. The decisive victory, however, was waged in September 1759, when General James Wolfe succeeded in leading an attack against Quebec, Canada. The fall of Quebec settled the fate of France in North America. This fact combined with continued British victories in India and the success of their European allies, left the French and Austrians with little choice but to sue for peace. The formal agreement, the Treaty of Paris, was signed in February 1763.


A Vast New Empire [START YOUR RECORDER FOR FOURTH TAPED LESSON]

This treaty ceded all French territory in North America to Britain along with certain Islands in the West Indies. Great Britain found itself master of an Empire which stretched from the Mississippi River in North America to the eastern coast of India. The very magnitude of this victory was destined to pave the way for the disintegration of the British Empire in America. In the meantime success had not come without an unprecedented financial drain on the whole Empire. The national debt of the home island reached one hundred and forty million pounds which was prohibitive considering that taxes were already very high.
Pitt was tired of the pressures of public office therefore he retired in 1761 when victory was sure. Lord Bute, a Scottish nobleman who was probably the lover of the mother of King George III, replaced Pitt and in 1762 became Prime Minister. Bute had tutored George before he succeeded his grandfather in 1760 and became King George III. Bute also disliked the pressure of public office and after concluding peace with France in 1763 he likewise stepped aside that same year in favor of George Grenville, brother-in-law of Pitt.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Which country was allied with France in Europe? ________________
2. Where was the final decisive land battle in North America? ______
   __________________________________________________________________
3. Which country won the war? ________________ Why? ______
   __________________________________________________________________

Grenville Plan

One of the few sources that Grenville could turn to for new revenue was the American Colonies. Grenville presented a plan designed to cause the Americans to bear a greatly increased share of the war debt. This plan which had actually been developed by Lord Bute encompassed the following points:

1. A line would be drawn approximately along the crest of the Allegheny Mountains, beyond which settlement or unauthorized trade was banded.
2. A Commissioner of Indian Affairs appointed by the Crown would control relations with the native Americans west of the Alleghenies.

3. Purchases of land from the Indians could only be made by the Crown.

4. Some 10,000 British regulars were to be stationed in America.

5. Enforcement of the trade, navigation and custom duty collection laws would be greatly tightened with the aid of the British Navy.

6. Future revenue measures would be enacted in America to defray the cost of these services and especially for the troops stationed there.

7. Finally, a ban on the issuance of all paper money was put in place.

Additional Money Needed

Additional revenue enactments were not long in coming. Grenville laid before Parliament in March 1764 an extensive series of recommendations to regulate trade and increase revenues through tight enforcement of the Navigation Act of 1733. Even though a substantial financial return was expected as a result of the strict enforcement of this proposal, Grenville himself predicted that more revenue was needed and that a colonial stamp tax would probably be enacted by the following year. Parliament gave the old Navigation Act renewed emphasis in the form of the Sugar Act of 1764. This legislation reduced the import
tariffs on French West Indian sugarcane from a prohibitive but universally ignored sixpence a gallon to a burdensome threepence a gallon that the Crown was determined to collect. The act also placed duties on certain textiles. Madeira wine was heavily taxed which in turn sharply reduced colonial trade with the Canary Islands. These Islands located off the northwest coast of Africa had provided a principal market for colonial lumber and other products, as well as being the source of the favorite vintage for the colonists.

**British Tightened Controls**

Concurrently, customs officers were forced back to their often neglected posts with stinging rebukes for past laxity. The Royal navy was enlisted to assist them, and literal-minded naval captains were given an opportunity to share in the bounty of cargo confiscated as smuggled contraband. These items might have been ignored in the past by less vigilant customs officers. Parliament also provided that customs cases could at the option of the Crown be brought before the Royal or Prerogative Courts. This meant trial without jury in the military Admiralty Court conducted in Nova Scotia where a defendant enjoyed fewer rights than in colonial common law courts.

At the same time, Grenville knew from the outset that the Sugar Act might only generate about half the necessary revenue needed from the American Colonies. Therefore, he proposed and Parliament passed the Stamp Act in March 1765. This legislation required that stamps be placed on legal papers, commercial papers, liquor licenses, land
instruments, indentures, cards, dice, pamphlets, newspapers, advertisements, almanacs, academic degrees, and appointments to office. These policies, enacted by Parliament between 1763-1765, seemed designed to assure the greatest colonial opposition. Nearly every class of citizens was singled out for special taxation.

The enactment of these statutes by Parliament had a twofold purpose. First they raised badly needed revenues and secondly they established the right of the English legislative body to tax the American Colonists. In fact the Americans had always, at least in theory, admitted that Britain had the right to regulate the trade of the Empire by establishing tariffs. In the past unpopular laws such as the Molasses Act were simply ignored. However, when Parliament got tough and tried to collect the duties or taxes on such acts, the Americans cried foul because their colonial legislatures were not consulted and they had no representative voice in the English Parliament.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. List one of the provisions of the Grenville Plan. 

2. List two reasons why Grenville wanted Parliament to enact his plan. 

3. Were the colonists represented in the British Parliament? 

Americans React
The Virginian, Patrick Henry, in a speech before the House of Burgess summed up the feelings of most Americans. He asserted that as colonists they had never yielded their rights as Englishmen which included the right to be taxed only by representatives of their own choosing. Henry concluded by stating that any tax on Virginians without their consent would have a tendency to destroy the freedom of all Americans, and Virginians were under no obligation to obey laws not passed by their assembly and anyone who upheld such was an enemy of the colonies and representative freedom. Rhode Island immediately followed suit by asserting that Parliament did not have the right to tax the colonies and encouraged resistance to the Stamp Act. Other colonies that joined the outcry included: Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Maryland, and South Carolina.

Political and Economic Confusion

The political question of taxation versus democratic representation of course embodied momentous issues. However, these issues might never have been raised if it had not been for the negative economic ramifications of the policies of Grenville. The period between 1764-1765 was a time of post war depression—a period of unrelieved economic gloom. The colonists were barred from the free lands of the West, denied use of paper currency, severely restricted in their trade, occupied by military forces not of their inviting, and laden with taxes and trade regulations designed to subordinate their interests to those of the English. These restrictions on Western settlement cut across one of the most persistent
drives in American society—the relentless westward movement. The use of paper currency was an economic necessity in the colonies where there simply was not enough gold and silver to serve as a medium of exchange. The circumstances worsened during the post war years because the new British trade regulations limited the opportunity to earn coin from Europe or the French West Indies. The colonists suspected that the British troops were not intended to defend the colonies, but were rather intended to control them. Amidst this climate of economic and political chaos the elected representatives of Massachusetts called on the other colonial assemblies to send delegates to a gathering to be known as the Stamp Act Congress.

**Stamp Act Congress**

Delegates from nine colonies gathered in New York on October 7, 1765. These individuals were destined to set down the principles for which many of their fellow colonists would give their lives during the coming conflict with the British. When the assembly ended on the 27th of October, the delegates had established the following points:

1. After asserting their loyalty to the Crown they asserted their rights both as Englishmen and free men.
2. That it was inseparably essential to the freedom of a people, and the unquestioned right of Englishmen, that no taxes be imposed on them, but with their consent, given personally or by their representatives.
3. That no taxes ever have been or can be constitutionally
imposed on them but by their respective Legislatures.

4. That the late act of Parliament entitled An Act for Granting and Applying Certain Stamp Duties and Other Duties (the Sugar Act and Trade Acts) in the British Colonies and Plantations in America and extending the jurisdiction of the Court of Admiralty beyond its ancient limits has a tendency to subvert the rights and liberties of the colonists.

Colonists Justify Action

The colonists justified their radical stand primarily on the economic and political writings of John Locke and Francois Quesnay. Quesnay and his followers were called physiocrats. They believed in the rule of nature applied to economic principles. They felt that if government let men do as they wished in their business affairs, the pursuit of their individual interests would lead them by natural law to serve the general interest of society at large. This principle was known as "Laisses-faire." At the same time, the Treatises on Civil Government drafted by Locke, which he wrote in defense of the English glorious revolution of 1688, provided the political philosophy for the American reactionaries. This Englishman also wrote an essay, "Concerning Human Understanding," which stated that the human mind was created naked of content—a "tabula rasa," an erased blackboard as he termed it and that all its subsequent collection of facts, beliefs, and ideas were acquired by experience. However, it took Thomas Jefferson to give Locke's "tabula rasa" philosophy political immortality when he stated in the
Declaration of Independence that "all men are created equal."

Colonists Moved Toward Open Defiance

Political theory alone was not enough and the colonists knew that there was not sufficient time to receive an answer from England so they agreed to provide their own answers in the following ways:

1. Unconstitutional acts would not be obeyed.
2. If disobedience meant violence, then there would be violence.
3. The first step was to be sure no stamps would be available.
4. They used mob action during local celebrations where civil disorder could be directed to serve the colonial cause.
5. Besides refusing to use the stamps they also boycotted British goods.

This resistance was carried forward under the direction of the Sons of Liberty, an organization which agitated for colonial rights. Attacks by these Liberty Boys against stamp distributors began in Boston. Andrew Oliver was hanged in effigy, his office and home wrecked and he barely escaped. Two weeks later a tax collector at Newport, Rhode Island had to take refuge in a British man-of-war. Similar incidents took place in every colony and when the stamp collection law went into effect on November 1, 1765 there was not an officer ready to enforce it.

This illustrated a critical point, that Britain had always governed the colonies by consent not by force. These actions were also in response to another enactment by Parliament, the Quartering Act of 1765.
This statute required communities where troops were stationed to provide for quartering in the absence of barracks, and to provide incidental supplies such as beer, vinegar, salt, soap, and candles. The statute also required the colonial assemblies to ratify or accept these Acts on demand and without debate. In 1766 the New York and Massachusetts legislators refused to comply. No doubt, if George Grenville had remained Prime Minister, the issue of colonial self-determination would have been tested in 1766. But, it was not to be, because Greenville had resigned in June 1765. He was succeeded by the Earl of Rockingham who represented a long tradition of lenient hands-off policies toward the Americans.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. In your opinion which provision drafted by the Stamp Act Congress expressed the main theme of the American resistance? ___________

   Why did you choose this answer? __________________________________________

2. Which famous American document was based on the writings of John Locke and Francois Quesnay? _______________________

3. List two ways the colonists responded when the British Government tried to enforce new economic and political laws in the colonies.

   ____________________________

   Were these actions justified? ____ Why? ____________________________

STOP! [END OF FORTH TAPE] Complete the Concept Identification
Illustration Descriptions

Print


2. **Political cartoon: freedoms contrasted for new Spain; new France; & British Colonies.** British Colonists had advantages over the colonists from Spain and France. This cartoon suggests some of them. These advantages had an important effect on the development of the political, economic, and social thinking in colonial times as well as the kind of life we live today (Wilder, Ludlum, & Brown, 1954, p. 134).

3. **British mercantilism at work.** The king of England, in the upper right, is grows rich from controlled trade with the colonies. The royal control is denoted by the roped off area with ships only going to and from England and her North American Colonies. American ships flying the Pine Tree flag and trading with nations other than Great Britain had to pay taxes to the British government before selling goods in the colonies (Wilder et al., 1954, p. 141).


5. **French & Indian war map.** This map outlines the key phases of British strategy which involved the reduction of French strong points guarding the approaches to Canada. Colonial forces played a significant role with John Forbes seizing Fort Duquesne, John Bradstreet winning control of Lake Ontario, and William Johnson taking Fort Niagara (Garraty, 1981, p. 49).

6. **Political cartoon: America's rape.** A female (representing America) is held down by British government officials while others pour hot tea down her throat. Britannia covers her eyes, while France and Spain watch. This print was published in the London Magazine on May 1, 1774 (Dickinson, 1986, pp. 84-85).

7. **Political cartoon: British government killing the colonial goose that laid the golden egg.** (Philppe, 1980, p. 90).

"Fernando, you run your business the way I tell you to, or else! And don't let me hear any of this newfangled talk about voting!"

"Not only that! He won't even let me criticise the way he does things!"

"Pierre, this land and your cottage belong to me, not you. You plow the way I tell you to, or I'll send you back to France! And don't think the government won't let me!"

"What a life! He won't even let me marry the girl I want to!"

"Mary, you could do worse than marry me, Jonathan Blake. I own my own home. I own my farm, and I run it as I please. Besides, I can vote on how they do things in this country!"
"Make just enough for your own use!"

"Pay duty on that cargo or we'll take it for His Majesty!"

"Take that cargo to England and pay duty before you try to sell it to the colonies!"
Pitt's Strategy / The French & Indian War
Print #7

A Set of War Piece s seen
Could not in the great Paint-Wood
With many Things of worthy Note

And for a long time

Dear Diddick was both for and wide

But nothing could rival their pride

But last year all that they painted

Was a fine picture for all mankind.

A Man down to behold

Who said each Day an Egg of Gold

The more they were numerous the richer they were.

The Case belongs to many more.

They set out to please their Share

World, Methall, Sugar and strange Junk

To make the Headers did the Two

The Officers purpose to obtain

About her Neck they put a Chain

And more their Folks to complain

The Songs upon her Wings did Feed

But they had no Effect at all

Yet made her Struggle, chatter and bell

And do what亏可n'one would do

That had her Liberty in view.

What was more distinguished Nick

O God, how could we stir her Threat

They did, but not in vain was found

That Death came nearer from Wound.
When Rockingham encountered the violent refusal to obey the Stamp Act and the boycott of British goods, he capitulated or gave in by influencing Parliament to repeal the offensive statute in March 1766. In turn Parliament enacted the Declaratory Act which made it clear that the legislators were not relinquishing the right to govern the colonies. To almost all of the members of the Commons this meant that they reserved the right to levy new taxes in the future. The British hoped this action would impress the colonists with their firmness of will while at the same time illustrate their generous intentions toward the Americans. In reality, it only convinced the inhabitants of North America that the intentions of the members of Parliament were hostile, but that they could be intimidated from putting them into effect. The failure of Rockingham to solve the financial problems of Britain led to his forced resignation in August 1766. George III, turned next to William Pitt who unfortunately was too ill to direct the government. This created a power vacuum which was filled by Charles Townshend, Chancellor of the Exchequer.

Parliament Enacted New Colonial Taxes

Townshend proposed duties on paint, lead, glass, paper, and tea for items imported into the American Colonies after November 20, 1767. Parliament passed the Townshend Acts on June 29, 1767. To guarantee collections, a Board of Customs Commissioners was established in Boston,
the center of resistance. This board had the power to impound smuggled merchandise and keep for their personal enrichment as much as one-third of the entire cargo of any ship. The commissioners of customs proved to be nothing short of racketeers who rendered judgments against honest merchants in order to collect the huge forfeitures. The colonists first reacted by establishing a boycott on British goods. They also began to start developing infant colonial industries which were so successful that by 1769 imports had been reduced by almost half.

**Inner-Colonial Communications Expanded**

The members of the Massachusetts House of Representatives also took the unprecedented step in February 1768 of sending a "Circular Letter" to the other respective colonial legislatures. This document drafted by Samuel Adams denounced the Townshend Acts as violations of the principle of no taxation without representation. Finally, this correspondence requested the opinions of the other representative bodies. In the meantime, John Dickinson wrote a series of "Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies." In this communication Dickinson conceded the sovereignty of Parliament, but he clearly stated that that body of English legislators had no right to tax the colonies. At the same time, however, many men of conscience in Great Britain did not endorse such a stand. This number included John Wesley, who as the founder of the Methodist Societies in England, was also destined to exercise great influence in America. In fact, Wesley drafted a pamphlet entitled "A Calm Address To Our American Colonies."
Here he supported the constitutional right of Parliament to tax the Americans while at the same time he admonished the inhabitants of America to remain loyal to the English Crown.

Massachusetts Punished

When news of the Massachusetts Circular Letter reached England, the Secretary of State for the colonies, Lord Hillsborough, ordered Governor Hutchinson to dissolve the legislature. Two regiments of British troops were transferred from the frontier to Boston. In response a Boston town meeting resolved that a standing army in Massachusetts without the consent of the people was a violation of their natural, constitutional, and charter rights. A series of petty clashes between the "lobster-backs" or British solders and the citizens of Boston culminated March 1770 in what became known as the Boston Massacre. An angry crowd of civilians provoked a small group of British regulars who fire on the townspeople. Five civilians were killed and anti British sentiment was brought to the boiling point in Massachusetts.

Townshend Acts Repealed Except on Tea

Lord North succeeded Charles Townshend as Chancellor of the Exchequer or Treasurer, and subsequently North became Prime Minister of England in January 1770. One of his first official acts was to address the upheaval in the North American Colonies. He decided to repeal all of the Townshend Act except the tax on tea. This led to a period from 1770-1773 in which hostilities between the colonies and the mother country simmered beneath a seemingly tranquil environment of prosperous
business relations. The colonists had partially surrendered a principle by dropping their boycott with the Declaratory Act still fully in effect. In other words, molasses under the Sugar Act and tea under the Townshend Act were still taxed in the colonies. Also the hated Customs Board in Boston still carried on business as usual. With these detested signs of tyranny still in place it was only a matter of time until the old and fundamental issues of constitutional representation and taxation boiled to the surface again.

Colonial Rights Further Eroded

The British again aroused colonial mistrust in July 1772 when they informed the Massachusetts Assembly that the salaries of the governor and the judges of the Superior Court would be paid by the Crown. This move would strip the assembly of the traditional power of the purse which the legislatures had frequently used to control colonial officials appointed by the Crown. Samuel Adams jested that the only thing preventing Royal Governor, Thomas Hutchinson, from becoming the Caesar of Massachusetts was that Caesar, "to do him justice, had learned courage and great abilities." Adams wasted no time in persuading a hastily called Boston town meeting to create a "Committee of Correspondence" to draft and circulate lists of colonial rights and grievances. This astute revolutionary drew heavily on the political and philosophical writings of John Locke. The success of the correspondence committees strongly influenced three prominent Virginians—Richard Henry Lee, Patrick Henry, and Thomas Jefferson. They believed also that it was
time to establish intercolonial committees. In fact, Lee first proposed this method of intercolonial correspondence as early as 1768. The House of Burgesses established the Virginia committee of correspondence early in 1773. Other colonial assemblies quickly followed suit.

The Boston Tea Party

Finally, the seeds of disaster sprouted in the spring of 1773 as a result of the financial problems of the British East India Company. To help the company avert a possible financial calamity the British government decided to allow it to reduce a large portion of a 17 million pound tea reserve which was stored in warehouses in England. The plan was to allow the company to wholesale the tea directly to American merchants. This would let the colonists actually buy the tea cheaper than the average consumer in Britain. However, the threepenny Townshend duty remained in place to buttress the principle that Parliament still had the authority to tax the colonies. This was destined to be the issue over which Great Britain and the Americans came to blows.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you are done, START the recorder and continue on the next section of the lesson.

1. Which office in the British Government did Charles Townshend hold?

2. Why did the colonists oppose the Declaratory Act Parliament passed?

3. What was the purpose of intercolonial committees?
The East India Company shipped 1,700 chests of tea to different colonial ports. The colonists were offended on two sides, first, because their merchants feared that such government interference would set a precedent for helping other British companies, and secondly, because the Townshend tax on tea still remained in effect. In fact, the public outcry in New York and Philadelphia was so pronounced that the local port officials ordered the ships back to England without even trying to unload their cargo. The situation in Boston was different in that Sam Adams and his supporters were set on stopping the tea ship, Dartmouth, from even landing. Governor Hutchinson determined on the other hand to unload the tea and enforce the tax collection laws. On the night of December 16, 1773 a group of local citizens dressed as Indians boarded the ships and dumped the chests of tea into Boston harbor. This act which was to become known as the Boston Tea Party was witnessed by as many as 8,000 citizens of which not one was willing to step forward and identify any member of the mob. Many prominent government officials in Britain counseled against retaliation, but the members of Parliament as a whole had completely lost patience.

**Parliament Reacted Harshly**

The Parliament responded by passing a series of statutes known as the Coercive or Intolerable Acts. They included the (a) Boston Port Bill which closed the port of Boston until the tea was paid for; (b) the Massachusetts Government Act transferred from the colonial assembly to the King the power to appoint the governor's council and forbade town
meetings except to elect officials; (c) the Administration of Justice Act provided that customs officers, soldiers, or other British officials indicted for murder could be tried in London or Nova Scotia, out of the reach of local juries; (d) the Quartering Act authorized the housing of troops wherever their commander wished. British regiments were brought back into Boston from Castle William, and their commander, General Gage, was named governor of Massachusetts. These Acts were intended to punish specifically the people of Boston. In June 1774 Parliament passed another statute, the Quebec Act, which annexed all the land between the Ohio and Mississippi rivers to the Canadian province of Quebec. The act provided for a highly centralized government, with no representative assembly, and with taxation left to Parliament. French civil law was established and the Catholic Church was granted toleration. This law took away much of the Western lands claimed by the colonies while at the same time it virtually eliminated self-determination in the Ohio Valley and thus made the region much less attractive for settlement. To meet the challenge of these Intolerable Acts, as they were known in the colonies, the committees of correspondence arranged for an intercolonial Congress of fifty-five delegates from all of the thirteen colonies except Georgia.

First Continental Congress

The delegates to the First Continental Congress met in Philadelphia on September 5, 1774. Radicals at the convention like Samuel Adams and Patrick Henry took the lead by pushing through the endorsement of the
Suffolk Resolution which defied the Coercive Acts as "a wicked attempt to enslave America." The Congress drafted as its chief statement the "Virginia model" which set into motion the complete halt of all trade with Great Britain. Committees were to be established in each locality to punish violators by publicity, boycott, and confiscation. The next major event was the instigating of armed hostilities in April 1775 around Boston, Lexington, and Concord Massachusetts.

Conditions for Revolution

Modern day historians have isolated as many as nine causes for revolutions. Some of the following situations played a central role in the circumstances that led to the American Revolution:

1. Economic collapse—Fiscal pressure brought on the ruling government, leading to changes in policy, and opposition.
2. Social disparity—Large segments of society feels unfairly treated.
3. Loss of self-confidence among ruling class—evidenced by guilt, erratic conduct, corruption or factionalism.
4. Inefficiency—Basic services break down leading to a loss of confidence by the people in control of the government.
5. Weak rulers—Leaders who lack the interest or ability to govern, to achieve popularity, to maintain control, or to grasp the situation.
6. Sympathy of the armed forces, if not support—At a crucial time, the armed forces refuse to assist the government in
power, or perhaps join the revolutionaries.

7. Active groups—Interested individuals trying to make a revolution take place.

8. Ideology—A platform of ideas to solve present problems and to create a better future.

9. Luck or chance—The ability to be at the right place at the right time, to seize the appropriate moment as it occurs and not move prematurely or too late.

**Violent Revolution Inevitable**

As we have discovered, political ideology and economics played the predominate role in the development of the American revolutionary spirit. The bitter struggle between the Stuart Kings and Parliament, as the legally elected representative legislative body in England, provided a historical model for the colonial revolutionaries. When Parliament tried to enforce a more restrictive mercantilistic trade policy coupled with new internal taxes, the colonists objected violently based on the fact they were not directly represented in Parliament. However, over a period of years the inhabitants of the British North American Colonies progressively came to take the stand that they could only be taxed by their directly elected colonial legislators, and that Parliament had no control over their affairs. The responsibility for the fact that open hostilities were not averted, no doubt, lies partially with both sides. But, by the spring of 1775 farsighted colonial leaders realized that the common economic and political liberties of the thirteen colonies were in
jeopardy. They also recognized the importance of confronting their common problems on a united front. Patrick Henry echoed these sentiments on March 23, 1775 in the following words:

Gentlemen may cry, peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Why stand we here idle? What is it the gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me give me liberty or give me death!

Talk of reconciliation with Great Britain was very seldom heard. It was time for the birth of a new nation—the United States of America.

Here are some questions over the narrative you just read. After you finish reading and listening to them, STOP the recorder and answer the questions. When you finish, turn to page 331-332 in your Study Manual and answer the Matching questions over the fifth and final taped lesson.

1. What was the "Virginia model?"

2. Why did the British Parliament pass the repressive legislation referred to as the coercive or intolerable acts by the American Colonists?

3. At what point in colonial relations could the British and the colonists have done things differently and thus avoided the Revolution?
PART C. STUDY MANUAL
Purpose-Setting Questions

1. How did the concept of self-government in the colonies evolve from the English Parliamentary system of elective government in the House of Commons?

2. What was the relationship between the local town meetings and the colonial assemblies which paid the royal governors who in turn were appointed by the English Crown?

3. How did the Albany Congress as the first serious attempt at colonial unity affect later political congresses?

4. What was the purpose of Parliament when that body enacted mercantilistic laws such as the Navigation Acts?

5. Name the two different groups of natives who were the respective allies of England and France during the French and Indian War which took place in North America between 1754-1763.

6. What was the British response when the colonial merchants ignored the Navigation Acts (Molasses and Iron) which Parliament passed prior to the signing of the Treaty of Paris in 1763?

7. Why did the plan presented by Prime Minister Grenville work a hardship on the basic freedoms and economic development of the British Colonies in North America?

8. Why did the Stamp Act Congress meet and what were its united decisions?

9. What effect did the financial condition of the British East India Company have on the decision of Parliament not to repeal the Townshend Act duty on tea?

10. What effect did the Intolerable Acts have on the port of Boston and why did the first Continental Congress accept the Suffolk Resolution?
### Key Historical Terms

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Overview

King or Queen (monarchy)
inherited privilege

Parliament (House of Commons: elected representative body)

BRITISH GOVERNMENT

James VI of Scotland
James I (first Stuart to rule England)
The major issues of the 17th century were religion and political power.
Puritans petitioned James I to purify Anglican Church.

James I believed he ruled England and the Anglican Church through divine right and that he was not responsible to any one but God.

James I did not understand the English system but the only permanent result was the drafting of the King James Version of the Bible.
James continually was out of money and at the same time showed little respect for Parliament. Many of the Puritans as members of Parliament did not trust James because he would not help them.

When Parliament wouldn't meet the needs of the King he sent them home and ruled England without their advice while he illegally raised taxes. Parliament wouldn't vote extra money unless James gave a full accounting of how the funds were to be used.

Charles I continued the practice of forcibly taxing the people illegally. He finally had to call Parliament he couldn't raise enough money. Parliament wouldn't even talk about giving him more money until the King agreed to sign the Petition of Right.

The Petition of Right asserted that the King could not:

1. Collect forced loans.
2. Imprison anyone without due process.
3. Force people to board troops in their homes.
4. Declare martial law in time of peace.

Charles I signed this petition in 1628. The King decided never to call Parliament again and in fact he did rule England for eleven years from 1629-1640 without calling Parliament.

In 1640 Charles along with Archbishop William Laud tried to force Scottish-Presbyterians to accept some of the ritualistic practices of the Anglican Church. The two northern counties of England were invaded and occupied by the Scotts—Second Bishop's War.
Charles had no choice but to call Parliament. Parliament was in no mood to listen to the King. They were defiant of the authority of the King.

Charles took risk of leading armed guards into Parliament to arrest the Puritan leaders of Parliament.

This action led to the English Civil War.

The followers of the King were known as Cavaliers. Followers of Parliament were called Roundheads because they shaved their heads.

At first the war went in favor of the King and his Cavalier followers, but by 1645 Parliament through the leadership of Oliver Cromwell took control. In 1646 Charles I surrendered and because the King would not agree to the demands of Parliament, they beheaded him in Dec. 1649.

Charles II, lived in exile in France with his mother, Henrietta Maria. Oliver Cromwell led England from 1650-1658 as a sort of Prime Minister or Lord Protector.

The same Parliament (Long Parliament) stayed in session from 1640-1660.

Charles II returned from exile in 1660. Parliament invited Charles II to return and rule as a limited Constitutional Monarch.


Charles made a secret agreement with the King of France. This Treaty of Dover stipulated

This statute mandated that all government or military leaders
that Charles II would do his best to reestablish Catholicism in England.

Charles II ruled until his death in 1685 when his brother James, Duke of York, became King.

James II was an avowed Catholic and was determined to reunite the Anglican Church with the Church of Rome.

James appointed a Catholic Bishop of Oxford and issued two (2) separate Acts of Indulgence which granted autonomy to all Christian faiths.

Parliament had seen enough by 1688. They invited the son-in-law and daughter of James II to come to England and depose the King.

Before William and Mary could become King and Queen of England Parliament required them to sign the Bill of Rights which contained several of the same points contained in the American Bill of Rights.

At this point we should remind ourselves Parliament summoned William and Mary to England not only as defenders of the protestant faith, but also to protest representative constitutional liberties, material wealth, and property. Legislative enactments such as the Petition of Right and the Bill of Rights along with the results of the English Civil War firmly established Parliament as the ultimate authority in England. These causes and events also set a historical precedent for men in the American colonies where similar causes and events led to the drafting of the Declaration of Independence and after a successful revolution the establishment of the United States of America with the rights and liberties of its citizens protested through a federal Constitution.

William III established the Board of Trade and Plantation to control commerce between the colonies and Great Britain.

Parliament passed the Navigation Act of 1696 which was designed to firmly establish national mercantilism as the embodiment of British policy toward their colonies.
Causes of the American Revolution

French & Indian War (North America)  Seven Years' War (Europe)

North America (British Colonies)  Isolated from each other by 3,000 miles of ocean

England

Parliament (Elected Assembly)

Developed Self Government  Colonial Merchants  Enacted Mercantilistic Laws (Economic Nationalism)

Town Meetings (Local)  Trianglar Trade  Navigation Acts

Colonial Assemblies (Paid Royal Governors)

Colonial Assemblies

Molasses Act  Iron Act
(1733)  (1750)

Molasses - Rum - Slaves

Albany Congress (First Attempt by Colonies to act as a unit 1754)

Colonists Ignore British Laws

Colonists, British--Iroquois Indians VS
French and Huron Indians

Britain--Fredrick of Prussia VS
France and Austria

The English and their allies won the wars, which ended with the Treaty of Paris in 1763. However, England was left with a large debt that they expected the American Colonists to help pay. Parliament voted to enforce the Navigation Acts and place additional internal taxes on the Americans.
Colonial Actions

The mercantilistic plan presented by Grenville pressed hard on the basic freedoms and economic development of the colonies. This came at a time of depression.

Colonial response manifested in three ways (especially to the Stamp Act):
1. Asserted such Acts unconstitutional,
2. Violence to resist Acts,
3. Pressured merchants not to obey such illegal taxes.

Stamp Act Congress met in New York and passed the following resolutions in October 1765: 1. The colonists couldn't be taxed without their consent,
2. The colonists weren't represented in Parliament,
3. That taxes hadn't been imposed on them by their own representatives,
4. That Parliament taxing the colonists subverted their liberties,
5. Stated all their liberties were threatened by the practice of trying customs violators in the Admiralty Court in Nova Scotia.

Stamp Act Congress - Represented first inter-colonial assembly whose acts were ratified by most of the colonies.

Many ports, especially Boston, pledged not to import British goods while the Stamp Act was in effect.

"Letter from a Farmer in Pennsylvania" dignified opposition to the Townshend Acts.

English Actions

Prime Minister Grenville presented a plan to control and collect revenue from the Americans.

1. No settlement beyond Alleghenies,
2. Indian affairs handled by royal commissioners,
3. Only crown could buy land from Indians,
4. British troops stationed in colonies,
5. Tightening of customs enforcement,
6. Colonists had to pay for British troops in colonies,
7. Could not print or use paper money.

Sugar Act (April 1764) - Molasses Act duty reduced from a sixpence to a threepence a gallon that the Crown was determined to collect. This Act also placed a heavy duty on Madeira wine which hurt trade with the Canary Islands. They had been the main market for American lumber.

Customs officers returned to their neglected posts in the colonies.

Customs violators could be tried in Admiralty Court where common law rights were suspended.

Stamp Act (March 1765) - Stamps were to be sold and placed on such items as legal paper and liquor.

Stamp Act - Repealed by Parliament in March 1766.

Townshend Act (June 1767) - Taxed paper, paint, lead, glass, and tea. Revenue was to be used in part to pay the Royal Governors. This would take the power to vote money away from the local Colonial Assemblies.
Circular Letter drafted in February, 1768 by the Massachusetts House of Representatives.

Parliament repealed the Townshend Acts except the tax on tea.

House of Burgess passed the Virginia Resolution in May 1769 which forbade all imports of dutiable goods.

Parliament voted in April 1770 to sell tea to help the East India Company which was in bad financial shape.

Showed that Britain didn’t govern colonies by consent of the people.

Parliament passed a series of laws which were meant to punish the city of Boston and the colony of Massachusetts. These included the following from March to June 1774: 1. Boston Port Bill, 2. Massachusetts Government Act, 3. Administration of Justice Act, 4. Quebec Act, 5. Quartering Act, 6. Put Massachusetts under martial law.

Boston radicals dressed like Indians threw the tea from three ships into the Boston harbor in December 1773.

Reaction to Intolerable Acts:
1. Correspondence Committees spread their radical viewpoint, 2. Continental Congress — Met in September through October 1774 in Philadelphia where the radicals gained the upper hand. This body accepted the Suffolk Resolution which stated that Suffolk County (Boston) Massachusetts should break with the British and collect its own taxes and control its own militia. 3. The revolution started with the Battles of Lexington and Concord in April 1775.

Overview Mini-Quiz

Directions: Fill in the corresponding blanks which cover the Overview.

1. ________________ became the first Stuart King to rule England. Parliament used the power of the purse to force his son, Charles I, to sign 2. ________________ in 1628. When the Presbyterian noblemen of Scotland invaded the Northern two (2) counties of England the incident was known as 3. ________________ . The last Parliament called by Charles I has become known as the 4. ________________ because it stayed in session from 1640-1660. When Charles I was defeated in the English Civil War and eventually executed Oliver Cromwell became 5. ________________ . Cromwell along with Parliament ruled England from 1650-1658. During the reign of Charles II, the son of Charles I, Parliament passed the 6. ________________ which in reality were a series of statutes intended to control the Puritans. When
Charles II died his brother 7._________________________, who was a devout Catholic, became King of England in 1685. When this fourth Stuart Monarch tried to reestablish the Catholic Church in England, Parliament reacted by asking 8._________________________ and 9._________________________, in 1688, to come to England and become King and Queen. This event has become known as the 10._________________________ Revolution or Bloodless Revolution. During the 1690s William III established 11._________________________ to regulate commerce between Great Britain and her American colonies. Parliament passed the 12._________________________ of 1733 and the 13._________________________ of 1750 to further regulate trade with the colonies. As a result of the 14._________________________ War and the 15._________________________ War Great Britain became ruler of an Empire that reached from America to India. However, when the wars ended with the signing of the 16._________________________, Britain was left with a debt that they expected the American Colonists to help pay. The first measure to raise revenue was the 17._________________________ of 1764 whereby Parliament lowered the duty of Molasses from a sixpence to three-pence a gallon. Next Prime Minister Grenville purposed and Parliament passed the 18._________________________ in 1765. The colonists responded by calling the 19._________________________ which met in New York and was the first inter-colonial assembly whose resolutions were ratified by a majority of colonial assemblies. The main weapon the colonists employed at first was the economic 20._________________________ or the refusal to buy British imported goods until Parliament removed the taxes. At the same time many of the colonists kept in contact with other individuals with like views through the means of 21._________________________. The 22._________________________ in Dec. 1773 led to Parliament passing a series of laws designed to punish the city of Boston. These acts were collectively known in the colonies as the 23._________________________. The last inter-colonial assembly to meet before the American Revolution started at Lexington, Mass. was known as the 24. First ___________________________.
3. Puritans -

4. Milenary Petition -

5. Hampton Court Conference -

6. King James Version of the Bible -

7. Parliament -

8. Sir Edwin Sandys -

9. Absolutism -

10. Charles I -

11. French Hugenots -

12. Petition of Right -
13. Ship Money -

14. William Laud -

15. Ritualistic Practices -

16. Henrietta Maria -

17. Short Parliament -

18. Scottish Presbyterians -

19. Second Bishop's War -

20. Long Parliament -
**Self-Help Mini-Quiz**

**Directions:** When you have finished listening to the first tape, complete the Matching Questions below. Draw a line from the answers in **Column A** to the correct term in **Column B**.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>1. First Stuart King of England who claimed to be responsible only to God.</td>
<td>Hampton Court Conference</td>
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<td>2. A faction of Anglican zealots.</td>
<td>Divine Right of Kings</td>
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<td>3. A document signed by a 1,000 Puritan ministers who wanted James I to make radical changes in the Anglican Church.</td>
<td>James I</td>
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<td>4. A belief on the part of some monarchs that they rule only by the will of God.</td>
<td>Puritans</td>
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<td>5. This was a gathering of religious leaders called by King James I.</td>
<td>Milenary Petition</td>
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<td>6. This representative legislative body consisted of a House of Commons and a House of Lords.</td>
<td>King James Version of the Bible</td>
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<td>7. When a monarch ruled without consulting any other authority.</td>
<td>Charles I</td>
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<td>8. This was the only permanent result that came out of Hampton Court.</td>
<td>Parliament</td>
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<td>9. This radical Puritan was an opposition leader in Parliament.</td>
<td>Absolutism</td>
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<td>10. He signed the Petition of Right in 1628, but was later beheaded in 1649 after a long civil war with Parliament.</td>
<td>Sir Edward Sandys</td>
</tr>
</tbody>
</table>
11. These protestants lived in a predominantly Roman Catholic country on the European Continent.

12. Parliament used its power of the purse to force Charles I to sign this statute.

13. This coastal defense tax was illegally collected by Charles I between 1634-1637.

14. He was an Archbishop of Canterbury who conspired with Charles I to force the Scots to accept Anglican ritualism.

15. She was the French Catholic wife of Charles I.

§§§§§§§§§§§§§§§§§§§§§

16. These were religious acts such as using the sign of the cross in baptism, rings in marriage services or bowing at the name of Jesus.

17. When the Scots invaded and occupied Northern England.

18. These strongly protestant people lived in the country immediately north of England.

19. Charles I sent this representative body home in less than one month.

20. This representative body stayed in session from 1640-1660 and was strongly controlled by Puritans.
Directions: Now SCAN the second reading assignment using the Multipass Strategy found on the first page of the Typescript. Next, listen/read this lesson. As you progress define the terms listed below and record all other corresponding information brought out in the presentation.

**Terms**

1. Cavaliers -

2. Roundheads -

3. English Civil War -

4. Edgehill -

5. Oliver Cromwell -

6. Marston Moor & Naseby -

7. Pride’s Purge -

8. Rump Parliament -

9. Instrument of Government -
10. Lord Protector -

11. Declaration of Breda -

12. Charles II -

13. Restoration -

14. Cavalier Parliament -

15. Cleridon Codes -

16. Corporation Act -

17. Act of Uniformity -

18. Convencitle Act -

19. Five Mile Act -
20. Treaty of Dover -

21. Declaration of Indulgence -

22. Sacraments -

23. Habeas Corpus Act of 1679 -

24. Modern Political Parties -

25. James II -

26. William and Mary -

27. Bill of Rights -

28. Act of Settlement -

29. Toleration Act -

30. Glorious Revolution -
Self-Help Mini-Quiz

Directions: Fill in the following Crossword Puzzle with the answers from the descriptions listed below.

1. These men supported Charles I during the English Civil War.
2. This was the first major battle of the English Civil War.
3. This man became the third Stuart to rule England in 1660 when he agreed to the Declaration of Breda.
4. Oliver Cromwell filled this position in the British government from 1650-1658.
5. This legislative body was responsible for having Charles I executed in December 1649.
6. Charles II signed this agreement with the King of France.
7. This series of statutes was passed by the Cavalier Parliament to control the Puritans.
8. He was the Duke of York before he became King of England in 1685 when his brother Charles II died.
9. These men supported Parliament during the English Civil War.
10. The reign of Charles II was known as the ________________.
11. This statute established a new Anglican Prayer Book that had to be used in all churches.
12. Parliament enacted this statute to protect the individual against arbitrary imprisonment.
13. This statute stated that no one who was a Catholic or married to a Catholic could be King or Queen of England.
Directions: Now scan the third reading assignment using the Multipass Strategy found on the first page of the Typescript. Next, listen/read this lesson. As you progress define the terms listed below and record all other corresponding information brought out in the presentation.

Terms

1. Navigation Act of 1696 –

2. Board of Trade and Plantations –

3. Mercantilism –

4. Iron Act of 1750 –

5. Molasses Act of 1733 –

6. Triangular Trade –

7. Huron Indians –

8. Governor Dinwiddie –
9. George Washington -

10. French and Indian War -

11. Seven Years' War -

12. Allegheny Mountains -

13. Iroquois Indians -

14. Benjamin Franklin -

15. Albany Plan of Union -

16. General Edward Braddock -

17. Fort Duquesne -

18. Marquis de Montcalm -
19. Austria and France -

20. Frederick the Great -

21. Prussia -

22. William Pitt -

23. Bossbach and Leuthen -

24. Robert Clive -

25. General James Wolf -

26. Battle for Quebec -

27. Treaty of Paris (1763) -
Self-Help Mini-Quiz

Directions: Find the answers to these questions in the Hidden Word Puzzle on the following page.

1. This was the principal economic philosophy that governed the attitude of Great Britain toward its American Colonies.

2. Parliament passed this statute to control and hold down any new manufacturing in the North American British Colonies.

3. This government regulatory agency was established by William III to oversee the economic development of the American Colonies.

4. These North American natives sided with the French.

5. This commercial arrangement brought French West Indian molasses to New England where it was turned into rum which in turn was shipped to Africa in exchange for slaves who were forcibly transported back to the West Indies where they were trained to be workers for the plantation system of the American South.

6. This European conflict between 1756-1763 pitted Great Britain and Frederick the Great against France and Austria.

7. After the French and Indian War ended, the British drew a line along the crest of these North American geographic relief features beyond which Western migration was forbidden.

8. This man led the successful British struggle in India.

9. This man was the principal French General in North America during the French and Indian War.

10. He served as Prime Minister of Great Britain during the majority of the great American and European War which lasted from 1754-1763.

11. The American and European War was ended with a British victory and the signing of the ____________________.

12. This agreement came out of the first inter-colonial assembly. However the proposals of the delegates were rejected by the majority of the colonial assemblies because the local legislatures did not want to delegate any of their authority to a supreme central colonial government.
**Hidden Word Puzzle**

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C X W T Y U F S H U S K I Y U E N Y Y W C S H H H T U K Y R E W U L W
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**Directions:** Now SCAN the forth reading assignment using the Multipass Strategy found on the first page of the Typescript. Next, listen/read this lesson. As you progress define the terms listed below and record all other corresponding information brought out in the presentation.

**Terms**

1. **Lord Bute**

2. **George III**

3. **George Grenville**
4. Grenville Plan -

5. Sugar Act of 1764 -

6. Royal or Prerogative Court -

7. Stamp Act of March 1765 -

8. Patrick Henry -

9. House of Burgess -

10. Stamp Act Congress -

11. John Locke -

12. Francois Quesnay -

13. Physiocrats -
14. Laissez-faire -

15. Treatises on Civil Government -

16. Tabula Rasa -

17. Boycott

18. Sons of Liberty or Liberty Boys -

19. Quartering Act of 1765 -

20. Earl of Rockingham -

21. Declaratory Act of 1766 -
Self-Help Mini-Quiz

Directions: Complete the following Concept Identification Exercise by writing a + before each word that is associated with the material just covered in the fourth tape. Write a - before each word that is unrelated to the material we examined. Be prepared to support your answers in writing.

1. ___Headright system 11. ___James Monroe
2. ___George III 12. ___Francois Quesnay
3. ___George Cabot 13. ___House of Burgess
4. ___Thomas Boyle 14. ___Alexander Hamilton
5. ___Lord Bute 15. ___Thomas Jefferson
6. ___H.M.S. Columbia 16. ___Stamp Act Congress
7. ___Charles Biddle 17. ___Washington Irving
8. ___Grenville Plan 18. ___James G. Blaine
9. ___Patrick Henry 19. ___McCulloch vs Maryland
10. ___Abolitionists 20. ___Treatises on Civil Government

21. ___John James Audubon 26. ___Admiralty Court
22. ___John Dickinson 27. ___Theory of Nullification
23. ___Physiocrats 28. ___Niles' Weekly Register
24. ___John Locke 29. ___Earl of Rockingham
25. ___Quitrent 30. ___Declaratory Act of 1766
Directions: Now SCAN the fifth and final reading assignment using the Multipass Strategy found on the first page of the Typescript. Next, listen/read this lesson. As you progress define the terms listed below and record all other corresponding information brought out in the presentation.

Terms

1. Charles Townshend -

2. Chancellor of the Exchequer -

3. Townshend Acts -

4. Board of Customs Commissioners -

5. Circular Letters -

6. Samuel Adams -

7. John Dickinson -

8. John Wesley -
9. Lord Hillsborough -

10. Lobster-backs -

11. Boston Massacre -

12. Lord North -

13. Governor Thomas Hutchinson -

14. Inter-Colonial Committees -

15. East India Company -

16. H.M.S. Dartmouth (tea ship) -

17. Boston Tea Party -

18. Intolerable Act -
19. Boston Port Bill -

20. Massachusetts Government Act -

21. Administration of Justice Act -

22. Quartering Act -

23. General Gage -

24. Quebec Act -

25. First Continental Congress -

26. Suffolk Resolution -

28. Virginia Model -

29. Lexington and Concord Mass. -
Self-Help Mini-Quiz

Directions: When finished listening to the fifth tape, complete this Matching Exercise by placing the appropriate letter from the right-hand column in the space provided with the terms listed on the left side of the page.

1. _____ Circular Letters  
   A. This was the position of Royal treasurer.

2. _____ John Wesley  
   B. Through these statutes Parliament levied a colonial tax on paint, lead, glass, and tea.

3. _____ Charles Townshend  
   C. This method of communication helped the colonists maintain contact with each other.

4. _____ Townshend Acts  
   D. This man purposed a tax on paint and tea.

5. _____ Chancellor of the Exchequer  
   E. He started the English Methodist Societies and he also wrote a pamphlet supporting the British position in the American Colonies.

6. _____ Thomas Hutchinson  
   F. This regulatory agency was established in Boston to guard against smuggling.

7. _____ John Dickinson  
   G. These groups of men were organized to communicate with each other about events taking place in the colonies.

8. _____ Intercolonial Committees  
   H. He wrote a pamphlet called Letters from a farmer in Pennsylvania to the inhabitants of the British Colonies.

9. _____ Board of Customs Commissioners  
   I. He was Governor of Massachusetts.
10. Intolerable Acts

11. Lord North

12. Lord Hillsborough

13. East India Company

14. Quebec Act

J. As Secretary of State for the colonies he ordered the Governor of Massachusetts to dissolve that colony's legislature.

K. This statute annexed much of the land in the Ohio Valley to a Canadian province.

L. This was the name given to a series of laws passed by Parliament intended to punish the citizens of Boston.

M. As Prime Minister he persuaded Parliament to remove all the tax measures of the Townshend Acts except the levy on tea.

N. Parliament tried to come to the aid of this large British financial concern by voting to allow tea to be shipped directly to America.

O. This was a tea ship.

P. This was a gathering of colonists who threw the cargo of three ships into a harbor.

Q. Parliament passed this statute in 1765 which required towns where British troops were stationed to provide them with barracks and incidental supplies.

R. This gathering of colonial leaders which met in Philadelphia passed the Suffolk Resolution which reflected the radical point of view.
Self-Help Mini-Quiz
Answer Sheet:

Overview: (Cloze)
1. James I
2. The Petition of Right
3. The Second Bishop's War
4. The Long Parliament
5. Lord Protector
6. Cleridon Codes
7. James II
8. William III
9. Mary II
10. Glorious Revolution
11. Board of Trade and Plantations
12. Molasses Act
13. Iron Act
14. French and Indian War
15. Seven Years' War
16. Treaty of Paris of 1763
17. Sugar Act
18. Stamp Act
19. Stamp Act Congress
20. Boycott
21. Circular Letters
22. Boston Tea Party
23. Intolerable Acts
24. Continental Congress

Tape #1: (Matching)
1. James I
2. Puritans
3. Milenary Petition
4. Divine Right of Kings
5. Hampton Court Conference
6. Parliament
7. Absolutism
8. King Version of the Bible
9. Sir Edward Sandys
10. Charles I
11. French Hugenots
12. Petition of Rights
13. Ship Money

Tape #2: (Crossword Puzzle)
1. Cavaliers
2. Edgehill
3. Charles II
4. Lord Protector
5. Rump Parliament
6. Treaty of Dover
7. Cleridon Codes
8. James II
9. Roundheads
10. Restoration
11. Act of Uniformity
12. Habeas Corpus Act
13. Act of Settlement

Tape #3: (Hidden Word)
1. Mercantilism
2. Iron Act
3. Board of Trade and Plantations
4. Huron Indians
5. Triangular Trade
6. Seven Years' War
7. Allegheny Mountains
8. Robert Clive
9. Marquis de Montcalm
10. William Pitt
The following questions should be developed in a short easy format. You should elaborate on when, where, and what happened while concentrating on the historical importance of the topic under investigation.

1. How did the concept of colonial self-government evolve from the English Parliamentary system of representative government in the House of Commons?

2. Discuss how the mercantilistic legislation enacted by Parliament affected the relationship between Great Britain and its colonies in North America. Contrast the relationship before and after the Treaty of Paris. Why did things change, and how could war have been averted?

3. Why did the plan presented by Prime Minister Grenville work a hardship on the basic freedoms and economic development of the British Colonies in North America?

4. Why did the Stamp Act Congress meet and what were its decisions?

5. Discuss the Intolerable Acts and their effect on the port of Boston. Why did the other colonies come to the aid of Massachusetts so quickly when their representatives at the First Continental Congress adopted the Suffolk Resolution?
Crossword Puzzle Key

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Hidden Word Puzzle Key

V

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PART D. CHAPTER TEST
Directions: The following final chapter test counts 100 points with each multiple-choice question worth two points. There are eight extra credit points on the multiple-choice portion. Place the corresponding letter for the correct answer to the left of each question. Finally, the short essay questions are worth four points each and are extra credit.

1. ______ The Governor of what colony sent George Washington to talk to the French in the Ohio Valley?
   A. New York  B. Virginia  C. Maryland  D. Georgia  E. New Jersey

2. ______ The Allegheny Mountains were found in which area?
   A. England  B. Europe  C. North America  D. France  E. Prussia

3. ______ James VI was King of what country before he became King of England?
   A. France  B. Germany  C. Ireland  D. Netherland  E. Scotland

4. ______ This man was known as the "Wisest fool in Christiandom."
   A. James I  B. James II  C. Charles II  D. Charles I  E. George I

5. ______ Was the last English King to claim to rule by divine right.
   A. James I  B. James II  C. Charles II  D. Charles I  E. George I

6. ______ He was the Archbishop of Canterbury.
   A. Oliver Cromwell  B. Charles Pride  C. William Laud  D. James Simon

7. ______ He was King of England during the American Revolution.
   A. George I  B. George III  C. Charles I  D. Henry VIII  E. James II
8. ____ What was the single accomplishment of the Hampton Court Conference?
A. Puritan recognized  B. King James Bible  C. Catholics recognized

9. ____ This was the national representative elected body in England.
A. Estates General  B. Congress  C. House of Commons  D. Senate

10. ____ This radical Puritan was an opposition leader in Parliament.
A. Edwin Sandys  B. Robert Frost  C. Charles Stuart  D. William Laud

11. ____ Henrietta Maria was the wife of which English king?
A. Henry VIII  B. James I  C. William III  D. Charles I

12. ____ These radicals wanted to reform the Church of England.
A. Presbyterians  B. Methodists  C. Puritans  D. Catholics

13. ____ This was a type of tax collected illegally by Charles I.
A. Ship Money  B. Income  C. Revenue  D. Sales

14. ____ When the Scottish Presbyterians invaded northern England it was known as the?
A. First Bishop's War  B. Second Bishop's War  C. Seven Years' War

15. ____ This session of Parliament lasted from 1640-1660.

16. ____ The first battle of the English Civil War took place at?
A. Hampton Court  B. Edgehill  C. Gibraltar  D. Hyde Park

17. ____ Those who supported Charles I in the Civil War were known as?
A. Roundheads  B. Cavaliers  C. Radicals  D. Conservatives

18. _____ This was the time when all the conservatives were forced out of Parliament by the radicals.
A. Pride's Purge  B. Charles' Abolition  C. Moor's Extermination

19. _____ He became the first Lord Protector after the execution of Charles I.
A. John Fisher  B. Oliver Cromwell  C. Randolph Crew  D. Edward Hyde

20. _____ When Charles II reclaimed the English throne this was known as the?
A. Corporation Act  B. Restoration  C. English Revolution  D. Union Plan

21. _____ Cavalier Parliament was generally supportive of which king?
A. Charles I  B. William III  C. Charles II  D. James II

22. _____ Cavalier Parliament tried to punish the Puritans by passing this series of laws?
A. Cleridon Codes  B. Toleration Acts  C. Petition of Right  D. Iron Act

23. _____ Was a secret agreement between Charles II and the King of France.
A. Treaty of Paris  B. Treaty of White  C. Treaty of Dover

24. _____ Charles II issued this document to grant religious freedom to all Englishman.
A. Declaration of Indulgence  B. Convencitle Act  C. Test Act

25. _____ Mary II was the daughter of which of the following?
A. James I  B. William III  C. George III  D. James II
26. _____ This law stated that no one who was a Catholic could be King or Queen of England.
   A. Bill of Rights  B. Act of Settlement  C. Stamp Act  D. Sugar Act

27. _____ Before William III and Mary II could become King and Queen of England they had to agree to the provisions of?
   A. Bill of Rights  B. Petition of Right  C. Magna Charta  D. Test Act

28. _____ The mercantilistic concepts dealt with?
   A. Population Control  B. Land Management  C. Control of Trade

29. _____ The Board of Trade and Plantations was established by?
   A. Mary II  B. James II  C. William III  D. George III

30. _____ Parliament passed this law in 1733 to tax colonial merchants?

31. _____ Parliament passed this law to regulate colonial industry.
   A. Iron Act  B. Sugar Act  C. Toleration Act  D. Act of Settlement

32. _____ This Indian tribe was allied with France in North America.
   A. Albany  B. Iroquois  C. Huron  D. Creek

33. _____ What Indian tribe was allied with the English in America?
   A. Albany  B. Iroquois  C. Huron  D. Creek

34. _____ The French and Indian War and the Seven Years' War were both fought between England and France at the same time on which continent was the Seven Years' War fought?
   A. North American  B. Asian  C. European  D. South American
35. The Albany Plan was purposed by which colonial leader?
A. George Washington  B. Benjamin Franklin  C. Sam Adams  D. Tom Paine

36. Which French fort was General Braddock trying to capture when his force of British troops were defeated?
A. Duquesne  B. Wilson  C. James  D. Montcalm

37. England was allied with Frederick the Great who ruled which European nation?
A. Austria  B. Prussia  C. Spain  D. Denmark

38. He was the main French general in North American.
A. Montcalm  B. Washington  C. Pitt  D. De Gaulle

39. Which was the final battle of the French and Indian War?
A. New Orleans  B. Duquesne  C. Quebec  D. British Colombia

40. As King he became a symbol of English oppression in American.
A. George III  B. Charles V  C. William III  D. James II

41. Parliament passed this law in 1764 to force the American Colonies to help pay off Britain's large war debt.
A. Iron Act  B. Sugar Act  C. Molasses Act  D. Boston Port Bill

42. Which of the following describes John Locke's philosophy of the less government controls the better?
A. Tabula Rasa  B. Laisses-Faire  C. Erasmus Essex  D. La Hogue

43. This law passed by Parliament in 1765 required colonists to provide a place for British troops to stay.
A. Quartering Act  B. Stamp Act  C. Sugar Act  D. Molasses Act
44. Who were the Liberty Boys?
A. Indians  B. British Soldiers  C. American Colonists  D. Canadians

45. This Englishman wrote The Treatises on Civil Government.
A. John Locke  B. Samuel Adams  C. Randolph Crew  D. John Fenton

46. In our modern day federal government the Chancellor of the Exchequer would be known as the Secretary of.
A. Housing  B. Defense  C. Treasury  D. State

47. The Board of Customs Commissioners was located in which American city which also was the center for colonial resistance to British authority?
A. New York  B. Charleston  C. Boston  D. Albany

48. Samuel Adams as a member of the Massachusetts House of Representatives drafted this document in 1768 to keep the other colonies informed.
A. Circular Letter  B. Declaration of Independence  C. A Farmer's Letter

49. He was the founder of the Methodist Societies in England.
A. John Wilson  B. John C. Calhoun  C. John Wesley  D. John Emory

50. This American wrote a series of "Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies."
A. John C. Calhoun  B. Samuel Adams  C. John Dickinson  D. John Emory

52. He was a Governor of Massachusetts Colony.
A. Samuel Adams  B. Thomas Hutchinson  C. Thomas Paine  D. Patrick Henry

53. Parliament passed the Coercive or Intolerable Acts to punish which colonial city?

54. _____ This law passed by Parliament annexed much of the Ohio Valley to Canada.

A. Ontario Act  B. Quebec Act  C. Ohio Valley Act  D. Suffolk Resolution

55. _____ The First Continental Congress met in which American City?


Directions: The following extra credit questions should be developed in a short easy format. You should elaborate on when, where, and what happened while concentrating on the historical importance of the topic under investigation.

1. How did the concept of colonial self-government evolve from the English Parliamentary system of representative government in the House of Commons?

2. Discuss how the mercantilistic legislation enacted by Parliament affected the relationship between Great Britain and its colonies in North America. Contrast the relationship before and after the Treaty of Paris. Why did things change, and how could war have been averted?
3. Why did the plan presented by Prime Minister Grenville work a hardship on the basic freedoms and economic development of the British Colonies in North America?

4. Why did the Stamp Act Congress meet and what were its decisions?

5. Discuss the Intolerable acts and their combined effect on the port of Boston. Why did the other colonies come to the aid of Massachusetts so quickly when their representatives at the First Continental Congress adopted the Suffolk Resolution?
PART E. STUDENT ASSIGNMENT HANDOUTS
Directions: This is a daily assignment outline for this chapter on the causes of the American Revolution. Pamphlets for the cooperative group reading and writing exercises are included. Finally, the writing and organizational learning strategies used in this instructional unit are included at the end of this handout. All of these learning strategies, if precisely followed, will collectively help you organize and check your own work. These learning tools are for your benefit—USE THEM.

First Day:

The class will review the Purpose-Setting Questions and Key Historical Terms that are in the Study Manual. This will be accomplished in both large and small group sessions. At the same time, each student will select an outside reading book that generally deals with the pre-American Revolutionary period. Each class member will read 100 pages from this fiction or non-fiction book. This assignment will be completed as homework with each participant writing a different ending to his book—about two pages long. The assignment will be due on the last day before each student takes the comprehensive 100 point multiple-choice chapter test. There is a list of possible titles for this reading and writing assignment at the end of this handout.

Finally, you will select an historical character covered in the chapter presentation. With the instructor's help, you will expand your
knowledge of this individual to such a degree that you can integrate the major events in his life into a video-taped role playing situation during the last three days we study this chapter. Finally more directly, this assignment will provide a review of the common causes of revolutions in all time periods. It will also be necessary for each student to bring contemporary pictures and popular music to class. These should be materials that can be used in the role playing video to illustrate the common causes of all revolutions.

**Second Day:**

We will survey the main points in the chapter by covering the Overview in the Study Manual. When completed you will take the "Self-Help Overview Mini-Quiz" and check your answers against the appropriate key in the back of the Study Manual. [Please complete the student critique]

**Third Day:**

You will read and listen to the first lecture covering the age of democratic reforms in England from 1603-1640. After completing this assignment you will check your comprehension by taking the corresponding "Self-Help Mini-Quiz." At the same time, you should have selected your outside reading book and started your reading. Finally, as you complete the in class learning assignments you should be selecting the historical character you will use in the video role playing review assignment.

**Fourth Day:**

You will read and listen to the second lecture covering the age of democratic reforms in England from 1640-1688. After completing this
assignment you will check your comprehension by taking the corresponding "Self-Help Mini-Quiz." You should also continue reading on the trade book assignment. Finally, as you complete the in class learning assignments you should be selecting the historical person to use in the role playing review assignment. [Please complete the student critique]

**Fifth Day:**

Each student will work as a member of a small cooperative group of four to five individuals. Each student will contribute to the group effort. You will use your background knowledge, gained from the first two taped lectures, to collectively aid in the evaluation of one 17th century primary source pamphlet. As a group member you will spend the period reading and sharing information with your peers. You and your classmates will study one of the following two pamphlets: Henry Parker, *Observations upon some of his majesties late answers and expresses.* 1642; Jo Goodwin, *Anti-Cavalierism, or truth pleading as well the necessity, as the lawfulness of this present war, for the suppressing of that butcherly brood of cavaliering incendiaries, who are now hammering England, to make an Ireland of it.* 1642. You will find a photo-copy of each of these pamphlets at the end of this handout.

Your group will be assigned one of these pamphlets. Each group will devise an oral defense for the basic argument furthered by its respective author. Initially each student will silently read the same short segment of the identical pamphlet. When this segment is read, each student will verbally states his feelings and observations to the other
group participants. Simultaneously, each student will keep a written permanent log, of what is discussed in this exercise. This process will be repeated until the pamphlet is read and evaluated.

These exercises will not be evaluated with a formal test. However, the instructor will use a checklist task analysis to roughly keep track of student progress and involvement while participating in this cooperative group activity. At the end of the two day exercise each student will write, at home a one to two page formal paper that will address how the conflict between the Parliament and the Stuart Kings could have been avoided. If a student chooses, he can argue that the conflict between the Parliament and the Stuart Kings could not have been avoided. However, all statements must be supported by specific facts.

If any student does not finish reading his pamphlet by the end of the class period, he will finish the reading at home and record his observations in his log. At the same time, you are encouraged to expand your personal knowledge and bring any additional information to the attention of your group peers.

**Sixth Day:**

Each student will have read all of his respective pamphlet by the beginning of class. The class will meet as a group during the last half of this session and will use the information gained in the first day cooperative exercises to draft a rough outline that will describe how the Stuart kings and Parliament could have compromised and thus avoided the English Civil War, and later the Glorious Revolution of
1688. Each student will spend about the first half of the period in the small groups, and the second half working in the larger class session.

Once divided into your original small groups each group will select from its members one person to write, in collaboration with the other group members, a defense of its respective pamphlet. When each group has finished its paper, the class will reconvene as a whole. At this time, the class will address such issues as which argument stated by the respective 17th century authors best reflect the feelings of each student on how responsible a government should be to its citizens. Additionally, the class will address which argument ultimately had the greatest impact on political thought in 18th century America. Finally, the papers written in the individual small group sessions will be reviewed together. The class as a whole will brainstorm about ways that the Stuart Kings and Parliament could have compromised and thus avoided the English Civil War and later the Glorious Revolution of 1688.

The written assignment for this lesson will be completed as homework. As already stated above, each student will use his background knowledge along with all other available sources of information to write a formal paper. This will address how the conflict between the Stuart Kings and Parliament could have been avoided. If you choose, you can argue that the conflict between the Stuarts and Parliament could not have been avoided. However, each individual must use specific facts to defend the argument he chooses. This homework writing assignment will be worth twenty-five points and will be due on the next regularly
scheduled class meeting. Finally, when completing such assignments, you will remember to actively use the reading, writing, and organizational STRATEGIES you have learned in this class.

Seventh Day:

You will read and listen to the third lecture covering the interactions between Parliament and the British North American Colonies between 1696-1763. After completing this assignment you will check your comprehension by taking the corresponding "Self-Help Mini-Quiz." You should also be working on the book reading assignment. Finally, you should be narrowing down your choice on the historical character you will research and role play.

Eighth Day:

You will read and listen to the fourth lecture covering the interactions between Parliament and the British North American Colonies between 1763-1766. After completing this assignment you will check your comprehension by taking the corresponding "Self-Help Mini-Quiz." You should also be continuing to work on the book reading assignment. Finally, you should be narrowing down your choice on the historical character you will research and role play.

Ninth Day:

You will read and listen to the fifth and last lecture covering the interactions between Parliament and the British North American Colonies between 1766-1775. After completing this assignment you will check your comprehension by taking the corresponding "Self-Help Mini-Quiz." You
should also have finished your book reading assignment. Additionally, you should have selected the historical character you are going to role play in the video review during the last three days we study the causes of the American Revolution. You should be getting well into your research on the life and contribution your selected person made historically. If you need help finding sources of information I will be happy to make suggestions but the ultimate homework responsibility is yours.

**Tenth Day:**

The period of American history covered in this lesson will be from 1696-1775. Your background knowledge for this period will primarily be based on the information gained as a result of listening to the last three taped lectures, reading the corresponding typescripts, and completing the assignments in the course *Study Manual*. Each student will work in a small cooperative group of four to five individuals. Each individual will contribute to the group effort. You will spend the whole period in group discussion reading and interacting with your peers.

The following three primary source pamphlets will be used: John Dickinson, *Letters from a farmer in Pennsylvania to the inhabitants of the British Colonies*, 1767; Thomas Paine, *Common sense*, 1776; John Wesley, *A calm address to our American Colonies*, 1775. Additionally, several contemporary articles will be used which discuss 20th century revolutions.

The instructor will orally review the beliefs and events that led
the authors to write the three pamphlets. Then the class will divide into small pre-chosen cooperative groups. Each group will be given a copy of one of the pamphlets and will initially devise an oral defense for the basic arguments stated in its pamphlet. Each student in a group will silently read the same short segment of the identical pamphlet. When this segment is read, each student will verbally state his feelings and observations to his group peers. Simultaneously, each student will keep a written permanent log which will be used as a reference during ongoing discussions. The reading and discussion process will be repeated until each group has completed its pamphlet. Each pamphlet will also be recorded on cassette tapes so that a student who wishes may listen while he reads the assignment. Additionally, if any student does not finish with the reading by the end of the period, he will check the tape out and take it home in order to finish this process as homework.

The group exercises will not be evaluated with a formal objective test. However, the instructor will use a task analysis checklist to roughly evaluate each student while he is working in his group. At the end of the three day cooperative exercise each student will write at home a one to two page formal paper that will address how the conflict between Great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, an individual must use specific facts to defend his argument.

Any student who does not finish reading his pamphlet by the end of
the class will finish it at home and record his observations in his log. Concurrently, each student is encouraged to expand his knowledge and bring any additional information to the attention of the group members.

Eleventh Day:

The period of American history covered in this lesson will be from 1763-1766. The background knowledge for this period will primarily be based on the information gained as a result of listening to the last three taped lectures, reading the corresponding typescripts and completing the assignments in your course Study Manual. Each student will work in a small cooperative group of four to five individuals. Each person will contribute to the group effort. You will spend the whole period in your group reading and interacting with peers.

The three primary source pamphlets used in this assignment will be: John Dickinson, Letters from a farmer in Pennsylvania to the inhabitants of the British Colonies, 1767; Thomas Paine, Common sense, 1776; John Wesley, A calm address to our American Colonies, 1775 and additionally several contemporary articles that discuss 20th century revolutions.

The instructor will briefly review the beliefs and events that led each author to write his pamphlet. Then the class will divide into small pre chosen cooperative groups.

Once the class has been divided, one member in each original small group will be selected to write in collaboration with the other group members a defense of its pamphlet. When each group has finished its
paper, the class will reconvene as a whole. At this time, the class will address such issues as which of the arguments stated by the respective 18th century authors best reflects the feelings of each student on how much control an individual citizen should have over his government. Additionally, each student should address which argument had the greatest impact in molding the thinking of the common citizen of the British North American Colonies. Finally, the paper written by each group will be reviewed together and the class as a whole will brainstorm about ways that Parliament and its North American Colonies could have compromised and thus avoided the American Revolution.

The group exercises will not be evaluated with a formal objective test. However, a task analysis checklist will be used to roughly monitor student progress while working in the group. Concurrently, at the end of the three day cooperative exercise each student will write at home a one to two page formal paper that will address how the conflict between great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, each student must use specific facts to defend his argument.

If a student does not finish reading his pamphlet by the end of the class period, he should finish it at home and record his observations in his log. At the same time, each student is encouraged to expand his personal knowledge by bringing any additional information to the attention of his group members.
Twelfth Day:

The period of American history covered in this lesson will be from 1767-1775. Your prior knowledge for this period will primarily be based on the information gained as a result of listening to the three taped lectures, reading the corresponding typescripts, and completing the assignments in the course Study Manual. Each student will work in a small cooperative group of four to five individuals. Each individual will contribute to the group effort.

The three primary source pamphlets which will be used in this lesson include: John Dickinson, Letters from a farmer in Pennsylvania to the inhabitants of the British Colonies, 1767; Thomas Paine, Common sense, 1776; John Wesley, A calm address to our American Colonies, 1775 and additionally several contemporary articles that discuss revolutions in the 20th century.

The instructor will orally review the content covered in the first two days of the cooperative group work.

The group exercises will not be evaluated with a formal objective test. However, a task analysis checklist will be used to roughly monitor student progress while doing group work. Concurrently, at the end of the three day cooperative exercise each student will write at home a one to two page formal paper that will address how the conflict between Great Britain and her American Colonies could have been avoided. If a student chooses, he can argue that the conflict between the British and the Americans could not have been avoided. However, each individual
must use specific facts to defend his argument. Do not forget to use the learning strategies in your completion of this writing assignment. This paper is worth twenty-five points.

Tomorrow we will start working on the video role playing situation. Any other assignments that are not finished should be finished as homework. All assignments will be handed in on the final day when you take the comprehensive chapter test.

**Video Role Playing Review:**

This lesson will be both a video role playing situation and an overview of the chapter on the causes of the American Revolution from 1603-1775. The terms, concepts, individuals, and events that each student encountered during the studying of this chapter will be generally examined. Additionally, each class member will be made aware that the American Revolution was not unique and that revolutions during all time periods have common causes. As such this exercise will be the last step in preparing each student for the 100 point multiple-choice test that he will take over the chapter content.

Each student will have already identified and extensively studied the life of one of the major players discussed in our examination of the causes of the American Revolution. In this assignment the student will transfer the major events in the life of his historical character to similar events that might take place in a modern day revolutionary setting. In other words, the larger political, economic, and social events that fostered the Revolution of 1776 will be transferred into a modern
setting. Working as part of a team each student will combine his knowledge of his historical character with that of his classmates to come up with a written dialogue for the video play that each student will star in and produce. Pictures from contemporary magazines also will be used to illustrate the events in all revolutions. Finally, modern day popular music will be added as a "special effect" supporting the student produced narrative, still pictures, and acting. This exercise will foster and support the development of student communication skills. As such, creative writing and word/phrase development will be stressed. Each student will transfer what he has learned during the chapter learning exercises into both oral and overt interpretive expression.

Each student will need to use the paper prepared for this assignment and also bring to class either a pen or pencil. Additionally, over the period of our study of the causes of the American Revolution each student will bring pictures from contemporary magazines to class that illustrate the causes of a modern day revolution. Finally, student supplied music will also be brought to class and edited during our study of the chapter.

First Day Brainstorming will be used to identify the important concepts and events that caused not only the American Revolution but revolutions in all time periods. In small group sessions each student will generally use the experiences of his historical character to identify what general events precede a revolution. What do these look like, sound like, and feel like. Each group will be responsible for a
unique phase in the development of any revolution. Each student will spend no more than three minutes initially interlinking his historical personality into the general revolutionary setting. His peers will spend three minutes refining and expanding on his interpretations. Finally, an additional three minutes will be devoted to further refining and drafting a narrative statement that places this personality in the pre-revolutionary mind set or frame work. The process will be repeated for the character of each group member. Next, each character will be interwoven into the whole pre-revolutionary phase that the group is responsible for and a finished written narrative will be drafted. This first day group activities will last fifty-five minutes.

Second Day Each student will again work in a small group session. The written narratives developed by each group on the first day will be tied with the appropriate student supplied pictures. The pictures will be placed on poster board and used to supplement and support the students acting roles. At the same time, each student will practice reading and acting out the roles of his respective character. This second day group activities will last fifty-five minutes.

Third Day Each student will come to class ready to act out the role his character would most likely play in a modern day pre-revolutionary situation. This activity will be video-taped and will integrate student acting, posters, and music. Any student who is not acting will support the production by working with sound effects, visual effects, or as a narrator. The camera will be operated by a trained student. All of
this procedure will be supported by the instructor as a cooperative team member.

On the day following this video taping and review each student will take the 100 point multiple-choice chapter test. Additionally, all reading and writing work must be handed in at the beginning of class.

[Please complete the evaluation on the following page]
**Student Critique:**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Low</th>
<th>Rank</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel studying the chapter with the aid of the taped lectures is more helpful than without the tapes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Do you like to have part cooperative group work and part taped lectures?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Do you feel the cooperative group, learning exercises, or the taped lectures were more valuable to you as a student? (Circle one)</td>
<td>Group Strategy Lecture Same</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Please provide any additional information that you feel would help me help you learn more in this class.</td>
<td></td>
<td></td>
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PART F. STUDY STRATEGIES
**DEFENDS Writing Strategy**

The DEFENDS Strategy will help you organize and defend the stand you take in a written paper on any particular issue. To do this successfully use the following prompts:

D = Decide my exact position on the issue.
E = Examine reasons for my position.
F = Form a list [outline] of points that support each reason.
E = Expose my opinion on each point in the first sentence of each paragraph [remember to use the Paragraph Organization Strategy].
N = Note each reason and expand on the supporting points in the respective paragraph [use Paragraph Strategy].
D = Drive home your position in the last sentence of every Paragraph using the Paragraph Learning Strategy.
S = Search for and correct all errors using the COPS Strategy.

**SCORER Test Taking Strategy**

The SCORER Strategy will help you organize your thoughts while you take almost any type of test. To successfully use this strategy implement the following prompts:

S = Schedule your time.
C = Clue words.
O = Omit difficult questions.
R = Read carefully.
E = Estimate or guess if you are not sure of an answer.
R = Review your work.
CAN-DO Learning Strategy

CAN-DO is a learning strategy that will help you organize and learn the chapter subject matter. To do this successfully use the following prompts:

C = Create a list of items to be learned.
A = Ask yourself if the list is complete and double check to make sure.
N = Note main ideas from details by using a tree or overview diagram.
D = Describe each component and how components relate.
O = Over learn the main parts first, supporting details last.

EASY Learning Strategy

EASY is a questioning strategy that will also help you learn and organize the main points in your studies. To accomplish this follow the prompts listed below:

E = Elicit questions to identify important information.
A = Ask yourself which information is the least troublesome.
S = Study the easy parts first until you have over learned them and then study the hard parts.
Y = Yes to self-reinforcement.
**Error Monitoring (COPS)**

The "COPS" questions are self-directed questions designed to help you look for four kinds of errors in your own written work. The COPS questions will help you check and find your own writing errors in capitalization, overall appearance, punctuation, and spelling. To use the COPS strategy use the following prompts:

C — Have I *capitalized* the first word and proper names?

O — What is the *overall* appearance of my work? Here you should look for errors involving spacing, legibility, indentation of paragraphs, neatness, and complete sentences?

P — Have I put in all necessary *punctuation* such as commas and periods at the end of sentences?

S — Have I *spelled* all the words right?

The following steps are to be used to monitor errors:

1. Use every other line as you write your rough draft.

2. As you read each sentence, ask yourself the COPS questions.

3. When you find an error, circle it and put the correct form above the error if you know it.

4. Ask for help if you are unsure of the correct form.

5. When finished checking your written work, recopy it neatly in a form for handing in to the teacher.

6. Reread the paragraph as a final check.
Paragraph Writing Strategy

There are several reasons why people write. Among others these include: to communicate their thoughts, save information, or simply for fun. However, for other people to understand what is being said it is important for all writers to follow a few simple organization guidelines. These include the following major parts found in every well written paragraph:

1. Limit each paragraph to one thought.

2. The first sentence of each paragraph introduces your reader to the main point in that paragraph. In other words, it is the Introduction Statement on what the paragraph is going to be about.

3. The following narrative discusses the single topic you want to talk about. This is called the Body of the paragraph.

4. Finally, you should have a Concluding sentence that both wraps up the paragraph while leading into the new thought you want to present in the next paragraph.

5. This basic format is used by all successful writers.
Chapter V

Summary

School Based Deficits

The picture that emerged in this study characterized LD adolescents as exhibiting a variety of interrelated deficits. These deficits were in the areas of memory, expressive/receptive communications, selective attention, and self-directed strategy use. In fact, the lack of ability to hold printed information in short term memory and thus sequence whole word phrases constituted a major factor in the inability of LD secondary students to comprehend written text. A deficit in expressive/receptive communications constituted another factor whereby LD youngsters relied on an almost letter by letter phonemic processing of words. This in turn placed additional stress on short term memory. Furthermore, these individuals demonstrated deficits in attention that made it very hard for them to screen out superfluous information and focus on appropriate learning tasks. Finally, LD adolescents emerged as inactive learners who did not use their background knowledge to implement successful self-directed organizational learning strategies. As a result of all or some of these deficits LD secondary students failed to encode, transform, store, retrieve, search, compare, and reconstruct information into usable forms. This led to school based problems that graphically impacted
the learners in the larger more overt information processing skills of reading, spelling, writing, math, and social competence.

Reading

Deficits in reading based content area comprehension ranked as the most prevalent reason adolescents received their educational services outside the regular education classes. The researchers LaBerge and Samuels isolated the inability to integrate visual/phonological and semantic memory as the primary reason LD students did not select maximally efficient units of language as they processed written print. At the same time, LD subjects demonstrated markedly slow retrieval and recoding speed. In fact, the ability to rapidly and effortlessly process words and word phrases into meaningful units of language constituted a major strength for NLD adolescents. In other words, LD secondary students focused almost exclusively on graphophonics to process written print. Additionally, it was revealed that LD adolescents failed to use their background knowledge to appraise or estimate task difficulty, purpose, scope, and requirements, as well as evaluating their own results. This stood in direct contrast to their NLD peers who successfully integrated background knowledge holistically with the graphophonics, syntactic, and semantics parts of language to gain meaning from content area reading assignments. These results corresponded with the independent findings of Swanson and Torgesen who characterized the inability of LD students to holistically process print as the major obstacle to success that members of this populations faced in content area classes.
Spelling

The deficits of LD adolescents in spelling correlated very closely with those documented in reading. In fact, these individuals relied almost exclusively on graphophonics to sound out and spell words. This proved to be an especially ineffective approach in light of the fact that LD youngsters exhibited graphic problems: (a) holding words in short-term memory long enough to encode all the phonemic sounds; (b) identifying the phonemic boundaries in words; and (c) developing simple-to-alphabet rules which governed phonographic translation. In contrast NLD adolescents successfully integrated the use of problem-solving skills, knowledge of phonology, phonetic segmentation, and orthographic rules.

Writing

As expected slow readers and poor spellers exhibited low written language skills. These LD adolescents had trouble with fluency, syntax, semantics, and pragmatics. Compared to their NLD peers LD secondary students produced written work with much shorter sentences, run-ons and fragments, errors in word omissions, order, endings, incorrect noun and verb usage including incorrect auxiliary verbs, use of gerunds and participles, poor punctuation, and incorrect adverb and preposition usage.

Arithmetic

Furthermore, the reported educational literature revealed that LD adolescents were also graphically deficient in mathematics. In fact, the deficiencies found in members of this population in mathematics and
reading correlated with syntactic or structural relationships between words and symbols. For example, setting up syntactical word-problems and employing learning strategies by using their schematic background knowledge was a problem for LD secondary students. It was hard for them to reorder or abandon a strategy previously learned in order to successfully address a new and challenging situation.

**Social Competence**

A lack of social competence, at the same time, surfaced as one of the major deficits of LD adolescents. These deficits were characterized by negative attitudes accompanied by hyperactivity, short attention span, distractibility, unsocialized aggression, emotional liability, inability to delay gratification, and conduct problems. Negative statements and offensive actions joined with a marked inability to understand nonverbal communications and project themselves in the position of others caused LD adolescents to be exposed to lower peer acceptance, fewer positive nominations, and lower feelings of self-worth. At the same time, teachers perceived LD adolescents as having more serious academic, cognitive, and social problems. Furthermore, the actions on the part of LD individuals and corresponding perceptions carried over into the post school adult world. In this setting employers expressed less positive attitudes toward hiring LD individuals. Additionally, LD young adults were forced into employment below their ability level and thus they reported being significantly less satisfied with their employment situations and their contacts with parents and peers.
The evidence gleaned from the professional literature revealed, at the same time, that these social and academic deficits only acted in concert to create a perpetual self-fulfilling situation of failure for LD secondary students. This was especially true in traditionally taught content area subjects where the disabilities of LD subjects negatively impacted their ability to monitor: self-questioning, paraphrasing, gaining of information from textbooks, discriminating main ideas from details, memorizing large amounts of content information, theme writing, error monitoring, critical listening, and test-taking. It followed that the complexity and almost limitless variations in these deficits caused regular educators to rigidly oppose integrating these adolescents into mainstream content instructional settings.

However, fortunately over the past three decades researchers developed and documented the effectiveness of individual teaching techniques that proved to be extremely successful when working with LD high school students. These programs focused on changing both the learner and the learning environment. This concept was based on the fact that educators for too long concentrated only on the learner as the source of learning difficulties rather than the instructional environment. From this evolved a comprehensive content area instructional program that made it possible to educate both LD and NLD adolescents in the same mainstream learning environment. The format outlined in this curriculum project integrated—metacognitive strategies, pre-reading interventions, audio-tutorial lessons, and cooperative group instruction—to accomplish this
goal in a comprehensive American history instructional program.

**Metacognitive Strategies**

The metacognitive learning strategies used in this curriculum project were used to teach secondary students how to learn rather than to teach them specific content knowledge. This caused students to monitor and take active control of their cognitive learning processes. Adolescents who benefited most from using this technique had reading scores above the third-grade level, ability to integrate between higher level and concrete cognitive learning tasks, and registered at least average intelligence with a 85-115 IQ score. The content area learning of these individuals was supported in this project through metacognitive strategies that focused on acquisition, storage, and expression/demonstration techniques. Finally, the ultimate goal of learning strategies instruction focused on teaching skills that both allowed LD adolescents to meet immediate school based academic and social requirements while teaching them to generalize the use of these skills across time and settings.

**Acquisition strategies**

The acquisition techniques used focused on self-questioning, reading comprehension, and paraphrasing. The Paraphrasing Strategy allowed adolescents to transform, embellish, and elaborate on the information contained in content area reading assignments. Self-questioning relied on LD adolescents to ask themselves "wh" questions as they processed written print. Through this approach LD high school students monitored not only their reading but used it to generalize feedback information
gained from isolated academic as well as social situations. At the same time, the Multipass Strategy supported LD students in their quest to survey, size-up, and sort-out information from content area reading assignments and thus become active learners.

**Storage strategies**

Furthermore, storage techniques used first letter mnemonics combined with a Listening and Notetaking Strategy to use association and cues across a variety of academic and extracurricular settings. The mnemonic technique used acronyms to highlight the individual steps in strategies. For example, the Listening and Note-taking Strategy used an acronym to enhance the ability of LD secondary students to consciously organize their listening skills by identifying key words and important information through verbal cues and mannerisms in an oral presentation along with organizing their notes into outline form. Finally, LD adolescents were prompted to consciously rely and expand on their school based experience in mnemonic acronym use to learn and remember information in a variety of situations.

**Expression/demonstration strategies**

The expression/demonstration techniques, at the same time, taught LD secondary students to use mnemonic acronyms to monitor the quality of their information production in paragraph writing, written error monitoring, theme writing, and test-taking strategies. The Paragraph Writing Strategy increased the ability of LD individuals to outline, organize, establish a point-of-view and select verb tense, sequence ideas, and
check their written work in or outside of a formal educational setting. The Error Monitoring Strategy (COPS) taught students to detect and correct errors in their writing and to write neat well organized essays.

The Theme Writing Strategy used the acronym DEFENDS to prompt LD subjects to take charge of generating ideas for their own themes and organizing these ideas in a logical sequence. Next, students wrote their own essays, monitored errors, and rewrote to produce a final product. At the same time, the strategies used in this American history curriculum project incorporated prompts in the course format. These included explicit oral and written cues (e.g. "use the DEFENDS strategy to evaluate the point of view stated in your respective pamphlet"). This caused LD students to know when to use the DEFENDS strategy to write their cooperative group essays. Furthermore, LD high school students learned to independently initiate this DEFENDS strategy in a variety of settings (e.g. writing a cover letter to accompany their resume when applying for a job). Concurrently, the Test-Taking Strategy successfully prompted LD adolescents to read instructions and questions carefully and monitor the use of time. Finally, the educational literature revealed that these collective metacognitive strategies possessed many additional strengths as well as some inherent limitations which educators should consider before integrating them into a comprehensive mainstream instructional program with LD adolescents.

**Strengths.**

A major strength associated with learning strategies acquisition
centered around the fact that it provided a common ground format that facilitated collaboration between special and regular educators. In other words, strategy mastery was first achieved by LD adolescents in a resource room and then practiced in the mainstream content classes. Once mastered, this instructional method fostered the adjustment of LD adolescents into mainstream content area subjects. This instructional method also complimented the natural intellectual strengths and potentials possessed by LD individuals. This especially proved true for secondary aged LD students who, once they mastered the concept of learning how to learn, were in a much better position to acquire new skills and to respond successfully to rapidly changing information and future conditions. As a result, such individuals demonstrated increased participation and increased rate of correct verbal responses in mainstream classroom activities. Thus, students not only acquired instructional strategies but gained the necessary confidence in their innate abilities to become independent learners whereby they accepted major responsibility for control of their lives. However, many of the very strategy features that acted as strengths under certain conditions acted as weaknesses or as barriers to mainstream learning for LD adolescents.

**Weaknesses.**

One major drawback to the implementation of a strategy intervention model centered around the traditional separation between special and regular education. In fact, the successful implementation of such instructional strategies would require special and regular educators to
interact in order to adapt and coordinate their learning environments. For example, the instructional design of a traditionally taught American history course did not provide enough flexibility to allow for practice in strategy use across time and in novel situations. This contrasted with the traditional approach employed in the special education resource room where LD students were lead one step at a time through strategy use but with no feedback about how, when, or where to use the strategy. Typically, in fact, special educators took total responsibility for designing and selecting when and where a particular strategy would be used. Thus LD students were not taught to create and apply strategies to novel situations. This often resulted in a type of structured academic helplessness on the part of secondary students isolated in a resource setting.

Another problem, at the same time, centered around the fact that some more severely LD secondary students probably did not possess the entry level academic skills necessary for success in content subjects. At the same time, virtually all LD adolescents exhibited traumatic deficits in rapid and automatic processing of written language which mandated that members of this population devote an undue amount of effort and attention to decoding and encoding information. In turn, this decreased the available cognitive resources (e.g. reading strategies such as the multipass). This coincided with the additional problem LD adolescents exhibited of mastering strategies which were at times both hard to learn and with benefits only realized more in long-term rather
than short-term effects. As a result, LD youngsters seemed to lack motivation because they did not have a frame of reference for the immediate value of these learning tools.

Furthermore, the exclusive use of learning strategies resulted in a limited focus on other instructional needs in areas such as functional living skills. It also followed that knowledge of metacognitive strategies did not guarantee their use. The sheer number of strategies and the amount of time required to learn and master each one made it necessary for years to be devoted to acquisition of a workable repertoire of strategies. Therefore, LD students who learned a higher order reading comprehension strategy such as multipass could not use this strategy for a more simple task (e.g. decoding words). Detractors of this instructional approach asserted that materials and tasks used to examine the effectiveness of cognitive strategies tended to be contrived and had little relevance to classroom learning situations. Finally, even staunch advocates such as Deshler and Schumaker acknowledged the necessity of expanding the research data base on the efficiency of the learning strategy instructional method.

**Pre Reading and Context Interventions**

Educators agreed that LD adolescents were influenced in their acquisition of content information by their entry level academic skills, peer contacts, and the quality of the instructional program and its presentation. It followed that pre and context reading interventions increased learning through the use of (a) purpose setting questions, (b) key
historical terms, (c) advanced organizers, (d) self-help mini-quizzes, (e) cuing of key terms, and (f) interspersed content questions.

**Purpose Setting Questions**

Information gleaned from the professional literature revealed that pre-reading questions helped stimulate LD secondary students to become active learners. In other words, this instructional technique supported LD learners in the integration of their schemata (network of background interrelationships between objects, situations, and sequences of events) and their ongoing processing of printed text during reading. At the same time, the use of a range of literal to higher level questions proved to support the learning of all secondary students. This led LD and NLD adolescents alike to establish a mental framework for specific information required for an understanding of content reading assignments thereby increasing comprehension and retention of relevant information. This process also acted to promote positive interactions between the teacher and students.

**Key Historical Terms**

The educational literature revealed that the highlighting pre-reading key historical terms proved supportive if students understood that these were the main points to be learned in the upcoming content reading assignments. Thus it proved beneficial to know in a pre-reading context that these terms and concepts would appear in bold face print and underlined in the chapter text to stress their importance. As a result, LD individuals established a mental set which supported their acquisition
of new vocabulary words, understanding of concepts, and reading comprehension through tying the new information presented in the lessons to their existing knowledge base. It followed that LD adolescents benefited more than their NLD peers from this technique because they needed the specific pre reading structure and knowledge of how to organize and gain information from the upcoming reading assignments.

Advanced Organizers

The evidence reported in the research gathered for this study showed that advanced organizers helped provide structure for LD adolescents who historically experienced deficits in actively recognizing and organizing important concepts and details. Thus the chapter material was presented at a higher level of generality, inclusiveness, and abstraction. In other words, LD learners used their existing knowledge base combined with this pre reading instructional tool to achieve a framework or macro structure for the chapter reading material. For example, the episodic organizer and semantic mapping used a webbing format to stress the relationships of cause and effect or the interrelationships between events. In fact, researchers including Ausubel, Bulgren, Bergerud, Horton, Lenz, Lovitt demonstrated independently that pre reading advanced organizers supported the comprehension and retention of content information on the part of LD as well as NLD adolescents.

Study Guide Self-Help Mini-Quizzes

Self-help mini-quizzes used in a study guide format received strong support in the professional literature. This was because such quizzes
in the form of multiple-choice, true-false, matching, hidden word and crossword puzzles required readers to combine their background knowledge with information gained from studying the chapter and logical reasoning learning strategies. The cloze procedure acted on the principles of a broken circle which students completed by filling in the missing term and thus filling the gap. Completion of this technique required students to integrate syntactics, semantics, phonetics. It followed that the cloze and essay methods of evaluation both supplied instructional feedback on central ideas while multiple-choice and short answer measurement items provided information on understanding of details.

Self-checking of these quizzes, at the same time, provided immediate feedback in a non-threatening manner. In other words, looking back to the text as a learning strategy improved support and accuracy especially for LD and LA adolescents. Furthermore, this technique most successfully supported members of these populations when they knew how, why and when it was to be used. Self-scoring, in fact, produced higher results than teachers providing simple right-wrong responses. It followed that the lower the academic functioning of the individuals the greater the necessity for positive immediate feedback, correction of faulty perceptions, giving reinforcement, partial information, and discriminating among finer levels of knowledge. Additionally, educators recommended the cuing of key content terms as a way to support the learning of both LD and NLD adolescents.

**Cuing of Key Terms**
Boldfaced, italicized, and underlined key words all increased the acquisition of content information for both LD and NLD adolescents. In other words, this method keyed all students for success by highlighting important content terms in the reading. This facilitated the ability to organize, arrange ideas, and recall information especially on the part of LD adolescents who demonstrated a historical need for this type of context structural support. These conclusions coincided with the findings of Lovitt and colleagues who confirmed that LD subjects retained more information when textual key words were highlighted than when they were not. Finally findings reported in the professional literature revealed that questions inserted immediately after individual context chapter reading segments constituted an instructional adaptation that affected comprehension of content subject matter.

**Interspersed Content Questions**

This adaptation of text format, in fact, structured the activation of prior knowledge before and during the processing of written instructional material. Furthermore, inserted textlike adjunct questions divided the chapter reading into shorter more manageable segments of text. This in turn supported especially the acquisition of information on the part of LD adolescents because it provided a format whereby students received feedback on their comprehension of targeted learning objectives and needed learning structure. As a result, this teaching method increased retention of context information while post questions acted to reinforce specific information covered in the chapter reading.
Finally, the educational literature revealed many additional strengths and weaknesses for the pre reading and context interventions employed in this curriculum project.

**Strengths.**

Pre reading interventions proved necessary because LD adolescents, even with adequate background knowledge, historically demonstrated deficits in using their information base to actively control the learning environment. Purpose setting questions, key historical terms, and advanced organizers helped LD adolescents especially tie their store of prior knowledge to the information they processed during content reading assignments. In other words, presentation of major text concepts and organization in advance provided a structure that helped LD students establish a schema or mental framework for the upcoming reading assignment. Another way of saying this was that a macro structure for the interrelationship of concepts and information was established. Thus the cueing of information caused LD individuals to focus on the important ideas which allowed them to devote more attentional energy to monitoring the acquisition of important content subject matter. Additionally, LD adolescents spent less time sorting out superfluous content information which meant they spent more time actively acquiring the knowledge deemed relevant by the instructor. This process also supported the reading of LD secondary students whereby context instructional assignments acted to remediate their reading deficits.

Questions placed in the context reading assignments, at the same
time, acted to prompt and thus support the comprehension of all adolescents. Self-help [self-checking] mini-quizzes integrated into a study guide format, furthermore, concentrated on the important information from the chapter assignments. This caused students to be actively involved in their own learning processes. For example, students gained analytical skills and mastery of higher level more inferential knowledge when they checked their understanding of chapter content by completing a cloze mini-quiz. It followed that the local design of study guides mandated personal involvement and preparation by the instructor. Finally, through this format all students, LD and NLD alike, received positive immediate feedback thus experiencing success. As a result, it was not as important for the teacher to take time to discuss again the content subject matter.

Furthermore, researchers documented that the pre reading and context interventions used in this history project were just as effective across settings, instructional subjects, and textbooks. This structure proved especially beneficial because of variations in the presentation abilities of individual teachers and as a supplement to the typical poorly designed secondary content area textbook. Time to construct these criterion devices was minimal with no additional record keeping necessary if the students monitored their own comprehension through self-checking mini-quizzes. These interventions acted to support the overall instructional process when a substitute teacher was necessary. As a result, teachers who participated in the studies examined for this master's
project confirmed that they would continue to use these instructional interventions in their day to day mainstream classes. This also helped the regular education teachers become more in tune with the academic needs of their LD students and as a result interact in a positive collaborative way with special educators. Therefore, in keeping with Piaget's view of learning, these pre reading and context instructional techniques proved to be both durable and generalizable.

**Weaknesses.**

One of the major drawbacks in the use of pre reading questions, key historical terms, and advanced organizers centered around the highly structured design of these instructional interventions. This proved to be true because all students enter respective learning environments with different strengths and weaknesses in their background knowledge. However, the very design of the pre reading interventions used in this history project assumed that students possessed at least the rudimentary background knowledge necessary to gain meaning from the subsuming or cueing concepts built into the learning exercises. For example, when studying a chapter on intercity living conditions, terms or concepts related to gang violence placed in a pre reading format would not tie the interrelationships between the students' background knowledge and the chapter content information as efficiently for individuals who lived in a rural as compared to an intercity environment. In other words, concept organizers were limited in their value proportionally to the amount of basic relevant knowledge possessed by the user.
Furthermore, such pre reading techniques depended on the local instructor for their design and prompting. This finding was in keeping with the evidence reported in isolated studies where LD adolescents needed to be prompted when to employ these strategies. Additionally, these same authors verified that LD secondary students did not self-initiate the use of the learning principles embodied in the pre reading strategies from one instructional setting to another. These interventions worked to make LD adolescents even more dependent on teachers and an artificial learning environment with at-risk students progressively less able to function in the real world of competition. Researchers, at the same time, voiced concern that higher level functioning NLD students might be held back academically because lower level literal questions were fashioned to meet the cognitive needs of LD youngsters. Prompts, designed to aid LD and LA students, such as typographical cues were also looked on as more cumbersome than beneficial to the reading process especially for NLD learners. Some authors, finally, questioned whether LD individuals achieved a generalizable structure for logical operations which Piaget looked on as critical for reaching the concrete operational stage of learning.

Most regular educational programs, at the same time, provided little extra time or means for content area instructors to teach LD adolescents these strategies. Therefore, most often the initial instructions and usage of these strategies rested on the resource special education teacher. Thus an effective interactive professional relationship seldom
resulted between the special and regular educators. This bureaucratic rigidity worked to restrict the numbers and cognitive functioning levels of LD students who were mainstreamed successfully into content courses.

Audio-Tutorial Intervention

Audio-tutorial instruction combined audio recordings and tutoring with independent study sessions and small group cooperative learning. Through this curriculum adaption a comprehensive learning system was created. In other words, LD as well as NLD adolescents read a type-script of the chapter narrative while listening simultaneously to a corresponding audio-tape of the same content subject matter. The meaning of these presentations was expanded on through the use of a variety of media experiences combined with group discussions in which the resident instructor further facilitated the relevance of information presented on the cassette tapes.

Independent Study Sessions (ISS)

One of the major features of the ISS centered around the fact that this method of instruction with content material presented both in a printed and audio narrative allowed LD and LA adolescents to by-pass their reading deficits. Furthermore, this process made it possible for these at-risk secondary students to gain grade level information at their own pace while receiving immediate positive feedback through rereading and relistening to content subject matter. Thus through repetition LD adolescents were provided an instructional mechanism
whereby they exercised an increased level of control over their own learning processes. Finally, this process increased their self-esteem.

**Small Group Sessions (SGS)**

The small group sessions helped both at-risk and normal achieving adolescents to use their background knowledge to bring increased meaning to the information they gained from the printed/taped lectures. Thus students as well as the instructor received feedback as to how successfully information was retained from the taped discussions. At the same time, these interpersonal sessions fostered an informal relaxed atmosphere in which all students felt comfortable and unafraid of ridicule because of their learning style or pace. Furthermore, the SGS supported the establishment of self-monitored on-task goals, aspirations, and self-esteem. This perpetuated positive cooperative interactive feedback for both peers and the instructor in such a way as to stimulate the unique abilities of individual students—LD and NLD alike.

**Self-Pacing/Feedback and Time on Task**

The A-T instructional format worked to aid LD and LA adolescents especially by allowing these individuals to work at their own pace and convenience. The controlling factor in the success of this technique centered around the number of times individuals listened to the tapes. Another supporting feature included the fact that spoken language, with its elements of pace, intonations and pauses, provided far richer and more rewarding learning experience than the printed narrative alone. Researchers reported that secondary students who rewound and relistened
to parts of the lesson they did not understand substantially improved their understanding content subject matter and consequently raised their scores on chapter tests. Additionally, self-scoring of quizzes permitted students to monitor and thus receive feedback on their academic progress whereby they adjusted their intensity and amount of study time. These collective features of the A-T method worked together to cause students to actively use their own learning strengths rather than accepting the tradition centered evaluation that learning disabled individuals could not succeed academically in high school. Thus time on task and corresponding success fostered each other. In other words, these students manifested increased academic progress, a more organized approach to content subject matter, and a heightened sense of self-esteem which resulted from expanded interpersonal skills acquired through small group cooperative learning sessions.

**Student and Staff Acceptance of A-T**

This success carried over to both LD and NLD adolescents who, as a result, voiced positive attitudes toward school based formal learning in general and the A-T method in particular. In turn, a positive relaxed learning environment resulted in a free forum for ideas and expression of personal ideas. At the same time, the A-T format fostered a heightened level of supportive contacts between the instructor and students along with a decrease in academic pressure as a result of small unit assignments. These positive academic interventions and improved attitudes caused students to be more motivated, work harder, and accomplish
more in a shorter period of time. In fact, LD and LA secondary students constituted the school population that benefited the most from the A-T instructional techniques. This resulted in the LD and LA adolescents increasing their achievement scores on teacher designed chapter tests.

**Grades and Achievement**

Documented evidence from the professional literature demonstrated that at-risk secondary students increased their academic performance levels as a result of self-pacing and personal feedback from self-help mini-quizzes. In other words, the A-T study guide, multisensory media, readings, self-examination, diagnostic tests, and remedial work combined to especially support the academic achievement of LD and LA individuals. It made sense that these adolescents who scored lowest on language processing related skills responded most favorably when taught through the A-T instructional method. At the same time, these results illustrated the contrast in philosophy between the A-T and conventional instruction with the latter focusing more on the inability of LD and LA secondary students rather than on their learning strengths—as related especially to reading.

**Reading By-Pass**

The major A-T intervention centered around circumventing the reading deficits of LD and LA adolescents by providing printed and corresponding tape recorded narratives of the content subject matter. This exposed learners to correct patterns of word identification and text processing through rehearsal and repeated readings. Thus, students experienced
increased control of their instructional environment, intensity of attention, and over learning and feedback. Through these combined techniques LD and LA secondary students increased their rate of academic progress, raised their achievement levels, and their levels of content retention. For example, audio/printed narratives supplemented with learning strategies such as skimming, self-questioning and paraphrasing aided LD and LA adolescents to the degree that these individuals averaged 89% on a post chapter test with the same subjects scoring only 43% when only listening. At the same time, the effects of the audio/printed presentations proved negligible to the achievement of NLD students as compared to the graphic support this compensatory technique provided LD and LA adolescents. In other words, NLD subjects were not hindered academically while the information processing needs of their at-risk peers were addressed successfully thus making it possible to educate all students in the same mainstream setting.

Mainstreaming

The audio/printed narrative study strategy format integrated the use of the visual, auditory, and kinesthetic learning channels in such a way as to meet the academic needs of LD and NLD adolescents all in the same mainstream content area classroom. At the same time, this instructional program stressed using metacognitive learning strategies; moving away from straight auditory lecture presentations; and employing causative learning, open book tests, and projects instead of paper and pencil tests. In this positive learning environment the label "handicapped"
and its corresponding stigma lost its necessity and all students were evaluated by teachers and peers alike more for their academic and social abilities rather than their disabilities. Finally, the educational literature revealed many additional strengths as well as instructional weaknesses for the A-T method described in this curriculum project.

**Strengths.**

The major feature of A-T teaching revolved around LD and LA adolescents controlling their own learning processes through self-pacing, elimination of distractions, and immediate positive instructional feedback built into the program. In other words, students controlled the number of times they chose to listen and read the tape/printed content discussion while headphones blocked out unwanted superfluous noise and self-help quizzes allowed LD learners to receive immediate feedback on their comprehension of content information in a non-threatening manner. Thus LD and LA high school students were provided with a learner centered mechanism that allowed them to by-pass or circumvent their poor reading ability and use their normal or above normal intelligence to succeed in grade level content area courses. Furthermore, the A-T content chapters and study guides were divided into small sequential steps which made learning more manageable for at-risk individuals. This approach allowed for flexibility in study time and the making up of assignments by students who missed school because of illness. At the same time, a variety of media approaches were used in the content curriculum unit to best illustrate the logical sequence of historical events.
To design and teach this integrated program required the instructor to be more organized and immersed in the subject matter. However, because students worked independently, the A-T format freed the teacher to move about the classroom to meet the one to one needs of individual learners. Thus more individuals could be served using the same amount or less instructional time, space, materials, and money. Finally, the class instructor used small group sessions to address the individual academic needs of all students.

The small cooperative group learning sessions, in fact, fostered a high student-teacher contact ratio where students learned to interact in a positive way to achieve common goals. In this environment, with the instructor acting as a facilitator of information, adolescents engaged in a positive give and take of knowledge and ideas. It followed that the instructor was open to positive criticism as well as individual students who were always challenged to defend and reevaluate their opinions. Through this process students received positive corrective feedback in a non-threatening learning environment.

Weaknesses.

The major drawbacks in the A-T instructional package revolved around the amount of time, commitment, and therefore initial expense required on the part of all staff members ranging from the school board, local administrators, special and regular education teachers, and paraprofessionals. Educators also reported a dramatic increase in the number of faculty hours and effort devoted to the initial design and preparation
of content materials. Furthermore, the cost of initiating this mode of
instruction proved substantially higher than buying textbook and materials for straight traditional seatwork lecture programs. Additionally, it proved necessary as well as expensive to develop at the local level professional quality printed chapter narratives and study guides along with the audio presentations for the same materials. In other words, collectively, the greatest deterrent to the extended use of the A-T method was the intense preparation time and effort required at the local level compounded by the absence of commercially available A-T software. At the same time, two additional problems inherent to LD and LA adolescents focused on their ability to comprehend secondary textbooks because of their limited vocabulary, language development, and content background knowledge. Secondly, students within these population were historically poor listeners—not knowing how or motivated enough to control their own learning environment. This mandated that additional instructional time be allocated for at least the lower functional LD and LA students which in turn required at least their part time removal from the mainstream educational setting back into a resource room placement and specific listening skills training.

Furthermore, instructors had to be very organized especially in the design stage with a complete command of their subject material and what information they wanted to stress to the students. However, the tasks, roles, and responsibilities of the instructors not only changed during the design of the course but during day to day teaching as well. In
fact, the A-T mode mandated that instructors to change their basic philosophical approach to teaching and become facilitators and managers of information in the classroom as compared to the traditional lecture format where instructors acted as the all powerful sources of content information. This proved difficult and threatening for some staff members including administrators, classroom teachers, and paraprofessional because they viewed this process as a threat to the authority and control structure they enjoyed through the lecture and seatwork instructional format. It followed, like all methods of instruction, that the effectiveness of the A-T mode centered as much around the teaching skill and enthusiasm of the participating instructors as the design of the program. Thus, not even a well designed A-T program addressed every instructional problem encountered in the mainstreaming of LD secondary students. However, many professional educators expanded on the concepts embodied in the A-T small group discussions to increase the academic and social success of LD adolescents through cooperative group instruction.

**Cooperative Group Interaction**

Researchers, in fact, found that cooperative group instruction made it possible to integrate the expertise of regular and special educators along with paraprofessionals all as a team. Adolescents were divided into small mixed ability groups—LD, LA, NLD, and gifted—with student evaluations based both on their last best individual score and on the performance of the whole group. This cooperative format stimulated critical thinking through discussions, clarification and evaluation of
the ideas of all students, searching for knowledge, self-confidence, and cooperation. In other words, learners worked together using group goals and individual accountability with equal opportunity for success. Finally this instructional design, which embodied the cooperative goal structures used in the one room schoolhouse of early America, led subjects to exhibit increased productivity compared to when the same individuals worked alone.

**Academic/Social Benefits**

Researchers, in fact, found that cooperative group instruction made it possible to integrate the expertise of regular and special educators along with para-professionals all as a team. Adolescents were divided into small mixed ability groups—LD, LA, NLD, and gifted—with the evaluation of students based both on their last best individual score and on the performance of the whole group. This cooperative format stimulated critical thinking through discussions, clarification and evaluation of the ideas of all students, searching for knowledge, self-confidence, and cooperation. At the same time, working together required students to get to really know and understand their peers. This process provided LD adolescents an opportunity to achieve acceptance with their NLD peers. In other words, both LD and NLD learners worked together using group goals and individual accountability to achieve both academic and social success in the same mainstream content area instructional setting.

**Social Interactions of LD Adolescents**
Unfortunately however, LD adolescents demonstrated social deficits that included high anxiety levels, low self-esteem, poor interpersonal skills, and emotional disabilities which led to classroom disruptions, hostile behavior, and negative attitudes toward other students. Historically, these attributes caused LD secondary students to be rejected by their teachers and NLD classmates. At the same time, NLD high school students generally speaking engaged intuitively in social interactions that were perceived by their peers as positive. On the other hand, LD adolescents were found to be progressively at-risk for problems such as dropping out of school, adjustment difficulties, and loneliness. Therefore, educators initiated cooperative group programs which exploited the need of all adolescents to be liked and part of a successful intersupportive format which acted as a positive stimulus toward professional collaboration between special and regular education teachers.

Professional Collaboration

Cooperative learning provided a catalyst for professional interaction and stimulation for the team of educators. This needed to be an integral part of any instructional program in order for problems and solutions to be solved utilizing the expertise of all. The general education teacher was responsible for teaching subject matter while the special education teacher and paraprofessional assumed responsibility for academic skills necessary to absorb the subject matter.

Supports Mainstreaming

One of the principal themes contained in the professional literature
documented that the cooperative group instructional format increased the positive social communication and relationships between LD and NLD adolescents during interactions in mainstream content settings. In fact, mainstreamed LD as well as NLD adolescents showed increases in achievement tasks requiring problem solving, group products or cognitive rehearsal. Furthermore, it was demonstrated that the cooperative group teaching and class organizational method stimulated motivation and positive interactive relationships between all students—LD as well as NLD. However on the other hand, regular education teachers and NLD classmates both tended to perceive LD secondary students in negative ways when the less interactive and less supportive lecture/seat work instructional format was used. In other words, the educational literature confirmed that simply placing or dumping LD adolescents in regular content area classes almost always assured that these students would fail but their academic and social success was much more likely in an instructional setting where cooperative interactions and the right of all to learn was stressed.

**Strengths.**

Cooperative learning as a teaching technique provided an opportunity for professional interaction and stimulation for both special as well as regular educators. Through cooperative group instruction, LD and NLD secondary students alike, achieved respective increases in problem solving and retention for both academic and social tasks. This was compared to competitive and individualistic instruction such as lecture/seat work
programs. In fact, LD and LA secondary students were especially benefited because goals in cooperative group teaching were connected and structured which caused students to interact leading to positive interpersonal relationships. Another plus for this process, as compared to competitive modes of instruction, was that students experienced reduced pressure because they were not held to a rigid time schedule for completion of course objectives. Additionally, white NLD students discovered that black and minority students were more like themselves than different. Furthermore, this process reduced a need for labelling of disabled learners whereby teachers and NLD peers looked on LD adolescents as more competent and productive individuals. Once settled in, teachers voiced support for cooperative teaching because it allowed them to address the individual needs of all students. Finally, positive work as team members resulted in increased achievement and social acceptance.

Cooperative group instruction, at the same time, helped LD adolescents especially control their own learning processes through teaching them listening skills and how to help others through recognizing the needs, feelings, and motives of classmates which in turn increased their own feelings of self-worth. This proved true for all ability levels and in all content instructional settings. Furthermore, at-risk individuals instructed through this technique tended to (a) understand the connection between one's own behavior and academic and social success, (b) plan for the future before acting, (c) predict accurately the responses of others before saying or doing the wrong thing. As a result of this
increased self-awareness on the part of mainstreamed LD students along with a heightened teacher and peer support these LD individuals fostered positive interpersonal relationships with their NLD peers that extended beyond the mandatory group interactions. This resulted because the learning objectives of all students were interrelated which led LD and NLD adolescents to seek out the company of each other even in free time. In other words, cooperative interactions fostered friendships in and outside of formal educational settings. Finally, individual accountability as team members, group rewards, high levels of cognitive interpersonal relationships made cooperative learning a plus for all students—LD as well as NLD.

**Weaknesses.**

The major weakness of the cooperative group instructional method centered on the fact that the educators never adapted to new ideas. In fact, this instructional mode required teachers to change the way they approached teaching. In other words, they had to leave their comfort zone and act more as facilitators of information guiding students into a love of discovery. This clearly contrasted with the typical lecture/seat work presentation where instructors and students very seldom interacted with the teachers functioning as ultimate sources of information. Along the same line, in order for cooperative teaching to benefit LD adolescents, special and regular educators had to work closely together. Again, this ran contrary to the tradition centered ideas on quality education held by many teachers—both special and regular. In fact, the
vision these traditionalists held of a successful learning environment placed students sitting in seats all in straight rows with the students never interacting in the teaching process, faced forward taking notes, and listening to an instructor. At the same time, one of the few real weaknesses of the cooperative intervention was that much of the supportive research its advocates presented as evidence was conducted with a limited number of students, limited geographical areas, and only over a short period of time. Therefore, such studies had not demonstrated that cooperative group instructional benefits were generalized by students across settings and over a period of years.

**Limitations of the Study**

The major limitation of this master's project centered on the fact that the described instructional program was not actually taught in a mainstream content American history high school classroom. Furthermore, there were a very limited number of studies found in the educational literature that described programs which incorporated a mix of the same instructional components in a secondary setting. The exceptions to this were the programs described at Mesa, Arizona and Fountain Valley, California. Another general limitation evolved from the weaknesses incorporated into the individual research articles examined and used for this study. For individual articles these weaknesses included the number of subjects used and their level of academic development (e.g. LD, LA, RD, or NLD); socioeconomic and geographical distribution; classroom setting; length of study; design of the instructional techniques (e.g.
metacognitive strategies, pre reading/context interventions, audio-
tutorial, and cooperative group); and how these techniques generalize
across time and settings. Furthermore, a large number of the studies
used for this project were conducted in laboratory settings not in typ-
ical content high school instructional settings.

Concurrently, because this regular educational program advocated LD
adolescents receiving the majority of their content instruction in the
regular classroom, little opportunity was provided for LD high school
students to practice direct life and employment related skills (e. g.
reading street maps, and designing and writing an employment resume)
needed to bridge the gap between formal education and the post secondary
adult world. Where and when, for example, metacognitive strategies
would be taught was not completely described. Probably they needed to
be taught in a resource room in conjunction with the placement of the LD
adolescents in the regular content classroom. Finally, it could be
argued that this combination of instructional components supported the
learning needs of LD more than NLD adolescents. It followed that the
major limiting feature of the study also acted as a strength.

Strengths of the Study

The major strength of this curriculum master's project centered in
the size of the research base consulted. In fact, over 800 articles
were gleaned from the educational literature and incorporated into the
research base. This program examined the learning weaknesses and
strengths of LD adolescents. From this a program was designed which
integrated the successful aspects of metacognitive, study strategies, audio-tutorial, and cooperative group techniques. This bridged the gap between the learning weaknesses of LD adolescents and the academic requirements of a high school American history content course while teaching many of the academically related skills necessary for a successful transition to the post secondary adult world.

Recommendations for Future Research

This master's project, like similar curriculum studies, addressed the issues of instructional design, organization, and implementation; learner variables; and integration of LD adolescents into the regular content secondary learning environment. However, within the scope of these descriptors and broad curriculum objectives many issues need additional investigation. Once accomplished, this instructional adaption will be used to successfully integrate both LD and NLD students into the same secondary mainstream content setting.

Metacognitive

1. Further research should be conducted into ways to simplify the teaching of metacognitive strategies in resource and ultimately in content area classes.

2. Future investigations should examine the effectiveness of teaching learning strategies to students in a group setting and the optimal group size for rapid and sustained content acquisition.

3. Along the same line, research should be continued to document the effectiveness of individual metacognitive strategies to generalize across time and settings both in and outside the formal educational environment. This would require LD students to evaluate academic materials and social situations and select an appropriate strategy to successfully solve the problem. For example, a self-questioning strategy might be used in a mainstream content class to clarify textual
ambiguities, self-check one's reading comprehension, and predict test items while helping LD adolescents monitor the appropriateness of what they are about to say at a social gathering outside of school.

4. Another related area for future research should trace the long-range usefulness of individual metacognitive learning strategies. This is necessary in order to justify the great amount of time required to teach LD adolescents these strategies to mastery level.

5. Another related area for future research should focus on teaching LD adolescents to recognize the need for, establish, and monitor academic and social goals that will allow them to be successful both in and outside of school.

6. Future investigations should be conducted that look at the usefulness and adaptability of metacognitive techniques designed for LD adolescents to meet the academic and social needs of upper elementary grade (4, 5, and 6) LD youngsters.

7. Research in the future should address ways to modify the presently used metacognitive strategies to meet the learning needs of lower functioning LD adolescents who read below the fourth grade level or exhibit a five year or greater disparity between their reading ability level and grade placement level.

8. Future research should examine the interrelationship between LD adolescents' use of background knowledge, encoding of information, and natural employment of metacognitive learning strategies. Educational researchers should look at how sequencing, providing adequate practice, cognitive strategies, direct instruction, and techniques to promote generalization affect these information processing skills for mildly LD adolescents as a general population. An understanding of this process will help educators develop more efficient strategies in order to mainstream LD secondary students.

9. Staff training procedures to facilitate the effective use of time and teaching techniques should also be addressed in future research studies.

**Pre Reading/Context Interventions**

1. Research should be continued and expanded into the effectiveness of such interventions as pre reading (a) questions, (b) listing key terms, and (c) advanced organizers toward aiding the successful integration of LD secondary students into mainstream content area classes.

2. Additional research needs to answer more fully the question of
whether the use of pre reading and context interventions must be taught in a resource class or if these interventions can be taught and implemented into the content area classroom.

3. A related issue for future research endeavors should look at how much time and assistance regular educators will need from on-site special educators to make it possible for LD adolescents to successfully use instructional strategies such as pre reading questions, listing key terms, and graphic organizers.

4. A further concern that needs to be addressed more fully is whether LD adolescents become too dependent on structured interventions (e.g., pre-reading questions, listing of key terms, and graphic organizers) or whether context interventions (e.g., boldfaced key terms and questions placed in text) interfere with and weaken the comprehension these at-risk secondary students.

5. Future investigations need to examine the importance of question placement and developmental level more specifically for LD adolescents.

6. Additional studies need to focus on the effectiveness of the individual pre reading and context interventions employed in this master's project as they relate specifically to LD adolescents placed in different content subjects taught in the regular educational setting.

7. Future research should evaluate the amount of background knowledge that is necessary for LD secondary students to have for them to successfully use the pre reading exercises employed in this curriculum program. In other words, how much connection is necessary between the knowledge held in the cognitive structures of the individual and the general ideas of the new content information in order to establish a framework for understanding, conceptualizing, and remembering. Furthermore, which interventions most successfully aid LD adolescents in making the necessary connections while placed in mainstream content classes.

8. Research in the future should also more completely answer the question at what developmental or grade level can pre reading and context interventions be introduced to LD secondary students.

9. Studies should be conducted to determine the long term and generalizable effects of pre reading and content interventions for LD adolescents.

Audio-Tutorial Intervention

1. Further research should be conducted to investigate the effects the taped/printed presentations had on the reading achievement of LD
adolescents who were mainstreamed in secondary content courses.

2. Additional discovery needs to be conducted to examine the longitudinal effects of A-T supported narrative for LD secondary students. This study should also look at how effective the audio-print technique is when integrated with other proven instructional methods (e.g., meta-cognitive learning strategies, structured pre reading/context interventions, and cooperative group mode).

3. The effects of the taped/printed presentation mode of instruction needs to be monitored over a period of years using LD, LA, and NLD adolescents in more than one content course and one grade level located in urban, suburban, and rural high schools; representing different geographical areas; and socioeconomic populations.

4. Future research should implement and deliver teacher in service training whereby administrators, instructors, and paraprofessionals plan long range multidimensional instructional development programs.

5. Such investigations should also consider the effect on regular educators of the long term impact of radical program changes which mandate the adjustment of their attitudes in the areas of (e.g. increased time commitments, new roles, and greatly altered instructional responsibilities).

6. Is the A-T supported narrative more effective at particular stages of the learning process? Is the technique more effective at the problem sensing stage than at the application level?

7. Does "interrupted" use of an audio/printed narrative produce as effective learning as "continuous" use of the material?

8. A further study should include short-term and long-term affective implications of audio/print narrative supported curriculum in the specific areas of developing constructive values, self-concepts, and attitudes toward school for all students—LD, LA, and NLD.

9. Does the degree or type of teacher assistance influence the attitudes of students toward the use of audio/print narrative?

Cooperative Group Social Interaction

1. The research sighted in this master's project suggests that LD secondary students are inactive learners or demonstrate a form of academic and social helplessness. Additional research in this area needs to be conducted in order to isolate the exact incidences of this phenomenon and establish teaching and counseling approaches whereby it will be successfully remediated.
2. Further research needs to focus on how past experiences combined with the different components of a learning disability (e.g. neurological, cognitive, organizational) contributes to the academic and social difficulties encountered by LD adolescents both in and outside of formal school settings. Such a study, for example, should look at the quality, adequacy, or appropriateness of study, disruptive, and the social interactions of LD adolescents.

3. Future research should be conducted to establish the effectiveness of self-rating checklists designed to provide LD adolescents with day-to-day feedback and a permanent record of their academic and social progress during the school year. This would also provide information as to the strengths and weaknesses of the academic and social interventions outlined in this master's project.

4. Research is needed to systematically define and specify the social meta awareness and social meta control skills of LD adolescents. This study should also examine how social meta awareness skills interact with social meta control skills. In other words, knowledge of environmental variables did not guarantee the initiation and successful use of problem-solving skills. These processes may need to interact simultaneously.

5. It is important to investigate in more detail the most appropriate ways to integrate academic and social skills teaching into content curriculum adaptations such as the one described in this master's project. However, the most important issue to be addressed would be the adaptability of these curriculum interventions to support LD adolescents in their generalization of interrelated academic and social skills across time and settings.

6. Future studies should look at structured learning techniques that critically, but in a positive way, cause LD adolescents to experience and master challenging or potential failure in academic and social situations. For example, once the LD student learned to mastery level academic and social adaptation strategies, the teacher might expose the student to more or harder work than normal in order to generalize strategies taught in the resource room to regular educational courses.

7. Further research needs to be continued into the expectations and self-fulfilling prophesies of teachers concerning the academic and social ability levels of LD adolescents. Within the same study the importance of labels and stigma could be investigated along with other variables such as ability of instructors and resources within a typical content instructional classroom to meet the academic and social needs of LD high school students.

8. Studies sighted in this master's project confirmed that LD
adolescents historically enjoyed less favorable social status than their
NLD classmates. Future studies should not only isolate the root causes
for this lowered social status but further evaluate and strengthen
instructional adaptations such as the cooperative group intervention
herein described.

9. How important is individual accountability in increasing the
effects of cooperative learning on achievement?

10. How important are explicit group rewards in improving
performance and cohesiveness outcomes?

11. What are the affects of cooperative learning on the role
perceptions and attitudes of regular educators when integrating LD and
NLD adolescents into their content area courses?

12. What cooperative interventions would best support the academic
and social development of LD adolescents while preparing members of this
population to make a successful transition from high school to post
secondary education or work and expanded family responsibility?

**Implications for Education**

This integrated adaptation of metacognitive strategies, structured
pre reading and context interventions, audio-tutorial, and cooperative
group instruction will act as a model whereby all adolescents, LD, and
NLD alike, will receive their content area instruction in a positive
supportive learning environment. Students will be exposed to instruc-
tion designed and presented in a manner most likely to assure success.
This environment will foster independence and cooperation whereby all
students identify problems, locate and evaluate information by linking
their background knowledge and course assignments in such a way as to
instill skills necessary for living in a pluralistic society. In other
words, adolescents will acquire academic and social skills which stimu-
late decision making or problem solving while developing constructive
attitudes toward others and self. Furthermore, regular and special
educators will interact within the scope of this curriculum adaptation to create an educational environment in which all students experience literally the fulfillment of their highest potentiality. This will in the near future hopefully allow LD secondary students to experience success while participating in secondary mainstream content courses.
APPENDIX A.
Interview Questions for Master's Project

Educational Institution

Telephone:
Persons Interviewed:
Method of Interview:
Interview Date:
Program:
Interviewer:

I. Program Background

1. What are the major characteristics of your secondary educational program? This should include the basic educational philosophy of the districts, student body size, general sociological background of the student body, setting of the campuses (rural/urban).

2. Please describe the basic curriculum program for your audio-tutorial courses.
   a. What instructional materials are necessary?
   b. Design of instructional materials (books).
   c. Design of instructional strategies.
   d. Could this program be adapted to other subject courses?
   e. How would the classroom presentation under this program differ from one you might expect to find in a standard secondary educational setting?
      ¶. Taped lecture.
      §. Place of audio-video equipment.
      @. Small group discussions.
      *. Reading not stressed.
      #. Students are given latitude to progress at their own pace.
   f. Self-developed text or course manual.
   g. How would you describe the relevant cost of the program?

3. What are the primary goals or objectives of this program?
4. Why was this program started (possible reasons)?
   a. Centralization and Standardization?
   b. Accountability?
   c. Reverse low student achievement?
5. Describe the students this program was designed to serve.
   a. Weak students with poor study habits?
   b. Individuals not ready for post-secondary programs?

6. How does the audio-tutorial curriculum format work to meet the academic needs of both regular and handicapped students?

7. How successful has the program been in simultaneously meeting the needs of these populations?
   a. What was the pass-fail rate before and after starting this program?
   b. Do you ever receive any feedback from former students?

8. What type of assessment instruments were initially developed and how did they evolve once the program was started?
   a. Instructor designed tests.
   b. Standardized tests (criterion or norm-referenced).

9. How old is the program?

II. Decision Process

1. Design Phase:
   a. Where did you get the basic idea for the program?
   b. Was the program designed (local vs. external design)?
   c. How long did it take to develop the program?
   d. Was the program field tested before it was implemented? If so describe the process and any variables such as cost.

2. Please describe how decisions were made during the various stages of the program development. Who participated in decisions to initiate the program, to select its design and to decide how it should be implemented?

3. How were ideological differences resolved among those involved in the decision process?
4. Discuss any other design problems.

III. Implementation Phase

1. What were the most significant obstacles to the implementation of the program?
   a. How did the administration and the school board accept the program at first?
   b. How did the general public accept the program at first?
   c. How did the students accept the program at first?

2. Does this program require teacher aids to help the instructor?
   a. Students?
   b. Paraprofessional adults?
   c. What training does this require?

3. What have been the major consequences of the program?

4. Have there been any unintended consequences?

5. Has there been any formal evaluation of the program? (internal or outside agency?)

6. What means are used to communicate with teachers, students, administrators, school board, and community about the program?
   a. School bulletin and other publications.
   b. Newspaper articles.

7. How are the ongoing operations of the program monitored?
   a. Have any formal policies been adopted or changed as a result of the establishment of this program?
   b. Have any administrative guidelines or rules been changed?

IV. Funding and Resources

1. How is the program funded? (Federal, State or District funds?)

2. What is the relative size of the budget for this program in comparison with that of other instructional programs on campus?
3. Is the school board along with the public at large supportive of your efforts to attain additional funding or do you feel additional funding is necessary?
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