

SPECIAL EDUCATION

FREDERICK DOUGLASS AND I: WRITING TO READ
AND RELATE HISTORY WITH LIFE AMONG
AFRICAN AMERICAN ADOLESCENTS AT A HIGH-
POVERTY URBAN SCHOOL

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Dissertation under the direction of
Professor Steve Graham and Professor Donna Y. Ford

Purpose. Black history as represented in social studies textbooks often lacks depth demanded by historians and authenticity required for cultural relevance to African American students. However, important Black historical narratives sometimes contain difficult prose and refer to times or circumstances that are far removed from students' life experiences. In consequence, primary history texts may be excluded, or when included, may be taught in ways that seem irrelevant or uninteresting. Premised in research-based connections among self-relevance, interest, and knowledge, this study employed Writing to Read and Relate (*W2R*) as an interest-enhancing tool for generating knowledge from primary texts.

Method. Participants in this study were 37 African American 8th grade students from a single high-poverty urban school. These students were randomly assigned to one of two tutoring conditions for learning the *Narrative of the Life of Frederick Douglass* (1845). W2R students outlined essays that compared their lives with that of Douglass,

while Traditional Comprehension (*TC*) students learned vocabulary, reread passages, and rewrote segments in their own words. All students completed multiple measures of comprehension, knowledge, interest, and volition.

Results. W2R students demonstrated significantly greater growth in cumulative knowledge about Douglass, evaluated Douglass' circumstances as more self-relevant, and more often demonstrated their interest and volition by choosing to complete an extra-credit project focusing on Frederick Douglass. In addition, teacher reports indicated that W2R students demonstrated their interest through spontaneous student-initiated discussions about Douglass' *Narrative* in and outside of their social studies class. Finally, W2R students comprehension performance did not differ significantly from that of TC students.

Conclusions. W2R students outperformed TC students on measures of knowledge, interest, and volitional motivation—motivation that generalized to their classroom. As such, W2R has potential for teaching Black history to African American students in a way that is both academically rigorous and personally relevant—a method that is both good *to* students and good *for* them.

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WITH LIFE AMONG AFRICAN AMERICAN ADOLESCENTS AT A HIGH-
POVERTY URBAN SCHOOL

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To God, the Great Teacher
Giver of Life and Courage

To Mondarious E. Greer
Who was Courageous to the End
8/22/1998 to 3/09/2011

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CHAPTER 1

INTRODUCTION

My feelings were not the result of any marked cruelty in the treatment I received; they sprung from the consideration of my being a slave at all. *It was slavery, not its mere incidents I hated* [emphasis added]. I had been cheated. I saw through the attempt to keep me in ignorance.—Frederick Douglass (Douglass, 1881, p. 78)

Too often they [teachers] still conceived the motive as outside the subject-matter, something existing purely in the feelings... for attention to a matter that in itself would not provide a motive. They looked for a motive *for* the study or the lesson, instead of a motive *in* it [emphasis added].—John Dewey (Dewey, 1913, p. 61)

When developed effectively, reading and writing are not just basic skills needed for utilitarian applications but *gateways to interest development...and enrichments to individuals' subjective lives* [emphasis added].—Jere Brophy (Brophy, 2008, p. 138)

Theoretical Framework

Aliteracy: An impediment to deeper learning. The sense of having “been cheated” and of needing to see through efforts to keep one “in ignorance” described by Frederick Douglass in 1881(see above) has a certain resonance with descriptions of the

educational and life circumstances of many young Black students in American public schools (Ferguson, 2001; Holzman, 2010; Massey & Sampson, 2009; Perry, Steele, & Hilliard, 2003). Aliteracy—the rejection of literacy and associated academic disengagement—is a genuine risk for these students and a logical consequence of actual and perceived academic irrelevance. Whether disadvantaged or gifted, Black students face considerable discouragements to academic engagement and advancement.

This discouragement is evidenced by underachievement (performing below one's ability; Ford, 2011; Snow & Biancarosa, 2003), Black-White achievement gaps (Aud et al., 2011; Aud et al., 2010), and unusually high rates of academic withdrawal—whether by losing interest in formal learning (aliteracy) or wholesale rejection of school through dropping out (Bridgeland, DiIulio Jr., & Morison, 2006; Roderick, 2003). However, what is sometimes missed in discussions of underachievement and achievement gaps are the ways in which educational reforms motivated by school failure, directed toward superficial learning, bereft of self-relevance, and inimical to the autonomy of students may inhibit learning (Covington, 1999), and may even be perceived as hostile (Boykin, 1986; Freire, 1993; Freire & Freire, 1997).

Regardless of its cause, the fact of frequent low achievement by students identified as poor, urban, and African American is inescapable (Aud et al., 2011; Holzman, 2010). Consistent with such reports, the history performance of eighth-grade Black students who qualifying for free or reduced lunch lags behind their more advantaged White peers based on results from the National Assessment of Educational Progress (NAEP, 2010). A far greater proportion of poor, urban Blacks scored as “Basic” or “Below Basic” on NAEP history than did their wealthier White peers (98% vs.

76%; relative risk: $RR = 1.31$). Since learning disparities are often rooted in corresponding literacy deficits, it is not surprising that greater numbers of poor Black students performed at “Basic” or “Below Basic” levels in reading (89%, 2011) and in writing (90%, 2007) when compared to their wealthier White peers, whether in reading (49%, relative risk: $RR = 1.82$) or in writing (55%, relative risk: $RR = 1.64$; <http://nces.ed.gov/nationsreportcard/naepdata/>).

However, one must be very careful not to allow racial and economic achievement differences to devolve into simplistic predictions of failure. For example, the academic and life difficulties of poor African Americans have been blamed on family dysfunction for over 100 years (Frazier, 1928; Jeynes, 2005; Moynihan, 1965; Rainwater, 1966). Youth culture has also been blamed (Patterson, 2006; Steinberg, 1996), as has school culture (Delpit, 2006; Spencer, Noll, Stoltzfus, & Harpalani, 2001), and the antagonism arising when a student’s culture is negated by school culture (Boykin, 1986; Boykin & Noguera, 2011). Inadequate explanations have sometimes led to inadequate reforms such as No Child Left Behind (NCLB) which failed to close achievement gaps:

Neither a significant rise in achievement, nor closure of the racial achievement gap is being achieved...all the pressure and sanctions have, so far, been in vain or even counterproductive... gains on state tests...do not show up on an independent national test, the National Assessment of Educational Progress (Lee, 2006, p. 5).

Ironically, NCLB and related reforms (e.g., Race to the Top; <http://www2.ed.gov/programs/racetothetop/index.html>) have actually *increased* achievement gaps by focusing narrowly on test outcomes rather than on processes leading

to deeper learning (Amrein & Berliner, 2002 ; Bereiter, 2002; Berliner, 2006; Brophy, 2008; Darling-Hammond & Rustique-Forrester, 2005).

Further, the high-stakes focus of these reforms has alienated students, narrowed instruction, and often excluded the teaching of culturally relevant texts that might have afforded Black students greater access to the culture of education (Loewen, 2010; VanSledright & Limón, 2006).

Regarding the connection of education and culture, Bruner (1996) has cautioned: A system of education must help those growing up in a culture find an identity within that culture. Without it, they stumble in their effort after meaning. It is only in the *narrative mode* [emphasis added] that one can construct an identity and find a place in one's culture. Schools must cultivate it, nurture it, cease taking it for granted (p. 42).

It is critically important that African American students reconcile their educational and personal narratives to construct individual academic identities. In the absence of such reconciliation, education is made becomes a burden and learning trends toward “sheer strain”(Dewey, 1913, p. 54). However, in the context of self-relevance, even rigorous, deep learning may be pursued joyously. Interest mediates the distance between learners and learning objects (Nuttin & Lens, 1985), transforming learning from a “... blind, or thoughtless, struggle into reflective judgment...”(Dewey, 1913, p. 53), promoting both the autonomy of students and their willingness to invest themselves in education.

The value of deeper learning. Technology and policy changes in the United States have shifted labor outputs from material goods to knowledge itself—so-called

“knowledge work” (Drucker, 1994, p. 62). Preparing students for knowledge-generating labor poses a significant challenge for public schools. To succeed in a knowledge economy, students must move beyond consumption of information to production of knowledge. The knowledge age demands thinkers and the education of many, especially the poor, does not encourage thought (Darling-Hammond, 2010).

Furthermore, knowledge work requires higher literacy that enables students to access ever-increasing archives of written discourse. In this context, meaning-making through reading (and writing) has become one of the most important avenues to learning—“an individual’s admission ticket to the culture” (Kintsch, 1998, p. 29). Therefore, the importance of literacy is not so much in literacies skills such as reading and writing fluency or forms (a major focus of reforms such as NCLB), but in the connecting of students to written knowledge systems that literacy makes possible—the opportunity to independently access (and create) knowledge (Vitale & Romance, 2007) and the power to engage over 3,000 years of textual information (Olson, 1994)

Sadly, powerful learning has been sacrificed to basic skills when high-stakes accountability policies have resulted in “reduction to subject matter” (Bereiter, 2002, p. 267), leading to an “education of answers” (Freire & Freire, 1997, p. 23) resulting in content and teaching methods inadequate for stimulating student interest (Dewey, 1913).

For example, under NCLB students learned “facts, concepts, and even skills without learning when, where, or why they might use them” (Brophy, 2008, p. 136). Absent critical and personal reflection, students simply cannot develop higher order thinking on which deeper learning depends (Bloom, 1956). In particular, social studies instruction has suffered under NCLB where higher order skills such as “ understanding

and working with accounts, thinking about what constitutes historical evidence, or developing a sense of empathy that makes historical context more intelligible” have been sacrificed to rote learning of facts “in classrooms where accounts, evidence, and empathy are seldom seriously considered” (VanSledright & Limón, 2006, pp. 562-563).

More generally, there is little in much classroom content to advance deeper or critical thinking in reading (Bereiter & Scardamalia, 1987a), writing (Applebee & Langer, 2006; Hillocks, 2003; Kiuahara, Graham, & Hawkin, 2009), or history (VanSledright & Limón, 2006). While richer content is available (e.g., authentic texts such as primary historical documents and first-person narratives), it has often been neglected.

For example, *American History: Beginnings Through Reconstruction*, a popular 8th grade social studies textbook used in Tennessee at the time of this study (Dallek, Garcia, Ogle, & Risinger, 2008), references multiple authentic curricular supplements, without assurance these materials will be used in class. Absent supplementary material, history instruction defaults to the textbook—a text that reduces a wealth of historical narrative (cf. <http://docsouth.unc.edu/index.html>) to mere snippets that lack the depth, coherence, complexity, and authenticity necessary for engaging deeper learning and for compelling personal interest. As such, *American History: Beginnings Through Reconstruction*, reduces Frederick Douglass’ voluminous speeches, letters, and writings to a small sample of some 140 words sprinkled across 160 pages and 60 years of American history that Douglass helped to shape.

Authentic text and deeper learning. While the content used in many social studies history classes is ill-suited for developing skills such as deeper reflection,

authentic or primary history texts afford reflection and critical examination (VanSledright & Limón, 2006; Vitale & Romance, 2007). Reflection is greatest when students are encouraged to examine the connections among multiple historical perspectives including their own. In this vein, the influential RAND Reading Study Group (2002) has asked for research on effectively providing content instruction in ways that use “...inquiry-based methods and *authentic reading materials*” (emphasis added, p. 46) a position now reinforced in the Common Core State Standards (CCSS). For example, the CCSS specifically recommend Frederick Douglass’ *Narrative* (1845) for instruction with middle school students (National Governors Association, 2010b, pp. 11-12), and ask students to develop and respond to their own compelling questions when examining such texts (Council of Chief State School Officers, 2013, June 4).

However, examining authentic primary text comes at a price, since such texts may be ill-structured and poorly targeted toward student audiences (Armbruster, Anderson, & Ostertag, 1987) creating higher demands for reading skills and pertinent background knowledge. Inexperienced readers may have trouble comprehending these texts, especially because they lack sufficient information to inhibit incorrect interpretations and because they tend to trust their first impressions (Otero & Kintsch, 1992). For example, African American youth of the 21st century wonder why Frederick Douglass did not run away as a child, they do not know that for Douglass there was no “away”—the plantation and slavery was all he knew. Because such naïve readers are necessarily unaware of their misconceptions, never having deeply examined them, there arises a need for auxiliary learning tools to help learners to be more deliberate and reflective (e.g., close reading),

enabling them to identify their misconceptions sooner. Extended analytical writing provides such a tool.

Writing and deeper learning. Writing is potentially useful for acquiring information and for monitoring comprehension of difficult texts since the elaborative process of analytical writing demands analysis, synthesis, and extension of material read. Writing also requires representing one's understandings explicitly and, as such, provides a surface on which to examine the coherence of one's knowledge representations. The cyclical nature of effortful writing (knowledge transforming; Bereiter & Scardamalia, 1987b) engages working memory for text production (Kellogg, 1996) and mirrors the cyclical or iterative nature of the reading comprehension processes (forming propositions, elaborating, connecting, inferring, and integrating propositions into a knowledge network) required for forming a coherent semantic text base (Kintsch, 1988; Kintsch & van Dijk, 1978). It has been observed that writing about text permits "visibly and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in text" (Graham & Hebert, 2012, p. 712).

In a recent meta-analysis, Graham and Hebert (2010) identified writing as an effective tool for improving reading comprehension among students in grades 2 to 12. In particular, they found that extended writing (i.e., writing about personal reactions, analysis, interpretation, application or explaining the text material to others) was associated with sizable treatment effects ($d = 0.77$) when compared to reading only, rereading, study, or reading instruction controls in nine studies that employed researcher-developed measures (p. 14). Other reviews suggest that writing interventions can be made

even more effective when writing is accompanied by metacognitive prompting (Bangert-Drowns, Hurley, & Wilkinson, 2004).

One reason metacognitive prompting helps writing (providing a frame, organizer, or procedural facilitator; Bereiter & Scardamalia, 1987b; Hayes, 2006) is that the processing demands for readers/writers can thereby be reduced by directing the reader/writer's attention to specific content or goals, guiding the learner's attention and improving instructional outcomes. For example, simply establishing the connection or relevance of a text to a personal goal or learning outcome can lead to improved learning (McCrudden, Schraw, & Hartley, 2006). Other research has shown that establishing personal connections increases interest and interest promotes deeper learning (Schiefele, 1996).

Interest and deeper learning. Heightened interest in texts and topics has been consistently associated with improved learning outcomes for various academic pursuits; whether reading (Hidi, 2001; Schiefele, 1992b, 1996, 1999), writing (Hidi & Boscolo, 2006), or arithmetic (Harackiewicz & Hulleman, 2010). Interest has also been associated with improved social studies learning (Schiefele, 1992a).

Generally speaking, interest encourages persistence in the face of dull work (Bereiter, 2002; Renninger & Hidi, 2002) and, without interest learners may go to great lengths to avoid the thinking necessary for deeper learning (Bereiter, 2002; Brown, 1997). For example, it has been noted that adolescent dropouts most frequently attribute quitting to uninteresting courses resulting in low personal motivation. Conversely, making school personally relevant and interesting has been recommended to engage students and prevent dropout (Bridgeland et al., 2006, pp. iii-iv).

Topic interest may be operationalized as a relatively enduring disposition toward classes of information (topics) that is a product of situationally variable feelings and experiences with a topic (fun, happy, or interesting) as well as subjective evaluations of a topic as self-relevant or important (Krapp, 2000, 2002; Schiefele, 1992b, 1996). Whether situationally triggered and transitory, or personal and persistent, interest is enhanced when objects are perceived as self-relevant. Connecting interest to self-relevance, Dewey (1913) once wrote that, “Interest is... personal; it signifies a direct concern; a recognition of something at stake, something whose outcome is important for the individual” (p. 16).

In principle, objects in the environment that have or acquire personal value are made to be engaging or interesting. Self-relevant objects impose themselves on our perceptions; we see them more clearly and maintain our interest in them at greater psychological distances (Nuttin, 1984; Nuttin & Lens, 1985). Thus, interest serves as a perceptual enhancement supportive of and respondent to subjective value and contributes to the complex motivational networks driving student performance (Hidi & Renninger, 2006; Renninger & Hidi, 2002). The self-referenced quality of interest is critical. Behavior is not driven by *objective*, but rather by *subjective* value; and it is the multifaceted *Self*, which provides the basis for this valuation (cf. Morphy, 2010). As such, enhancing the self-relevance, or self-referenced value, of academic activities can positively influence the motivation and performance of students struggling to find value in their education (Anderman & Wolters, 2006; Brophy, 1999; Covington, 1999).

Consistent with this notion, research efforts to enhance the perceived self-relevance, personal value, or instrumental utility of school activities for students, have resulted in increased interest and concomitantly improved performance. For example,

having students write about the reasons a course was important to them helped students who expected lower success to improve their outcomes in mathematics (Harackiewicz & Hulleman, 2010) and science (Hulleman & Harackiewicz, 2009). Relatedly, aligning school content with known student interests automatically increases the perceived self-relevance of the content, resulting in improved performance. For example, researchers who wanted to eliminate gender achievement gaps in high school physics, substituted life-sciences examples that were known to be more self-relevant to girls, replacing the traditional mechanics examples in textbooks. This modification which made content more relevant to girls without alienating boys, led to improved girls' performance without any harm to boys' performance, and resulted in the elimination of gender achievement gaps for these students (Häussler & Hoffmann, 2002; Hoffmann & Häußler, 1998).

Appropriate interest measures for detecting deeper learning. Both writing and interest effects on learning appear to be conditional upon the type of measures used. Stated in brief, detecting deeper learning effects requires deeper learning measures—a principle that has been borne out both in writing and in interest research.

For example, Langer and Applebee (1987) reported the outcomes from two quantitative studies of high school students' comprehension, knowledge, and writing quality when learning from poorly structured historical texts (loosely structured excerpts presenting multiple viewpoints without reconciliation). The stark difference in the outcomes from this study depended largely on the timing and type of measure used.

Results from the initial study in this report were remarkably disappointing. In this first study, the extended writing (essay) group, when compared to a business-as-usual

control, underperformed on both delayed and immediate learning measures (i.e., a 4-week-delayed post multiple-choice comprehension measure: $d = -0.13$, a 4-week-delayed post free association knowledge measure: $d = -0.45$, and an immediate-post association knowledge measure: $d = -0.76$). The authors' analysis of these outcomes led them to change their measures (substituting written recall or knowledge measures for multiple-choice questions) and to reduce the delay in time from writing to measurement occasions (next day and five days after reading/writing).

Subsequently, these changes in methods resulted in markedly different outcomes both for comprehension (written recall, $d = 0.91$) and for knowledge (free association, $d = 1.12$). The authors later triangulated these outcomes to think-aloud protocols from a subset of students, concluding that:

The students who engaged in the analytic-writing task were guided by their own reformulation of the material. When they looked back to the passage, they did so to corroborate rather than find the ideas they wanted to write about and to select details to support and elaborate upon their points... *the analytic-writing group rarely relied on ideas or language drawn directly from the text* (emphasis added).

While these students dealt directly with a smaller proportion of the content in the original passage, they worked more extensively with the information they did use (pp. 121-122).

Left to themselves, analytical writers tended to use their own words and integrated smaller amounts of information more deeply. As such, their ability to respond to more superficial or lower-order questions was actually impaired. When Langer and Applebee altered their comprehension measure to tap the deeper associations within

memory (recall) rather than relying on cue dependent recognition (multiple-choice), the effects of writing on learning were revealed. These observations point to the need for deeper and cumulative measures of learning that are sensitive to the generative and synthetic qualities of deeper integrated learning.

As with writing, interest effects on learning have been found to be conditional upon alignment of the measures used with the type of learning being done (relatively superficial measures may not detect deeper learning) and type of material being studied. For example, in a study of middle-class, urban, high-school students, Schiefele (1996) found that the level of students' self-assessed topic-interest prior to reading predicted the depth of students' text representations. Given a comprehension measure that differentiated surface and deeper text representations, Schiefele found that increased topic interest was associated with deeper learning, while decreased topic interest was associated with better processing of surface features. As such, deeper processing selectively affected student outcomes on deeper measures¹. However, even providing tools for deeper processing and use of appropriate measures does not guarantee treatment effects where texts themselves do not warrant the use of such tools (as a doorknob to a door that never opens—or to a door that has nothing worthwhile behind it).

There is some evidence that the type of texts used in research also limits the benefits of deeper processing—even when measured appropriately. Specifically, the benefits of deeper processing may be limited to texts that are difficult or otherwise less obviously enjoyable (e.g., unfamiliar historical narratives). For example, McDaniel, Waddill, Finstad, and Bourg (2000) found that college students' deep comprehension of

¹ Schiefele's deepest learning outcome (situational representation) did not correlate with interest as expected, but rather with verbal ability (Scholastic Aptitude Test verbal ability score).

high-interest texts was not affected by deep processing, but rather by a text manipulation which induced *shallow* word-level processing of written texts (letters deleted from words; $d = 0.69$). Conversely, recall of less interesting texts was improved by a text manipulation inducing attention to the passage's propositional structure (scrambled propositions; $d = 0.83$).

If the aforementioned effects of deeper processing by text manipulation generalize, we may suspect that difficult but valuable texts like little-known first-person historical narratives would be useful for testing the effects of writing and interest on deeper learning. However, such texts may also be considered boring by students because they lack interesting text features such as colorful pictures or exciting story lines that can excite student interest (Renninger & Hidi, 2002; Schiefele, 1999). Though superficially uninteresting, these narratives are necessary to developing historical empathy since they uniquely convey the thoughts, attitudes, and actions of particular individuals. Furthermore, they are important, often containing useful historical knowledge for navigating life problems. Yet uninterested students may not read these narratives at all, or may only read them grudgingly and so miss their importance—an impasse. Overcoming this impasse may be especially important for marginalized African American youth living in poverty—students who should benefit from an empathic understanding of Black historical counternarratives.

Black counternarratives and deeper learning for Black students: Although the use of primary history texts is important for encouraging deeper learning among all students, first-person historical narratives may be especially important for African American students. Historically, Black students have received mixed messages about

education. For example, in the 19th and early 20th centuries many Blacks were denied the right to education and to basic literacy under threat of death. Later, they were forced to cope with systematically underfunded and under-resourced segregated schools. Yet segregation's effects were not entirely bad. For example, segregated schools, although underfunded, guaranteed that Black students were taught by Black teachers, studied Black history, and understood the collective counternarrative of the Black community. Black teachers compensated for systemic racism by teaching African American history along with the history mandated by the state. The use of first-person historical accounts provided cultural "counternarratives" speaking of the dignity, strength, courage, ingenuity and resilience of African Americans who survived and thrived in the midst of racial oppression (Perry, et al., 2003). The inculcation of such counternarratives was central to maintaining the academic interest of African American students (Perry, et al., 2003).

While the Civil Rights movement brought desegregation, it also eliminated much of the protective culture provided to Black students by the segregated school. Perry writes:

The counternarrative that was passed on in the historically Black school and is contained in the African American narrative tradition includes stories about struggles for literacy, stories about the purpose of literacy, stories about what people were willing to do to become literate...so they could 'be somebody,' lead their people, and register to vote (p. 92).

This need for Black counternarratives too often goes unmet—history curricula are often absent of such narratives, biasing the curriculum and distorting learning (Loewen,

1995; VanSledright & Limón, 2006). More broadly, historians Will and Ariel Durant (1968) connected the need for historical narratives to overcoming racial antipathies, suggesting the value of a full multicultural history for students of all races and for society as a whole:

There is no cure for such antipathies except a broadened education. A knowledge of history may teach us that civilization is a co-operative product, that nearly all peoples have contributed to it; it is our common heritage and debt; and the civilized soul will reveal itself in treating every man or woman...as a representative of one of these creative and contributory groups (p. 31).

VanSledright and Limón (2006) maintain that bias in the history curriculum has motivated politically to convey a hegemonic, Anglocentric story of American expansion in building a collective American memory:

If accountability projects continue to rely on inexpensive, standardized assessments... that...align with this celebratory nationalist purpose, they will only reinforce practices and policies that are already in place and have been for decades [undercutting]... deeply understanding the past (p.563).

Because of such curricular biases, urban African American youth can hardly be faulted for deeply distrusting the accounting given in the school curriculum, considering texts to be “White people’s history... includ[ing] the experiences of African Americans only marginally and selectively” (Epstein, 1998, p. 408). Nationally representative surveys of Blacks report similar findings (Rosenzweig & Thelen, 1998).

It seems imperative that we restore Black historical counternarratives to African American students, especially those students attending high-poverty urban schools.

However helping such students, especially weaker readers, to comprehend and perceive the value in such narratives may be a challenge—separated as they are from historical characters by gaps in time, circumstance, language, and custom. *Writing to Read and Relate* (W2R) was developed in an effort to help bridge these gaps.

Overview of Writing to Read and Relate (W2R)

This study tested *Writing to Read and Relate* (W2R)—an intervention for building historic topic-knowledge, deeper reading comprehension (situation model development), and text-referenced topic-interest among eighth grade students identified as Black or African American, at an urban school meeting NAEP’s definition of high-poverty (≥ 76 percent free or reduced lunch; cf. Aud et al., 2010). W2R was designed to improve knowledge, comprehension, and motivation (interest and volition) by scaffolding self-reflective analytical writing—employing materials and procedures that were developmentally appropriate, culturally relevant, and applied to historical content that was both potentially relevant and academically challenging. In particular, this study used authentic historical texts from Frederick Douglass’ *Narrative of the Life of Frederick Douglass: Written by Himself* (1845) which has been described as “the most representative and superbly crafted of the Afro-American narratives...without peer” (Douglass & Baker, 1845/2009, p. 15). Douglass himself has been called, “the greatest of American Negro leaders” (Du Bois, 1903/1986, p. 397). Importantly, this study addressed W2R as a method for increasing knowledge and for enhancing students’ interest—a frequently neglected element in high-poverty schools and in high-stakes testing environments (Boykin & Noguera, 2011).

To test the effects of W2R rigorously, all participating students accessed the same historical narratives, received similar tutoring support, and wrote about material they had read. However, unlike *Traditional Comprehension* (TC) controls, W2R students wrote analytically about the relationships between narrative elements such as people, places, problems, and pursuits and corresponding elements in their own lives. It was predicted that the analytic and self-relevant nature of writing done by W2R students would result in deeper topic-knowledge and greater self-relevance, topic-interest, and volitional motivation among W2R students when compared to TC students.

W2R treatment and comparison conditions. During the intervention, all participants (W2R and TC) read three narrative passages recounting episodes in Douglass' life between the age 5 and 17 years. After reading, W2R students used procedural facilitators to analyze texts and identify selected narrative elements (persons, places, problems, pursuits) as well as circumstances in their own lives that they considered either similar or different to those detailed by Douglass. W2R students then synthesized identified elements from their lives and Douglass' life into coherent compare and contrast narrative outlines (students completed outlines but did not use them to complete essays). Students in the TC control condition also read and wrote, but were supported for more traditionally by focusing on comprehension concerns (vocabulary, objective meaning). When writing, TC students were directed more superficially and impersonally by rewriting selected sentences from the text in their own words.

This study complemented previous efforts to use writing when developing history knowledge (Langer & Applebee, 1987) and built upon earlier work by testing the use of W2R—a compare and contrast (C&C) writing strategy in the service of learning

outcomes with authentic primary text. Since W2R contained elements found effective for reading comprehension (extended and analytic reading), for increasing interest and motivation (incorporated personalizing, invited consideration of the self-relevance of material), and was itself an effective strategy for writing (Graham & Perin, 2007), W2R was expected to result in multiple advantages for student learning, and to have high acceptability with students and teachers. This expectation was based in the alignment of the W2R intervention with existing teaching objectives, its inclusion of recommended instructional elements (writing and primary text), and W2R's goal of developing student interest and knowledge concurrently.

Different from prior comprehension and knowledge building work (Langer & Applebee, 1987; Schiefele, 1996), W2R required students to make explicit connections between the *Narrative* and their own life stories. Based on previously discussed intersecting research in the fields of interest, motivation, and self-affirmation, it was expected that this intervention would serve to enhance the interest and motivation (i.e., volition) of treatment students as compared to controls with respect to the *Narrative*. W2R extended interest and motivation research by including self-relevance evaluation as a core element of the learning activity, as opposed to an adjunct element unto itself.

In addition, this study addressed these research questions while it scaffolded (through writing and procedural facilitation) the use of higher order thinking required for knowledge building. By using Douglass' *Narrative*, W2R satisfied the RAND's and Common Core's recommendation for increased use of authentic primary texts (National Governors Association, 2010a, 2010b; RAND Reading Study Group, 2002). W2R also answered the call of historians to connect students with first-person historical narratives

(National Center for History in the Schools, 1996; National Council for History Education, 1996; VanSledright & Limón, 2006), and met the National Writing Panel's challenge to "...use all the language arts (listening, speaking, reading, writing, and thinking) all at once and all together in the service of learning" (The National Commission on Writing, 2006, p. 10), while supporting Black students' participation in educational counternarratives (i.e., learning for freedom) as recommended by Perry (2003).

Study Hypotheses

It was predicted that W2R students would outperform TC students on measures of knowledge, interest, and motivation. However, given the presumed strength of the TC control condition in this study for increasing comprehension, variable expectations for hypotheses were envisioned for reading comprehension (see Table 1). It was generally expected that W2R students would do at least as well as TC control students on deeper comprehension measures. However, TC students were expected to outperform W2R students on more superficial literal and verbatim measures of comprehension. Since this study investigated treatment effects as indicated by four measures of comprehension, three facets of topic interest, and volitional motivation, multiple hypotheses were tested. Specifically, six directional hypotheses favored W2R, while two directional hypotheses favored TC, and another two comparisons were considered without expectation.

Treatment model. These hypotheses might also be summarized in the context of an overall treatment or concept model emphasizing the anticipated direct effects of W2R on self-relevance, total interest, and learning outcomes (see Figure 1). The anticipated

indirect effect of W2R on learning by way of interest was not examined in this report although the model guided testing of other hypotheses. First, W2R was expected to improve learning as a function of the extended writing tasks requiring text analysis, reflection, comparison, and synthesis. W2R was not expected to improve comprehension (indicated in parentheses) as compared to the TC control condition of this study (although it was expected that W2R students would comprehend at least as well as TC control students). Other outcomes (knowledge and volition) were expected to improve in consequence of the deeper examination of the *Narrative*.

Second, the deeper and self-comparative examination of material required by W2R was expected to enhance students' perception the self-relevance of material learned. As such, W2R students were expected to agree more readily that they understood or empathized with Douglass and perceived commonalities between his life and theirs, finding the *Narrative* more self-relevant.

Third, self-relevance effects were expected to correlate with students' total interest. Since changes in self-relevance and interest were expected to be concurrent, self-relevance was expected to form a third facet of the interest complex along with (a) interestingness and (b) subjective value or importance. This notion of self-relevance as a third element contributing to interest would differ from earlier interest research work.

Fourth, the implied effects of W2R on total interest by way of increased self-relevance were expected to impact learning outcomes indirectly. This indirect or mediated effect implied by this model was not actually tested in this study although the zero-order correlation of prior-lesson total retrospective interest with next-lesson learning was examined for knowledge only.

CHAPTER II

METHOD

This chapter describes the method used in assessing the hypotheses posited in the previous chapter. First, the participants, that is the cooperating school from which students were drawn and the students are characterized. Second, the methods used to identify and recruit eligible students are described. Third, the students who participated are further described. Fourth, the historical narrative segments developed as objects of instruction are detailed. Fifth, the measures employed for assessing the outcomes of W2R are presented. Finally, this chapter elaborates the W2R and TC interventions provided to participating students.

Participants

Cooperating school and teachers. This study took place in two 8th grade social studies classes in a Metro Nashville Public School District (MNPS) middle school in the spring of 2012. An initial meeting in was arranged in July 2011 with the MNPS Coordinator of Social Studies Leadership and Learning to review a proposal for this study. The coordinator agreed to identify cooperating social studies teachers at appropriate high poverty urban schools and arrange a later meeting with teachers to gain their consent. Once a school was identified, the coordinator arranged a second meeting attended by the two cooperating teachers, the coordinator, my advisor, and myself. Because of this meeting, the principal and two cooperating teachers consented to host this

study at their middle school and the teachers agreed to assist with materials for consenting and assenting students to participate in the study.

This middle school included grades 5 to 8, having approximately 470 students in total. This school was also identified as a high-poverty school (87% FRL) and had a diverse student body (36 % African American, 30% Hispanic, 30% White, and 4% Asian/Pacific Islander). Although the cooperating school had good average daily attendance (90%), it was noted to have frequent in-school suspensions (1 in 10 students suspended yearly). Students at this school had also performed poorly on the annual Tennessee Comprehensive Assessment Program (TCAP) tests, such that 8th grade students had received “F” performance ratings for the Reading and Language Arts results for 2011 and for 2012, while receiving “F” and “D” ratings for those same years on the TCAP Social Studies assessment. After meeting with the 8th grade social studies teachers at this school, the teachers agreed to cooperate in recruiting and releasing students from their classes for tutoring based on a description of the study and its goals. The primary cooperating teacher (Dr. Shakura Kharif) later refused her honorarium (claiming it was unnecessary) and supported the study extraordinarily by taking it upon herself to call parents of students and ensure that they understood the study and, if interested, to return the parental consent and student assent forms (see Appendix A).

Students. Based on the district records for African American 8th grade students at the cooperating school, 89 students were identified as meeting the minimum 4th-grade entry criteria and were considered potential participants. While it might have been desirable to include the fullest range of assenting students in eligible classes, the brevity of this study precluded including students who lacked basic reading and writing skills. As

such, participating students were required to score above the 25th percentile on both their 7th Grade Tennessee Comprehensive Assessment Program (TCAP) Reading/Language Arts assessment (Lexile \geq 650L) and the Tests of Written Language—Story Composition subtest (TOWL-4 raw score \geq 6; Hammill & Larsen, 2008, p. 139) assuring at least a 4th grade competence for reading and writing (for descriptions of these measures see Measures below). Students not meeting the minimal entry criteria were excluded from this study. The classroom teachers also eliminated from a list of eligible students, those who were known to have unusual behavior or attendance problems, reducing the number of invited students to 50. Ultimately, 50 parental consent and student assent packages including letters that explained the purposes of the study and information to permit informed parental consent and student assent were sent home with students (see Appendix A). In total, 38 African American students ($N = 38$; 20 males, 18 females) from two classes (class 1: $n = 36$, class 2: $n = 2$) responded by giving parental consent and student assent to participate in this study.

While meeting minimal literacy requirements for this study, participating students proved to be weaker readers and writers based on state standards. Given the 7th grade TCAP English language arts (ELA) results, the median student in this study came with an ELA score of 950L (see Table 2) that converted to a scale score in the Basic range [*Md* Scale Score = 738, Basic *Range* = (718,759)]. In fact seven participating students came to this study with scale scores of less than 718, indicating “Below Basic” prior English language arts performance.

An initially intimidating and ultimately valuable restriction was placed on this research project by Vanderbilt’s Institutional Review Board (IRB), who required that

every student participating be assented again each day of the study. This requirement was intimidating in that it seemed to provide students a daily invitation to withdraw from the study. More positively, this requirement increased students' autonomy in the study and, despite daily assent, neither W2R nor TC students chose to withdraw from the study (a potential testimony to the ecological validity/acceptability of W2R and TC tutoring). However, following the study one TC male student was removed from analysis for reasons explained later in this chapter, leaving 37 student participants in total from two social studies classes (Total $N = 37$; class 1: $n = 35$, class 2: $n = 2$).]

Study Design

As previously noted, the majority of the 37 participants were drawn from a single social-studies classroom ($n = 35$) with two students coming from a second classroom in the same building ($n = 2$). Since all students were block scheduled for their social studies classes (e.g., 8:55-9:45, 12:45-1:30), participating students were randomly assigned to condition within block (see Table 2). The majority of tutors were randomly assigned to condition and tutored either W2R or TC students, but not both ($n = 11$). These tutors were also blinded to the study hypotheses, received separate training, and were instructed not to talk with other tutors about their teaching experiences. Three tutors were excepted from the blinding requirement—the project coordinator, a tutor responsible for material preparation, and the principal investigator who tutored two late finishing students (one student from each condition) of necessity to ensure the study ended before statewide testing began.

Since the block schedule permitted a 45-minute maximum tutoring session, tutoring scripts were set to be completed within that period. Typically, students completed a preliminary assessment session where the TOWL test was administered, eight 45-minute tutoring and assessment sessions (see Table 4 and Appendix D), and one optional additional session where they read additional material regarding Douglass' (1881) description of his escape from slavery.

Materials

Historical Narrative Texts. This study was situated within the scope of Tennessee eighth grade social-studies curricula, and in this context advanced the use of difficult authentic text by applying first-person accounts to augment typical classroom materials (e.g., textbooks). Because typical classroom texts were inappropriate to the purposes of this study, it was necessary to identify authentic text(s) to serve as instructional material while providing a basis for evaluating treatment outcomes.

Narrative texts were identified and modified to meet four criteria. First, texts were required to depict persons and circumstances within the era typically covered in eighth-grade classrooms in Tennessee (from initial European colonization of the future United States to Reconstruction—meeting this criterion increased the ecological validity or potential utility of this study to classroom practice). Second, it was required that the text selected not be part of the current core classroom curriculum. This criterion served to limit the amount of prior knowledge students would bring to the learning task. Limiting prior knowledge seemed especially important to limit variability in students' situation models, which influence comprehension (Kintsch, 1988, 1998). Third, it was required

that the selected source texts be either a primary text or a first-person narrative written by an African American. This requirement was placed to meet previously discussed calls for increase in the use of such text and to afford greater basis for empathic engagement by the students included in this study. Fourth, it was required that texts drawn from such narratives be approximately equal in length and difficulty. Meeting this last requirement was intended to limit within-student performance variation as a function of text difficulty.

To meet the first three criteria, a source text was identified in Frederick Douglass' *Narrative of the life of Frederick Douglass: Written by himself* (Douglass, 1845)—the *Narrative*. While Douglass' importance to U.S. history is indisputable, his mention is scant in current textbooks and original text written by Douglass is rarely found in such textbooks. Douglass' *Narrative* is not typically taught; although it may be mentioned as supplementary resource material (there is a new press to include more of this material within Common Core Standards; e.g., CCSS.ELA-Literacy 6-8.2 “Determine the central ideas or information of a primary or secondary source...”, <http://www.corestandards.org/ELA-Literacy/RH/6-8>). Student exposure to the supplementary material is unlikely given the scope of eighth-grade history curriculum covering initial colonization to reconstruction. Since the typical sequence of instruction requires covering 19th century material in the spring semester (i.e., last two-fifths of school year), it seemed unlikely that students would have had much exposure to writings about or by Douglass prior to participating in this study. The primary cooperating classroom teacher confirmed this at the outset of the study.

To meet the fourth criteria of balancing text difficulty across measurement waves, two approaches were used. The first approach was to equate the three selected passages

selected empirically, while the second approach was to measure text difficulty empirically based on each student's need (misread words during oral reading) or request for assistance while reading. Three passages were selected from Douglass' *Narrative* at different ages proximal to the participants in this study (approximately 13 years of age). The first passage drew from Douglass' material covering ages 6 to 8 (see Appendix B). The second passage covered ages age 8 to 14. While the final passage covered events surrounding Douglass' pivotal fight with a so-called "slave-breaker" at age 16. Owing in part to Douglass' style, these passages, with the exception of the third passage, were generally too long to be used in their original unedited form (7472 words, 5042 words, and 1354 words, respectively) given the brevity of the study and sessions. In order to produce passages of comparable length which could be read within the time allowed, non-central digressions and some descriptive content were eliminated from each passage (e.g., Douglass' descriptions of ships sailing on the Chesapeake and the sense of freedom this awakened in him) while preserving Douglass' original wordings for all retained content. By a process of iterative reduction, the original passages were reduced to useable lengths for this study (i.e., 1273 words, 1260 words, and 1323 words respectively). A longer 3783 word passage from a later autobiography of Douglass (1881) was used as part of a volition measure (see Appendix B; Narrative 4, N4).

Having reduced their total length, passages were then examined to estimate their appropriateness for eighth grade readers of variable ability. To do this, each passage was first compared to an accepted eighth-grade historical narrative from a commonly used informal reading measure (i.e., Malcolm X; QRI-5; Leslie & Caldwell, 2010, pp. 353-354) using the *Coh-metrix* (<http://cohmetrix.memphis.edu/cohmetrixpr/index.html>) text

analyzer (Graesser, McNamara, Louwerse, & Cai, 2004), the Coh-metrix Easability Assessor (<http://141.225.42.101/cohmetrixgates/Home.aspx>), and the Lexile® analyzer (<https://www.lexile.com/login/?next=/analyzer/>), and then compared to each of the other passages. Despite efforts otherwise, these procedures resulted in passages of uncertain equivalence (see Table 3). For example, compared to each other and to the QRI Malcolm X passage, *Narrative* passages varied in difficulty such that some passages had a higher narrativity (3>2>QRI>1), while others used simpler syntax (3>1>QRI>2). Still others employed more concrete terminology (3>1>2>QRI)—but this indicator might be taken with caution since differences in Douglass’ use of language, though concrete in terms, was often complex [e.g., Metaphor—“It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass” (1845, p.21)]. Referential cohesion also varied (2>QRI>3>1), as did deep cohesion (3>2>QRI>1). Flesch and Lexile indicators were highly correlated ($r = .98$) and indicated that Narrative 2 was most difficult of the readings while the volition passage was more difficult still. This instability was not unidirectional (i.e., passages were not consistently higher or lower across dimensions) but raised the concern that, despite efforts otherwise, student comprehension might vary as a function of variation in text difficulty. In an effort to provide a means of describing and perhaps controlling for the effects of variation in text difficulty across students of varying ability, a measure of empirical (student-experienced) text difficulty was decided upon and added as a secondary control (see Measures below).

As a final consideration, a social-studies curriculum expert at Peabody College of Vanderbilt University’s Department of Teaching and Learning was asked to review and compare the final version of the first edited passage alongside the original *Narrative*

passage from which it was taken. This was done to ensure that the editing process had left a sufficiently representative sample of Douglass' writing to merit this study's claim of using authentic instructional text:

In my estimation, the original voice and meaning embedded in the original text is appropriately captured in the re-constructed segment for your project. I do not think that the meaning and construction of the original text is unduly compromised in your reconstruction for the purposes of this work. My only, limited, concern is the length of the document for the age-level of thinkers you are targeting. As you are no doubt aware, such a length of a historical text might require careful scaffolding and ample time to unpack and parcel through with the students. (C.L. Sawyer, personal communication, December 31, 2010).

This final caution that students will need "careful scaffolding and ample time to unpack and parcel through" is of interest since this was a common reaction across many researchers regarding teaching Douglass' *Narrative* to these students (despite aforementioned mandates to do so). Few professionals I consulted with anticipated that students at a high-poverty urban school with weak reading performance (the median student in this study was identified as a "Basic" reader by their 7th grade TCAP language arts assessment) would benefit from reading Douglass. These reactions confirmed both the expected challenge of Douglass' *Narrative* for these students and the importance of attempting to do so with W2R.

Measures

This study considered three primary outcomes as a function of treatment. These were topic knowledge, reading comprehension, and topic motivation (interest and volition). Both reading comprehension and topic motivation were measured in multiple ways (see Table 7 and Appendix C). Reading comprehension was indicated by measures designed to tap both surface and deeper representations of text. Surface representations were measured by responses to explicit comprehension questions, and discriminating between sentences taken directly from read text (verbatim recognition) and paraphrases of such sentences. Deeper comprehension was measured via implicit comprehension questions, and students' ability to discriminate reasonable inferences based on the original text from sentences that were stylistically consistent with Douglass but untrue (verification). Topic motivation was measured both as topic interest (interestingness/fun, importance/value, and self-relevance) and as topic volition (willingness to invest in further learning about the topic). Volition was also measured in several ways (choosing to read an extra "volition" passage, time spent reading "volition" passage, finishing the reading, choosing to keep a copy of the passage, choosing to complete an optional class-project based on Douglass).

Given design controls [e.g., selection of single levels of grade (8th), race (African American), and school-level poverty (i.e., $\geq 76\%$ free or reduced lunch eligibility) prior to randomization] only two covariates were planned: (a) empirical (i.e., student experienced) text difficulty and (b) elapsed time between reading/writing treatment and the next assessment administration. These potential covariates were ultimately used for assessing group equivalence but were not actually used as covariates. Most measures

were administered at multiple time-points to permit estimation of within-student growth (see Table 4).

Measures assessing intervention outcomes. The following measures were used for estimating treatment effects (see Table 7).

Knowledge. Knowledge is known to influence comprehension strongly (Kintsch, 1988, 1998), is correlated with interest (Schiefele, 1992b), and is an important learning outcome in its own right. To assess knowledge, students were asked, “What do you know about Frederick Douglass? Tell me everything you can think of.” In asking this question, tutors waited for students to stop and then cued students to “Tell me something more you know about Frederick Douglass.” Students’ responses were digitally audiorecorded, transcribed, and the number of non-redundant words from unique, correct, propositions (correct words) was tabulated for analysis. Given a scoring rubric and training to agreement, two independent raters were able score knowledge (countable words) reliably based on a 37% sample of student responses ($r = .99$, $r^2 = .98$). For descriptive purposes and possible later analysis, the knowledge measure contained two additional items besides knowledge. The second item was intended to tap students’ explorations or inputs outside of tutoring during the study: “Other than what we’ve read or talked about here, have you watched or read anything new about Frederick Douglass this week (at home or at school)?” However, the third item was intended to give W2R and TC students some room for self-expression “Tell me any thoughts, feelings, or questions you have about Frederick Douglass.” These items, like knowledge, were also audiorecorded, transcribed, and archived for in-depth analyses and later analyses (they were not the focus of analysis for this report).

Reading Comprehension (QRI-type). Owing in part to varying operationalizations of comprehension and the focus of this study on use of original historical text, two comprehension measures were generated for each reading passage. This first measure tested reading comprehension in response to traditional explicit (stated in text) and implicit (inferential) questions. The second measure employed (described in the next section) was a detection sensitivity measure (i.e., sentence recognition and sentence verification), that was conceptually linked to earlier studies (Kintsch, 1983; Schiefele, 1996), and tested the quality of comprehension models at three levels (verbatim, propositional, and situational).

The first comprehension measure was modeled after the Qualitative Reading Inventory (QRI-5; Leslie & Caldwell, 2010). Consistent with the QRI-5, six implicit and six explicit test questions were developed for each passage [Score *Range* = (0, 12); see Appendix C]. Sentences used to develop these questions were identified by segmenting each *Narrative* passage into thirds and selecting four sentences at random from within each segment. Explicit questions were generated simply from statements in the text (Where was Frederick Douglass born?); while implicit questions drew on necessary inferences from local integration (Was Aunt Hester able to protect herself from whipping?), or from connection of extended themes (Did Frederick Douglass believe his mother cared about him?). For implicit questions only, a qualitative extension question was added to tap thinking processes behind students' answers (i.e., How do you know?). It was expected that reports of students' reasoning regarding their answers would better inform interpretation of response patterns for implicit (inferential) questions. The temporal stability (test-retest reliability) of the QRI-5 are reportedly positive and

significant (Paris, Pearson, Carpenter, Siebenthal, & Laier, 2002). Since answers for this measure contained varying degrees of correctness (e.g., “What village was Frederick Douglass born in?” Correct answer = “Tuckahoe”= 4 points; in or near “Hillsboro” or “Easton” = 3 points...Don’t know = 0 points), a partial credit scoring rubric was developed for each item. After initial training with the scoring rubric, two raters were able to independently score a 26% subsample of student responses with good agreement ($r = .91$; $r^2 = 84\%$). After all data was collected, items within this measure were tested by facet (explicit, implicit) to identify problem items. Since readings and items differed in difficulty by measurement occasion, scores were transformed to normal deviates within wave and aggregated across waves to permit a pre-post comparison of treatment effects.

Reading Comprehension—Sentence Recognition and Sentence Verification.

Recognition and verification tasks drew from sentence memory research with application of (signal) detection theory to the construction-integration model of text memory (Kintsch, 1983; Schiefele, 1996). The measure consisted of two separate sub-measures. The first sub-measure was a sentence recognition task that required students to identify sentences from the narrative segment they had most recently read. The second component was a sentence verification task that required students to determine whether non-recognized sentences from the sentence recognition task were true or consistent based on their understanding of the original narrative (see Appendix C; note that sentences that students recognized were automatically scored as verified or true).

Creating these two measures required the selection and development of four sentence types for each narrative segment to use as probes. The first sentence type was taken directly from the original narrative (“O” sentence). Other types were altered in

some way from the original to create one of three new sentences, each departing from the original to incrementally greater degrees. The first new sentence type simply paraphrased the original so that only the surface structure was changed leaving the meaning of the sentence undisturbed (O = I have no accurate knowledge of my age, never having seen any authentic record containing it; P = I've never known my age since there were no records of my birth). The second sentence type altered the sentence further by incorporating elements not in the original, but sensible by way of inference (I). Thus, inference sentences differed from the original in content and meaning yet remain consistent in its truth-value (O = She died when I was about seven years old, on one of my master's farms, near Lee's Mill; I = My mother was given no relief from her work and no opportunity for natural relations with her children and family—even in death she was away on one of my master's farms.) Finally, the third new sentence type was generated to be plausible in form but contradictory to the original text or untrue (U). These untrue sentences differed from the original in content, meaning and truth-value (O = I could not tell why I ought to be deprived of the same privilege. U = Since most slave children did not know their birthdays, it seemed reasonable to me that I should not know mine).

The sentence probes thus constructed were presented to students, who, having read the narrative segment were asked first, to judge whether they had actually seen the probe sentence in the narrative (recognition), and second, whether the sentence was true or consistent with the narrative (verification). In theory, performance for these tasks was driven by the strength of association between the probe sentence and the narrative as a whole, which in turn was a function of the quality of the memory representation and content of the probe sentence. Since O sentence probes matched the original sentence in

the narrative exactly, adding an O sentence to the memory network should require no accommodation. Stated differently, the perceptual distance between an original sentence and the textbase is “zero”. Conversely, paraphrase sentences had common elements with the original text, but introduced new elements, activating fewer nodes connected to the original network model of the narrative (i.e., increasing the perceptual distance). At the extreme, untrue sentence probes were in fact, contradictory, never having been read in the text. Since untrue sentences are neither seen nor even true, they cannot be properly incorporated into the text base or situation model from text. As such U sentences should least activate the original network, be hardest to recognize and easiest to reject as untrue (Kintsch, Welsch, Schmalhofer, & Zimny, 1990). For this study, only the recognition-verbatim results (O-P) were considered in estimating student’s surface text representation.

For the verification task, students were asked whether the sentence they had seen was true (consistent with the *Narrative*). All sentences students claimed to have seen (recognized) were credited as true. However, for sentences rejected as not seen, students were asked whether the sentence was true based on their understanding of the passage. Since verification questions ask about the truth rather than the surface features of the sentence, they are thought to tap the situation model to a greater extent than recognition tasks do (Schmalhofer, 1986 as cited in Schiefele, 1996). All recognized sentences were credited as “Yes” evaluations for purposes of verification as the perceived truth of a sentence is wholly implied by claiming to have seen it in text. For this study, the correct verification of inferentially true (I) sentences corrected for incorrect verification of untrue (U) sentences was used to assess students’ situation models (I-U; see Table 5).

Evaluating the strength of representations for both recognition and verification tasks was done by application of detection theory (cf. Macmillan, 2005). Briefly, detection theory (or signal detection theory) posits a stimulus to be a function of noise and signal from which a decision may be made. Given an example, first stimulus (example: signal + noise), and a non-example, second stimulus (non-example: noise only), it was possible to establish the sensitivity of a test instrument or observer as a function of the probability of recognizing the former (Hit) and correctly failing to recognize the latter (i.e. sensitivity = probability of true positives (Hits) corrected for specificity (failure to reject non-examples; False Alarms). The observed proportions were taken to be estimates of the long-run probabilities of a hit [$p_{(H)}$], or false alarm [$p_{(F)}$]. By transforming each these proportions to standard normal deviates and subtracting $z_{(F)}$ from $z_{(H)}$ a derived sensitivity measure called d' ("dee prime") is estimated, reflecting the quality observer discrimination [i.e., $z_{p(H)} - z_{p(F)} = d'$]. When observers did not discriminate at all, $H = F$ and $d' = \text{zero}$ (see Table 6). The fact that d' meets criterion for ratio scaling makes it well suited for between-person comparisons. Also, the estimation of d' as the sensitivity rate between stimuli within person makes meaningful comparison of scores across time clearer.

The previously discussed sentence probes had been altered, incrementally increasing the amount of noise with the signal/noise ratio highest in an original (O) sentence, and the signal/noise ratio weakest in an untrue (U) sentence. This incremental degradation of signal/noise (O>P>I>U) permitted me to use estimates of d' from differencing adjacent levels of sentence degradation to estimate the quality of the reader's text representation for verbatim, proposition, and situation models. The resulting d'

values for each level of text representation from recognition and verification tasks was then be used to estimate treatment effects.

Although d' scores could have a range which is technically infinite ($-\infty, \infty$), for practical purposes, scores were expected to range from 0 ($H = F$) to 4.65 ($H = .99, F = .01$). While reliability for this measure is unknown, the quality of individual items (probes) may be tested by use of frequency regressions comparing hit and false alarm rates for each item as a function each person's d' score (Schaffner & Schiefele, 2007, p. 762).

Since the recognition and verification items were scored dichotomously by the students, reliability of scoring was not an issue. The data were later entered into Excel using double-entry methods (100%) transformed into probabilities, standard normal deviates and then differenced to arrive at d' scores for the two factors of interest (recognition-verbatim, and verification-situation model d' scores).

Topic Motivation— Interest (Prospective and Retrospective forms). Topic interest has been described as context independent or stable in contrast to situation-dependent interest such as text interest (Schiefele, 1996). As described by Schiefele (Schaffner & Schiefele, 2007; Schiefele, 1996), topic interest has both feeling (e.g., ...feel stimulated; ...it will be fun), and value components (For me, the topic...is meaningful; It is useful to me to learn about ___), or interestingness and importance. Schiefele has noted these two facets to be highly correlated (unifactorial).

The interest measure actually used in this study (see Appendix C) employed a four-point Likert scale (not at all true...very true) based on earlier measures (Schaffner & Schiefele, 2007; Schiefele, 1996) but applied narrowly to Douglass. Different from

earlier work, interest was measured both *prospectively* (after reading an abstract of the passage to be read) and *retrospectively* (after reading or after writing about the passage). Thus, there were four prospective measures of interest (corresponding to the four readings) and five retrospective measures of interest (three post-reading and two post-writing). Both prospective and retrospective forms included two interestingness/fun items (...I will have fun learning about this story), two value/importance items (...this story will be extremely important to me.), and two self-relevance items (I will have a lot in common with Frederick Douglass). The self-relevance items do not correspond to any items included in prior work but followed logically from arguments for the connection of self-relevance to interest. In addition, it seemed prudent to include these items given this study's focus on self-relevance. An earlier four-item version of this scale that included only interestingness and value items had reasonable internal consistency [$Range (\alpha) = (0.84, 0.92)$; Shaffner & Schiefele, 2007, p.761].

Topic Motivation—Volition. While interest is strongly related to motivation (Krapp, 2000), it may be seen as necessary but insufficient to action. However, attitude and interest can poorly predict actual behavior (Ajzen, 2005). Ajzen has noted that the problem is often in the immediacy and specificity of attitude questions with respect to attitude objects (p. 179). Relatedly, Schiefele observed the need to go beyond topic interest to measure “actualized interest” which he described as a content specific form of intrinsic motivation (Schiefele, 1992b, p. 156).

Several indicators of volition were specified. These included the previously mentioned daily assent procedure required by Vanderbilt University's Institutional Review Board (IRB; e.g., Before we start, I want to tell you a little about the plan for

today. Today everybody who is going to work on this project will be ... Then we'll all... This is to ... Is that OK with you?") accompanied by the classroom requirement that work missed for tutoring would have to be made up by students on their own. Students were also given an opportunity for Lesson 9 of Session 10 (see Appendix D) to complete an extra-long reading from Douglass' last autobiography (1881) in which he described his escape from bondage. After reading an abstract describing the 1881 reading, students completed a prospective interest measure. They were then told by their tutors, "This has been our last session together...Although I will not be working with you, another tutor will work with you and some other students." Changing tutors for the final reading was done to reduce tutor expectancy effects influencing the students' agreeing to this session. Rates of student agreement to complete this extra reading, time spent reading, and choosing to take the extra reading were all considered volition indicators.

Finally, students were given an opportunity to complete an independent project (poster, paper, and presentation) for extra credit on any social studies topic of their choosing, and counts of projects based on Frederick Douglass were tabulated by treatment condition (W2R vs. TC, see Table 13).

Control, covariate and descriptive measures. The following measures were used for evaluating intervention quality and contextualizing effects.

Fidelity of Implementation. In determining whether the W2R intervention was effective, it was important to ensure that the W2R and TC treatments were delivered as intended. To help ensure implementation fidelity, each of the 14 tutors assisting in the study took part in two training sessions covering scripts L2 to L4 (Training 1) and L5 to L9 (Training 2). Each tutor was provided with a binder containing full scripts and all

necessary materials and received instruction on how to apply their respective materials and clarifying misunderstandings. Since tutors had been randomly assigned to condition, they received this training separately to maintain blinding (11 out of 14 tutors were blinded to study hypotheses—three tutors could not be blinded as previously explained).

Once tutoring began, both W2R and TC tutoring took place in a single auditorium environment under near-equivalent conditions. Tutors were required to meet participating students at the students' social-studies classroom, and assent each student each day by providing the student with a brief overview of that lesson's activity and asking for their agreement to participate. Assented students were then accompanied to a large theatre-type auditorium (typically used for school assemblies) where tutors had arranged the materials for that session. Tutors employed a checklist embedded within each lesson's (day's) script to help monitor his or her completion of key intervention elements during the lesson (see Appendix D). The project directors also directly observed tutors in the theatre noting fidelity on a lesson-specific checklist that corresponded to that used by each tutor.

Text difficulty (empirical reading difficulty). Although topic interest has been found to produce improved comprehension outcomes regardless of text difficulty (Schiefele, 1996, p. 4), estimating and controlling for variations in the objective difficulty students encounter when reading texts is important because of its expected impacts on all the outcomes of interest to this study. First, text difficulty is related to text (situational) interest, at least when personal interest is not considered (Renninger, 1992). Second, text difficulty poses an obvious obstacle to comprehension and knowledge building. Text difficulty was measured by calculating the words read correctly in each passage (correct

words) in ratio to the time spent reading (corrected word reading rate; correct words per minute).

Time. The date of each lesson was recorded and used in combination with known lesson content from scripts, to estimate the delay of instruction onset [days from Day 1 until Lesson 1 (Day 2)], total participation days (L1 to L8), and days since last reading (based on teaching scripts). The duration of sessions was recorded as well (minutes per lesson) and tabulated to help ensure equivalent tutoring contact between treatments.

Seventh grade reading comprehension. Prior-year reading results from 7th grade Tennessee Comprehensive Assessment Program (TCAP) were made available by the MNPS school district for participating students. Along with achievement tests in other areas (mathematics, science, and social studies), the 7th grade TCAP reading/language arts assessment is administered each spring. Sample items provided by the State of Tennessee indicated the TCAP reading/language arts assessment to be a broad measure, assessing comprehension of several genres (stories, expository texts, and poems) through a combination of inferential comprehension questions (identify the main point and reasoning questions), but relatively few verbatim/literal questions. However, the TCAP reading/language arts measure conflated a variety of other language arts factors including specific vocabulary testing, literary criticism (identify plot elements, intended audience), and vocabulary, and proofreading/editing texts for formal writing errors (conventions of business letter writing and conventions). Reliability and validity data for this measure are not available to the public [M. Pepper of MNPS, personal communication, February 20, 2013]. In this study, the corrected reading rate correlated significantly with prior year

TCAP reading ($r = .63$, $R^2 = 40\%$) somewhat supporting the TCAP reading/language arts assessment's utility as a reading performance indicator.

Writing composition: Test of Written Language. (TOWL-4; Hammill & Larsen, 2008) Form A; Story Composition subtest. The story composition subtest *Form A* required students to compose a story given a complex drawing of an automobile accident scene. Student responses were scored based on the use of story components (beginning, middle, and end), story sequence and plot, writing style and maturity. Reliability of this measure was reported to be acceptable whether alternate-form reliability ($r_{ab} = .81$), or test-retest reliability ($r_{12} = .82$). Interrater agreement for scoring this measure based on 32% rescoring by a blinded rater was acceptable ($r = .91$, $r^2 = .83$).

Intervention Descriptions

Interventions. Two treatments were provided in this study: a self-relevance compare and contrast writing intervention (W2R) and a traditional comprehension (TC) control (see Table 4 and Appendix D). Both interventions were expected to improve reading comprehension but at differing levels as discussed previously. All participants received one-to-one tutoring for reading and writing. Treatments were as follows:

Day 1. Previously consented and assented students were assented again before completing a norm-referenced assessment of writing (the Test of Written Language (TOWL-4) Story Composition subtest Form A scored for holistic quality (TOWL-4; Hammill & Larsen, 2008). The PI administered the testing prior to the start of the study proper. As mentioned earlier, all included students' writing performance was required to

be at or above the 25th percentile for 8th grade or approximately 4th grade equivalence (Raw Score \geq 6; all students tested scored at or above this level).

Day 2 (Lesson 1, L1). Students in both W2R and TC students were again assented for the day's activities and completed the first knowledge measure (Tell me everything you know...). Students were then prepared to read about Douglass by listening as their tutor read to them a brief background paragraph summarizing events leading up to the passage they were about to read (see Appendix D, Day 2 / L1) and located Douglass on a timeline, placing a sticker on the timeline (see Appendix G) at a point corresponding to the passage they were about to read to situate the reading in the general historical context (e.g., context of racism). Students in both conditions then read aloud the first narrative passage. Tutors provided assistance as needed to explain unusual words or concepts if students either stopped reading for 3 seconds or asked for help. When students misread a word without self-correcting or ask for help to read a word, the tutors noted the problem word. Tallies of these markings later helped to assess empirical text and to form a basis for intervention in the TC control condition. After reading passage 1, students rated their retrospective interest.

Day 3 (Lesson 2, L2). Students were once again assented and went on to complete their first text-referenced comprehension assessments and their second topic knowledge assessment based on the previous day's reading of Narrative 1. After assessing their comprehension of prior day material, students read introductory information and completed a prospective topic interest measure for Narrative 2. They then located Douglass at age he is in Reading 2 (8-13 years of age) on the timeline and read the passage with support and then completed the retrospective topic interest

measure. Students' reading errors and fluency rate again served to indicate text difficulty. Beyond Day 3 (lesson 2), W2R and TC conditions differed.

Day 4. W2R and TC tutoring scripts differed from each other from this day forward (see Appendix D). On Day 4, W2R students were again assented and the day's lesson began with a brief review of the prior reading if any words had been problematic. If such was the case, the tutor helped their W2R student to look up the word (dictionary skills were not a focus) or, failing that, provided the definition or helped the student figure out the word or concept. Each student then wrote a definition or paraphrase in his or her copy of Narrative 2 (N2). W2R students who had completed this word meaning clarification step or had no problems with the N2 reading went on to begin writing using the applicable organizers/procedural facilitators (see Appendix E).

Organizer 1 provided students with a frame for identifying the "4Ps" (Places, People, Problems, and Pursuits/Plans) in the N2 reading. W2R students were then asked to think about the N2 reading from the previous lesson [Range of Days since L2 = (1 day, 6 days)] and could look back at the reading if needed (recall that some students had just scanned for problem words), but they were not required to do so (in contrast, rereading was central to the TC control).

W2R students were then asked to recall four Places or Place features and note them in their organizer (e.g., Tuckahoe, MD on the Eastern Shore of the Chesapeake). If students had difficulty recalling a place or feature they could return to N2, choose a suggested Place in their Organizer 1 or some combination of the two. Students were also referred by the tutor to their Timeline to note contextual historical events relevant to the *Narrative* (e.g., 1827- Slavery illegal in New York). Students were asked to note why

they chose that place (e.g., It was Douglass' birthplace). Next, W2R students were asked to identify four People or personal features that they judged important (e.g., Aaron Anthony) as well as why that person was significant (Anthony was Douglass' first master and supposed to be his father). Third, students were asked to identify and note four Problems that they had observed in the narrative (legal slavery), noting as well why they had chosen this (caused suffering). Fourth, students noted four Pursuits (things Douglass did or wanted to do) and their importance—such as hoping for freedom (kept him strong).

W2R students were then directed to review Organizer 1 and choose one important Place from among the four they had identified and then identify a corresponding Place from their own life at a similar age (between age 8 and 12). Students were then asked to identify how this place was contrasted (Different) and how it compared (Similarity) with their own circumstances or experiences. In each case, W2R students were asked to note briefly why they had chosen that contrast or comparison. This cycle (review, select, explain) was repeated for each of the other 4Ps (People, Places, Problems, and Pursuits).

Day 4. TC students, like W2R students, were assented for lesson 3 (see Appendix D), but unlike W2R, TC students reread N2 in detail, to identify problem words and concepts from the prior day and any other words or concepts not previously noted. Students circled unknown words and then copied words identified either during the first (Lesson 2) or second reading (Lesson 3) of Narrative 2 into a “Problem Words” dictionary organizer (see Appendix F). Differently, low-frequency words presumed to be unusual or problematic were selected from within the *Narrative*. Tutors asked students to define each word and circle any that they did not know well enough (TC students were

given opportunity to self-regulate in various instances, in part to maintain motivation or interest, or at least to avoid undermining interest). Given a full list of problem words, students were then asked to look up their chosen words using a dictionary and then use their own words when rewriting the definition next to the problem words in the list. If TC students were able to finish this task in less than 40 minutes, tutors asked them to read the N2 passage once more with their personal dictionaries available for support as needed.

Day 5 (Lesson 4, L4). W2R students were again assented and used the notes from L3 to complete a written compare and contrast essay organizer (see Appendix E). Suggested opening sentences were provided with sections for each of the 4Ps to facilitate the writing of the W2R students (Frederick Douglass and I have had lives which differed remarkably in several ways. First, the Places where we have lived have been different. For example...) after which students inserted an ordered list of their contrasts from L2. Similarly, students completed sections for People, Problem, and Pursuit Contrasts (see Appendix E). W2R students then proceeded to outline comparisons following another starter sentence (“However, despite our differences in places, people, problems, and pursuits, Frederick Douglass and I also have a great deal in common. First, there have been similarities in the places where we have lived. For example...”). After both contrast and compare sections, W2R students were asked to go back, reread and decide whether what they had written made sense. If not, they were asked to review their notes, the timeline, or Narrative 2 (N2) itself. Finally, W2R students were asked to summarize the differences and similarities paragraphs (“All in all, when considering the various differences and similarities between Frederick Douglass’ life and my own, I consider the biggest difference to be ___ and the biggest similarity to be ___”). Last of all, W2R

students were asked to identify the personal connection they made with these similarities and differences by telling what the *Narrative* (story) meant to them and why they found value in it or meaning (“To me, these differences and similarities mean ____, and/but I find value in Frederick Douglass’ story because ____”). W2R students then read their whole outline to evaluate whether it made sense to them. Upon completion of this outline, the W2R students again completed the Retrospective Topic Interest measure.

Day 5 (L4). TC students were again assented. Tutors then briefly reviewed previously identified problem words or concepts with their student and then the student defined or explained each word or concept. After this review of words and concepts, TC students completed a sentence transcription task (see Appendix F). For this task, 12 sentences had been selected at random from across the *Narrative* segment (N2) with four sentences selected from each third of N2 (beginning, middle, and end). TC students were first asked by their tutor to read the selected sentence aloud. They were then asked to find the sentence in the original narrative to provide context. After locating the sentence, TC students identified any problem words to look up and add to their personal dictionary. TC students then rewrote each located sentence in their own words. After rewriting these sentences, TC students completed the Retrospective Topic Interest measure.

Day 6 (Lesson five, L5). W2R and TC students were assented and then completed the same measures as on Day 3 (L2), and proceeded on to read Narrative 3 (N3). As was previously done, students were given an abstract of N3 and asked to report their prospective interest before reading. After reading, they were then asked for their retrospective interest.

Day 7 (L6) and **Day 8** (L7). W2R and TC students repeated the same activities as with L3 and L4 referenced to N3.

Day 9. W2R and TC students completed measures as on Days 2 and 6 (L2 and L5), but were not given another reading. Instead, students previewed the Narrative 4 (N4) volition measure from his final autobiography (Douglass, 1881), which would be administered by an unfamiliar tutor with less support on Day 10 (L9).

Tutors first read an abstract of N4 to their student (see Appendix D):

In the narratives you have read thus far, you have seen Frederick Douglass abused as a slave. However, you have also witnessed Frederick's growth in knowledge, strength, and in his resolve to fight for his freedom. Remember, that by the time the book you have been reading from was published, Frederick was 27 years old and a free man, author, and an abolitionist himself (see timeline and mark 1845—the year the *Narrative* was published). Somehow, on September 3, 1838, at the age of 20, Frederick Douglass escaped slavery. How did he do it?...

W2R and TC students then completed the final Prospective Interest Measure. Tutors then employed a script when saying “good-bye” to their students and when explaining what would happen on Day 10. For example, tutors were instructed to use the scripted words exactly when offering students a chance to return and learn more about Douglass. After telling the student that this was to be their last session, tutors offered:

IF YOU CHOOSE to come next time, you will have an opportunity to learn about how Frederick Douglass escaped slavery. Like the rest of the stories you have read, what you read about his escape will be entirely in Frederick Douglass' own

words. Although I will not be working with you, another tutor will work with you and some other students.

Day 10 (L9). Students in both groups who had indicated their desire to return to read N4 were assented. As previously described, lesson 9 required that students were assented and assisted by an unfamiliar tutor to reduce tutor expectancy effects and increase the volitional motivation needed to complete this optional reading. Once in the auditorium where tutoring was held each day, L9 students were isolated in the auditorium so that other students coming and going would minimally affect them. Each student was asked whether he or she wished to read aloud or silently. They were advised to ask for help if needed and provided with a dictionary to use should they wish. Since N4 was intended as a volitional challenge, students were not encouraged to finish, but told to “read as much or as little of this material” as they liked (see Appendix D). The tutor for this activity also offered that students could take a copy of the N4 reading if they wished (this offer was not repeated). When students completed L9, either because they had finished, or wished to return to class, the L9 tutor recorded the time spent reading and whether or not the student had elected to keep their copy of N4.

CHAPTER III

ANALYSIS

This chapter presents an overview of the statistical analyses used. In it, special considerations given to measures and variables from a measurement theory perspective are described. Similarly, statistical methods used for analyses are outlined with special emphasis on (a) regression models and (b) contingency tables. Finally, identification and management of outliers is detailed.

Overview of Statistical Analyses

Referring to the treatment model guiding this study (see Figure 1), all analyses examined the anticipated direct effects of W2R on learning and on interest by way of self-relevance, but did not examine the implied indirect effects of W2R on learning by way of interest. However, as a precursor to such analysis the zero-order correlation of prior lesson total retrospective interest with later lesson knowledge was tested (other outcomes were not examined in this way).

For the sake of parsimony, all multilevel models included as covariates only treatment group ($W2R = 1$), time (lesson number centered at lesson 8, and the treatment by time interaction). All contingency table outcomes were tested using Pearson's chi-square tests. All other outcomes (regressions and growth models) were estimated with bootstrapping. Bootstrapping was used routinely to obviate the problem of non-normality given the distributional assumptions of the analyses used (Efron & Tibshirani, 1994).

Knowledge and interest outcomes were tested with mixed-effects random intercept growth models (Rabe-Hesketh & Skrondal 2012; Singer & Willet, 2003). For these models, time was treated as ordinal (L1, L2, L3...L8) and centered at lesson 8 (i.e., $L1 = 1 - 8 = -7$, $L8 = 8 - 8 = 0$). Comprehension effects were not estimated as true growth models owing to the use of non-cumulative measurement scales and readings that varied in difficulty (N1, N2, N3) at each time of measure (L2, L5, L8). As such, comprehension outcomes were analyzed simply as pre-post comparisons (dichotomous time) with time centered at the pre-treatment measurement (L2, Time = 0), while the L5 and L8 outcomes were clustered treated equivalently within student (Time = 1).

Dichotomous volition outcomes were analyzed using contingency tables (Pearson's chi-square; independent project, attrition, agreeing to complete L9, or taking a copy of N4). However, time spent reading Narrative 4 was analyzed as a continuous variable using simple bootstrapped linear regression models with treatment as the only covariate (ANOVA).

Measures and Variables

Data were screened using standard data management techniques to identify missing or unexpected values following procedures detailed for Stata (Mitchell, 2010). Missing data was observed for the comprehension outcomes of three students for lesson 8. This was because of an administrative error that resulted in those three students being given the wrong version of the L8 QRI and Recognition/Verification measures. No other missing data were noted.

Quality of most data was evaluated before analysis. While there was little reason to be concerned with variables such as time or knowledge, which were continuous, or

interval data, the scales adapted for this study, especially the QRI-type comprehension questions and Topic Interest scales were of uncertain quality. As such, the performance of individual items in these scales and their respective subscales was assessed using standard approaches from classical measurement theory (item-total correlations, factor analyses, and Cronbach's α ; see Table 10).

The interest scales correlated as anticipated, with strong positive loadings on a single latent factor (see Table 8). Individual items correlated well with latent Total Interest, accounting for appreciable variance with acceptable internal consistency for the Prospective form ($R^2 = 42\%$, $\alpha = .71$), and the Retrospective form ($R^2 = 48\%$, $\alpha = .76$). As previously noted, three item types were included in the interest scales (interestingness/fun, importance/value, and self-relevance). Since these facets were determined a priori, the factor structure for each and associated internal consistency (α) were estimated for each and found to be as intended (loadings $> .80$, $\alpha > .50$, and $R^2 = 70\%$). Intercorrelations among Total Interest and these three facets of interest were also as expected such that all factors correlated (see Table 9). For both Prospective and Retrospective forms of interest, Interestingness and Importance correlated most strongly ($r_{\text{pro}} = .46$, $r_{\text{retro}} = .54$), followed by Self-Relevance and Importance ($r_{\text{pro}} = .30$, $r_{\text{retro}} = .35$), and then Interestingness and Self-Relevance ($r_{\text{pro}} = .16$, $r_{\text{retro}} = .21$).

The QRI-type comprehension measure performed less well. For each wave (L2, L5, and L8) there were items removed based on analysis of item intercorrelations, internal consistency, and factor loadings (see Table 10). As with the interest measure, comprehension item factors were set a priori and assessed using a principal components analysis set to a single factor for each facet (Explicit and Implicit comprehension item types were considered separately). Even after removing poorer items, internal consistency ranged [$Range \alpha = (.34, .55)$] and variance explained [$Range R^2 = (29\%, 43\%)$] across measurement waves. Each wave was then rescaled to a standard normal deviate (z -score), and the rescaled facets from each wave (z -explicit, z -implicit) were

then combined into two cumulative scales encompassing the three measurement waves for analysis.

Group Equivalence

Pre-measures. Prior to formal analysis, preliminary analyses included testing for group equivalence for W2R and TC conditions (see Table 2). Comparison of group medians was analyzed statistically using Pearson’s Chi-square for contingency tables (e.g., “Male”) and bootstrapped ANOVA tests for continuous variables (e.g., “Age”). Randomization appeared to have been effective for outcomes other than Interest and Knowledge. W2R students demonstrated particularly low overall levels of Prospective Total Interest and Value/Importance at pretest when compared to TC students. Conversely, W2R students had somewhat higher median level of knowledge ($Md = 25$ words) as compared to TC students ($Md = 15$ words, $p = .09$).

Intervention variables. With tutors and students randomly assigned to treatments, it was hoped that idiosyncrasies in the interactions and schedules of tutors and students would be balanced across groups resulting in equivalent quality of treatment. In terms of schedule delays, time in tutoring, and total participation days for each student (days to completion), randomization appeared to have been effective. However, owing to a difference in the format of treatments, TC students were expected to have read the text more often and more recently. When students were tested for knowledge and comprehension, the median TC student had last read the text one day before testing, while the median W2R student had last read the narrative six days earlier ($\Delta = 5$ days), but this was a problem of design rather than failed randomization—future studies should ensure that W2R students return to the text to support their writing.

Statistical Models

Regression models. Where possible, knowledge, interest, and comprehension outcomes were analyzed using mixed-effects growth models having random intercepts. For such models, time (LSSN) was nested within students with the general form of analysis being:

$$y_{ij} = (\beta_0 + \zeta_j) + \beta_1 TX + \beta_2 LSSN + \beta_3 TX * LSSN + \varepsilon_{ij}$$

Where β_1 was the grand mean, ζ_j was the average within-student residual error component, β_2 was the fixed (main) effect of treatment for the TC students when lesson (LSSN) equals zero, β_3 was the average growth/slope across lessons, and β_4 is the average difference in growth for *W2R* students. There was no random slope effect in this model (differences in student slopes were fixed--explained by treatment condition alone). This model was chosen as parsimonious and prudent given the limited number of students in the study ($N = 37$).

Since this model assumed strict exogeneity—no correlations were permitted between the covariates (TX or LSSN) and the random intercept ζ_j or level-1 residuals (ε_{ij}). More stringently stated, $E(\zeta_j | X_j) = 0$ and $E(\varepsilon_{ij} | X_j) = 0$ where X_j contained the covariates (TX, LSSN, TX*LSSN) at all occasions for student j . Residual variance components included between person $\psi \equiv \text{Var}(\zeta_j | X_j)$ and within person components ($\theta \equiv \text{Var}(\varepsilon_{ij} | X_j)$), or the variance of individual student outcomes not explained by relevant covariates in the models X_j . It was assumed that the student random effect (ζ_j) were not correlated across students (independent), that time-specific student residuals (ε_{ij}) were uncorrelated across students and lessons. Further, it was assumed that the student ζ_j and ε_{ij} were uncorrelated (e.g., larger values when lesson equals zero are not correlated with larger individual residuals). Each model was estimated with maximum likelihood (ML) estimation, requiring that, given the covariates, that both student effects (random intercept, ζ_j) and the time-specific level-1 residuals (ε_{ij}) were normally distributed.

Given that meeting the homoscedasticity across lesson [$E(\varepsilon_{ij}|X_j) = 0$] assumption and normality assumptions of analysis were not expected from such a small study sample [and were not observed (e.g., ε_{ij} correlated with lesson—LSSN)], bootstrapped parameter and standard error estimation was employed for all growth models and regression analyses.

These models were estimated by combining Stata’s “bootstrap” and “xtmixed” command syntax with the general form:

```
bootstrap, reps(4000) nodots: xtmixed [DV] tx lssn tx_lssn || id:
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Knowledge (countable words) and interest (prospective and retrospective) models with lesson (LSSN) treated as ordinal, but having a variable number of observations for each outcome (knowledge = L1,L2,L5,and L8; prospective interest = L1,L2,L5, and L8; retrospective interest = L1, L2, L4, L5, and L7). The chief reason for choosing to model time (LSSN) as ordinal rather than interval (DAYS) is that lessons, and specifically self-relevant writing were expected to drive growth in knowledge and interest—not time itself. Comprehension outcomes were modeled similarly, however the post-treatment occasions of comprehension (L5 and L8) were treated as equal (and clustered within person) so that lssn (L2, L5, L8) had only two values (-1, 0, 0). In general, lesson (LSSN) was centered at the last time of observation making intercept interpretable as the difference between groups at the study’s end.

Intraclass correlations (ρ) from unconditional intercept models:

$$[y_{ij} = (\beta_0 + \zeta_j) + \varepsilon_{ij}]$$

indicated a large proportion of the variance to be between students for knowledge ($\rho = .354$), retrospective interest ($\rho = .690$), and prospective interest ($\rho = .614$). However, such variation was not generally observed in comprehension outcomes, whether z-transformed QRI-type explicit questions ($\rho = .035$), or d’ – recognition verbatim scores ($\rho = .04$) and verification situation scores ($\rho = 0.00$).

Likelihood ratios testing models fitted with and without the random intercept further confirmed these observations for the outcomes QRI-explicit ($\chi^2_{(1)} = 0.13, p = .72$), d' recognition ($\chi^2_{(1)} = 0.16, p = .69$), and d' verification ($\chi^2_{(1)} = 0.0, p = 1.0$) outcomes. As such, these outcomes were fitted with ordinary regression models rather than variance-components models. Among comprehension outcomes, only z-transformed QRI-type implicit questions indicated appreciable between-student variability [$\rho = .276$ ($\chi^2_{(1)} = 7.59, p < .01$)].

Contingency tables. As previously mentioned, all dichotomous outcomes (volition) were estimated using Pearson's chi-squared test (χ^2) from 2 x 2 contingency tables (TX x DV).

Outliers

Each dependent variable was examined for univariate outliers and each model examined for multivariate outliers. This included looking at absolute distances and influence statistics (e.g., leverages). Outliers were also examined within treatments (W2R and TC). Potential outliers were evaluated for their influence on overall model fit and residual variance effects. In the course of these analyses, one TC outlier was identified and removed.¹ This student's removal reduced the total number of students from 38 to 37 (W2R = 19, TC = 18).

CHAPTER IV

RESULTS

In this chapter the fidelity of implementation data are examined to consider whether the interventions were enacted as intended. Then the results for each of the primary outcomes of this study (comprehension, knowledge, interest and volitional motivation) are described for both W2R and TC students. Referring to the treatment model guiding this study (see Figure 1) and the analyses conducted, results focus on the direct main effects of W2R on learning (comprehension, knowledge, interest, and volition) rather than the indirect effects of W2R on learning via interest.

Fidelity

Fidelity of interventions, as mentioned earlier was assessed based on a combination of tutors' checklists and direct observation of W2R and TC treatments while in progress. Component based fidelity was consistently observed to be 90% or better across groups. However, intervention disruptions did occur owing to broader changes. For example, an incorrect version of the final comprehension measure was given to three W2R students. Similarly, a problem with measurement order was noted for Lesson 2 (L2) since the scheduled administration of Recognition/Verification measures before other measures was effectively priming students, potentially disrupting their responses for the QRI and Knowledge measures. This problem was corrected for L5 and L8, while L2 order was not changed to help ensure experimental equivalence across groups for that measurement point (recall that treatment differences initiated with L3). One TC student

relocated to another school and arrangements were made to finish tutoring. However, this move created a disruption in treatment and a somewhat unsatisfactory working context (the tutor reported that seeing the student during the related arts period allowed by the new principal prevented the student from playing basketball and created a new tension in their work together). It was hoped that randomization of tutors and students equated such disruptions across groups, and study delay and duration indicators suggest such equivalence (Days until L1, Participation Days; see Table 2).

Comprehension

Four reading comprehension hypotheses were postulated at the outset of this study. Two of these referenced the QRI-type comprehension measure with separate hypotheses for Explicit ($TC > W2R$) and Implicit question forms ($W2R \approx TC$). The two remaining hypotheses focused on the d' comparisons of recognition-verbatim outcomes ($TC > W2R$) and verification-situation outcomes ($W2R > TC$).

QRI-type explicit questions. It was expected that the Traditional Comprehension (TC) students would outperform students in the W2R condition on the Explicit Comprehension measure, but this did not prove to be the case. In fact, W2R and TC students' performances on this measure were nearly identical with no observed outliers (see Table 11).

QRI-type implicit questions had no associated directional hypotheses. It was supposed that the increased text exposure of the TC condition might compensate for the shallower processing required for the TC tasks (W2R students limited text exposure combined with practice of potentially flawed remembrances might have actually

undermined their situation models). At posttest there was no significant difference between groups for implicit comprehension questions ($p = .19$) with no observed outliers.

Recognition-verbatim outcomes were expected to favor the TC students, a hypothesis which was not supported statistically. The typical student in both groups performed better on later lessons than they had for lesson 2 ($p = .04$). Both groups did equally well on recognition-verbatim post measures statistically ($p > .05$) with no observed outliers. However, effect size changes (Δd) suggest a trend consistent with the hypothesis ($\Delta d = -0.42$, ns).

Verification-situation outcomes were expected to favor W2R students. This hypothesis was not confirmed. Models again showed no statistically significant differences between groups at posttest ($p = .18$) or in change from pretest ($p = .26$) with no observed outliers. While not statistically significant, the trend for the W2R students' situation models was downward ($\Delta d = -0.45$, ns).

Knowledge

It was hypothesized that W2R students would outperform TC students at posttest for measures of knowledge (countable words). This hypothesis was tested using a simple random intercepts growth model (see Analysis). The outcomes from this model were consistent with expectations (see Table 11; see also Figure 2). On average, W2R students increased their knowledge at approximately twice the rate of TC students and, at the last measurement occasion (L8), produced nearly twice as many countable words (158 words) as the average TC student (78 words). While all students gained approximately six words

per lesson, W2R students' growth was greater still (12 words per lesson). Both the lesson 8 intercept and slope changes were statistically significant (all $ps < .05$).

W2R knowledge outliers. Among the 37 students, four students had outlying values on at least one measurement occasion ($|z_{\text{resid}}| > 2.0$), and all outlying values observed were from W2R students. Each of these high achievers demonstrated appreciably greater knowledge growth than their W2R peers from lesson 1 ($Md = 17.5$) to lesson 8 ($Md = 271.5$, see also Figure 3). These students represented 21% of the W2R treatment group and no justification was found for excluding these observations. Nonetheless, a sensitivity analysis was conducted with these four students temporarily removed, which showed that removing the observations from these four, W2R no longer outperformed TC interventions, and that the remaining W2R students ($n = 15$) differed only slightly from TC students at posttest ($d = .10$, ns; see also Figure 4 and Figure 5).

This observation prompted further exploratory analyses in an effort to identify factors that distinguished these higher-knowledge W2R students from their W2R peers. Comparisons conducted with indicator coding (1, 0) showed that high-knowledge W2R students demonstrated greater terminal knowledge (214 words, $d = 4.19$, $p < .001$) but not appreciably greater initial knowledge (15 words, $d = 0.42$, $p = .42$). The high knowledge W2R students were balanced for gender (3 male, 1 female), and showed no statistically significant differences in reading performance, *TOWL-4* writing, initial knowledge, or lesson duration from other W2R students. However, the high achievers had started instruction later than the average W2R student (recall that students were tutored individually by 14 tutors on a rolling basis with new students entering the study as tutors completed tutoring for earlier entering students). These W2R students had waited an

average of 21 days for their first session compared to the five-day delay experienced by the median student waiting for lesson 1 to begin. While not a statistically significant difference in delay of start ($p = .19$), it was found that initial interest correlated with number of days to start ($r = .32, p = .02$) suggesting that later entering students had greater interest for lesson 1 than earlier entering students.

High achievers also took somewhat longer to finish instruction (24 days vs. 15 days). Two of these high-achieving students had the same tutor, but this tutor had a third student who did half as well as her others. Two of these students were weaker readers ($1x1<950L \approx 6^{\text{th}}$ grade equivalent). Yet none of these differences was statistically significant.

As mentioned, later entering students had higher levels of initial (L1) interest than earlier entering students. This seems to have been especially true of the high-knowledge W2R students who differed from other W2R students in their L1 prospective interest ($d = 1.09, p = .01$) and in their L1 retrospective interest ($d = 1.20, p = .001$). However, these high achievers did not differ from other W2R students in interest growth after lesson 1. Thus, while high achieving W2R students' interest was initially higher, their growth (slopes) did not differ from other W2R students, paralleling their growth as a function of W2R tutoring. Further, delay of start (days since study began to L1) was associated with increased initial prospective interest for all students (.08 points per day of delay) irrespective of treatment (W2R or TC), suggesting that later entering students were influenced by changes outside of the study, such as reports from their earlier entering peers. This possibility was investigated further and, based on teachers' reports, confirmed but not quantified (see Appendix H). It appears that at least some early

entering students shared their experiences and enthusiasm for the project with other students in their classes and may have caused some of these students to have higher levels of initial interest than earlier entering peers.

Motivation

Interest.

Total interest. As previously mentioned, interest was measured prospectively on four occasions with reference each of the four narratives (N1, N2, N3, and N4).

Conversely, retrospective Interest was measured retrospectively on five occasions—three times with respect to a completed narrative reading (N1, N2, and N3) and twice with respect to that same narrative after tutoring intervention (see Table 4).

Prospective Total Interest. Although Total Prospective interest was appreciably higher for TC students at the outset of the study ($d = -.74$), there was no difference between groups by lesson 8 (see Table 11, see also Figure 6). The initial difference was eliminated by the combined growth of total interest among W2R students who gained approximately .38 points of interest per lesson [$p = .01$; the slight downward slope in prospective total interest of TC students was not significantly different from zero ($p = .13$)].

Outlier analyses identified three students with extreme model residuals indicating atypical growth of total interest. All of the residual outliers were W2R students with unusual growth patterns (see Figure 7). One of these students (student 851) exhibited typical increase in interest, while two others (students 632 and 449) demonstrated a pattern of declining interest more consistent with that of typical TC students than of W2R

students. While there was no reason to remove these three students permanently, temporary removal for sensitivity analyses did not appreciably alter total prospective interest estimates (other than variance estimates).

Retrospective total interest. Total retrospective interest, like its prospective counterpart indicated potentially higher initial interest values among TC students ($d = -0.42$, *ns*). However, growth in total retrospective interest was pronounced among W2R students (.38 points per lesson, $p = .02$) so that minimal differences in retrospective interest were observed by Lesson 7 (L7, $d = 0.18$, *ns*). Interestingly, the correlation of reading-referenced prospective interest and retrospective interest was appreciable at each occasion for W2R and TC students alike (see Table 12).

Outlier analyses identified six students with extreme model residuals, five of whom were W2R students, and one of whom was a TC student. There was no reason to remove these students; however, temporary removal for sensitivity analyses did not appreciably alter total retrospective interest estimates (other than variance estimates).

Interestingness/Fun. As with Total Interest, to which it contributed, Interestingness or Fun was measured prospectively on four occasions with reference each of the four narratives (N1, N2, N3, and N4), and retrospectively on five occasions—three times with respect to a completed narrative reading (N1, N2, and N3) and twice with respect to that same narrative after tutoring intervention (W2, TC).

Prospective Interestingness/Fun. Prospective Interestingness/Fun (see Table 11, see also Figure 6) was significantly higher among TC students ($d = -0.66$, $p = .047$). However, the growth of interest among W2R students was impressive, such that W2R students reported gains of approximately .19 points of prospective fun per lesson ($p <$

.001). This resulted in W2R students having .51 points more enjoyment expectation by the last lesson (L8, $d = 0.39$, $p = .01$).

Outlier analyses were again completed and identified three students (two TC and one W2R student) with unusually low prospective Interestingness/Fun scores. No reason was identified to remove data for these three students and sensitivity analyses did not appreciably alter total prospective interest estimates (other than decreased variance estimates (ψ , θ) as one would expect).

Retrospective Interestingness/Fun. Unlike prospective interestingness, estimated outcomes for Retrospective Interestingness did not indicate intragroup differences either at the study's outset ($d = -0.31$, *ns*) or conclusion ($d = 0.09$, *ns*).

Outlier analyses identified nine students with extreme model residuals, six of whom were TC students (three had higher values and three had lower values than expected), and three of whom were W2R students who had lower values than expected. There was no reason found to remove these students' data, however temporary removal for sensitivity analyses strengthened trends for this data so that the TC slope was negative (-0.09 points per session) and significantly different from zero ($p = .02$) while W2R students' interest tended to grow (+ .02 points per lesson, $p = .04$). However, whole group differences for retrospective interestingness did not differ significantly between W2R and TC conditions in this study.

Importance/Value. Differences in importance or value were surprisingly stable between groups in this study.

Prospective Importance/Value. Models estimated for prospective importance or value indicated persistent group differences in favor of TC students from start to finish

which appeared unaffected by treatment (see Table 11, see also Figure 6), such that neither the grand slope or treatment-lesson slopes approached significance ($p > .10$). For example, W2R students lagged behind TC students in their estimation of the prospective importance /value of Narratives 1 and 2 ($d = - 0.72, p = .03$) and continued to do so for Narrative 4 ($d = - 0.60, p = .06$).

Outlier detection was attempted for this outcome as previous, with similar results. Four prospective importance outliers were noted, all of whom were W2R students. Sensitivity analyses did not appreciably influence total prospective interest estimates other than to decrease error variance estimates (ψ, θ).

Retrospective Importance/Value. Retrospective importance, like its prospective counterpart, proved to be stable across time (neither the lesson nor treatment-by-lesson slopes differed from zero). The moderate between-group differences observed at both the beginning ($d = - 0.43, ns$) and at the end of the study ($d = - 0.54, ns$) appeared practically important, but did not approach statistical significance.

Outlier analyses for this outcome identified the results from seven students for whom this model fit poorly on at least one occasion. As before, sensitivity analyses were conducted with the only observed effect being a decrease in variance estimates (ψ, θ) and a reduced estimate of between-group differences at the study's end ($d = - 0.31, ns$).

Self-Relevance. Increasing perceived self-relevance was a principal object of the W2R intervention, as illustrated conceptually in Figure 1. Since increased self-relevance was expected to mediate interest and knowledge gains in principle, W2R students were expected to outperform TC students on this measure, which was what we observed (see Table 11 and Figure 6).

Prospective Self-Relevance. Initial values of prospective self-relevance were somewhat lower for W2R students when compared to TC students ($d = -0.25$, ns), but this difference was not significant. However, by the study's end, W2R students generally reported levels of prospective self-relevance that were nearly a full point higher than that of TC students ($p < .01$). Even though the main effect of time (LSSN) was to decrease prospective self-relevance at one-tenth of a point per lesson, W2R students increased their ratings of prospective self-relevance. Both final intercept and slopes for this model were significantly different from zero. Outlier detection analyses revealed no outliers for this outcome.

Retrospective Self-Relevance. As with prospective self-relevance, W2R students had somewhat lower initial levels than TC students at the outset did ($d = -.022$, ns). However, by the study's end, W2R students averaged over 1 point more retrospective self-relevance than their TC peers. Thus, both the L7 intercept (TX) and TX*LSSN slope terms were positive and significant (W2R>TC, $p < .01$).

Residual analyses revealed six outliers for specific time points, all of whom were W2R students. As with previous analyses, these observations were ultimately retained. However, temporary removal of observations from these students did not alter intercept findings (W2R> TC, $p = .001$), but relative growth of W2R was no longer significant. Removal also reduced time specific variance estimates (θ) but did nothing to decrease random effects variability (ψ).

Relationship of Prior Interest to Later Knowledge. In consideration of the treatment model (see Figure 1) and the expected link of interest to learning, an exploratory assessment of the correlation of prior interest to later knowledge (a

continuous and cumulative outcome measured on multiple occasions) was examined by way of zero-order correlations. Though necessary but insufficient to fully test mediation, it was found that prior lesson retrospective interest correlated to a significant and important degree with later knowledge ($r = .33$, $R^2 = .11$, $p < .001$).

Volition. It was hypothesized that greater topic-specific volitional motivation would be observed from W2R students who had been given greater opportunity to consider the self-relevant value of the narratives. This is what was found, but results differed by outcome (see Table 13). For example, W2R students did not agree to the optional N4 reading more often (18 yes, 1 no) than TC students (15 yes, 3 no). Neither were they statistically superior at completing the N4 reading (9 yes, 10 no) than TC students (5 yes, 13 no). Certainly, W2R students did not take a personal copy of the N4 reading more often (6 yes, 13 no) than TC students (8 yes, 10 no). Neither did students differ in the actual time spent reading N4 with the median TC student remaining 16.5 minutes and the median W2R student reading for 21.1 minutes [a trend consistent with expectation but non-significant ($d = 0.23$; ns)—Although supplemental exploratory analysis showed that between group differences in reading time were restricted to above the median readers (Lexile > 950). This exploratory analysis showed statistically significant between-group differences for stronger readers (+ 9 minutes 42 seconds; $d = 0.92$; $p = .049$)].

However, among the 35 students whose classroom afforded extra credit for an individual project, 26 percent of W2R students produced Frederick Douglass projects (5 yes, 14 no) compared to zero percent of TC students (0 yes, 18 no; $p < .02$). Images of two student posters have been attached (see Figure 8 and Figure 9; these posters were

selected in particular because of comments from their classroom teacher regarding presentations made by the students who produced them.)

The first poster (Figure 8) was produced by Darren (not his real name), a young man whose reputation was, in many ways, predicated on basketball skills and personal style. Darren was a weaker reader (7th grade TCAP Lexile = 920L), and a weaker writer (TOWL-4 = 3 points). His scores for prospective interest were also low, whether total interest (13 points) or self-relevance (3 points) compared to those expected for W2R students (-18.4 points and - 5.4 points respectively). He did not complete the N4 reading volition assessment, but left after 8 minutes 40 seconds (compared to the median 21 minutes for all other students), taking the N4 reading with him. Darren's tutor described him in dutiful terms, noting that he was cooperative, but also noting problems with comparing and contrasting. For example at Lesson 6, his tutor noted that,

“the student struggled with the organizers, he was unable to articulate a similarity with Frederick Douglass in the Problems section of organizer 2.”

It was surprising therefore, that Darren's classroom teacher reported that his presentation on Douglass focused at length on the disruption that slavery brought to Frederick's family—how that Douglass never knew his father, and that Frederick had lost his mother at seven years of age (see Appendix H). Darren, then went on to detail for his peers, the trouble that his own parents' recent divorce had brought to him and, in particular, his pain over seeing little of his father.

The second project (poster, paper, presentation; see Figure 9) was produced by Sibel, a young woman whose behavior suggested a loss of interest following N3 (L5). After Lesson 5, Sibel's tutor reported:

“[T]he student did not had a good attitude. She did not answer a lot of the questions. In the reading part, she was skipping a lot of words (inattentive reading) and had a lot of difficulty reading a lot of words (around 15)...we started looking to the difficult words, but since she has too many we did not finish them up.]

While Sibel was described as interested for Lessons 1 and 2, after lesson eight, her tutor described her as “... bored, and not interested to continue.” Sibel was also a median level reader (7th grade TCAP Lexile = 950L) and writer (TOWL-4 = 13 points), while her scores for prospective interest, whether total interest (13 points) or self-relevance (3 points) were considerably lower than those predicted for W2R students (-18.4 points and -5.4 points respectively). Sibel’s motivation as indicated by her participation in the N4 reading volitional assessment was also poor—she chose to stay only four minutes and 54 seconds (compared to 21 minutes spent by the median student), leaving with a copy of N4 to take with her.

Yet Sibel chose to produce an independent project— a poster, paper, and presentation about Frederick Douglass—for extra credit. In her presentation, she detailed Douglass’ use of his wits when living in Baltimore to trick or persuade poor White street urchins into teaching him to read and to write. Sibel then went on to recount her own use of wits to survive life in a refugee camp—a deep connection that was never suggested in her work or interactions with her tutor.

CHAPTER V

DISCUSSION

In this chapter the results for each of the primary outcomes of this study (comprehension, knowledge, interest and volitional motivation) are discussed for both W2R and TC students, comparing the outcomes of the two groups to each other and considering them in view of direct or main effects tested in this study based on the *a priori* treatment model.

Comprehension

The original hypotheses I posited for reading comprehension outcomes varied as a function of the measures. W2R students were expected to develop better situation comprehension models in consequence of focusing more integratively on the deeper connections within and between texts through self-relevant writing, while TC students were expected to develop better verbatim comprehension models (textbase) through focusing more superficially on word meanings and paraphrasing passage sections.

Textbase indicators. Walter Kintsch (Kintsch, 1998; Kintsch & van Dijk, 1978; Kintsch, et al., 1990; Perrig & Kintsch, 1985) and others (Schiefele, 1999) have worked to parse comprehension into separable facets reflecting what texts actually say (the text base) and integrated representations of what texts mean—what is going on (the situation model). In general, TC students were expected to do better on two textbase referenced indicators—the QRI-Explicit and Recognition-Verbatim measures.

QRI-type explicit questions. It was hypothesized that Traditional Comprehension (TC) students would outperform W2R students on this measure. However, this was not the case. It is not clear why students in the TC group did not perform better. Since activities of the TC treatment were directed toward improving literal understandings of the text and the textbase in general, the expectation of superior performance on explicit questions was expected. Such findings would have been consistent with earlier research (McDaniel, et al., 2000; Schiefele, 1996). The outcome observed was surprising given (a) superior text exposure among TC students and (b) the accompanying decrease in time from most recent reading to assessment.

Recognition-verbatim measure. As with explicit questions, the recognition-verbatim measure was expected to favor the TC students for reasons drawn directly from sentence-memory research. While this hypothesis was not supported statistically, the between group effect size changes (Δd) observed do suggest a trend consistent with the hypothesis ($\Delta d = -0.42$, ns).

In sum, textbase referenced measures did not support my hypotheses for the TC students whose performance did not differ statistically from W2R students. At least four explanations for these outcomes are plausible. First, it is possible that TC students simply failed to develop a sufficiently correct textbase. In retrospect, it may have been a mistake to have TC students paraphrase when writing. This is because the verbatim task asks students to distinguish Original and Paraphrased sentences and paraphrasing may have made this distinction less clear for TC students. However, having TC students copy sentences by rote seemed potentially punitive, and was not pursued for that reason.

Second, it is possible that W2R students somehow managed to develop better text representations than was expected of them, although the observed infrequency of these students in returning to reread the narratives and trend toward weaker verbatim models weighs against this possibility. Third, it is possible that the textbase-referenced measures, despite efforts to model after earlier work, did not perform as well as I had hoped. Fourth, there is the real possibility of insufficient power for the recognition-verbatim measure at least, as a function of the previously discussed, non-cumulative quality of the comprehension measures (a new measure was used for each narrative), which prevented growth modeling. Power, of course, is also a sample size problem, and the observed effect change ($\Delta d = -0.42$, ns), if generalizable would yield a sufficiently powered test with a larger sample size ($N = 86$) under the same conditions [uncorrelated measures ($r = 0$) with one pre-measure, two post-measures].

Situation model indicators. Both the QRI Implicit and the Verification Situation Model measures were designed to indicate the situation comprehension models of students. The Verification-Situation measure was expected to favor W2R students because it required that readers distinguish inferentially true propositions from false ones based on their reading. This expectation was based in part on prior research, which associated heightened interest and integrative processing with more robust situation model development (McDaniel, et al., 2000; Schiefele, 1996). However, no directional hypothesis for the QRI Implicit outcome was posited owing both to the robustness of the TC control and, conversely, to the minimal requirement that, W2R students, unlike TC students, reread their narratives once writing commenced. Rather, it was hoped that W2R students would do as well as TC students on this measure.

QRI-type implicit questions. Consistent with expectations for this measure, W2R students performed as well as the TC students on this comprehension measure. The implicit scale showed no appreciable differences between groups.

Verification-situation. This hypothesis was not confirmed despite research precedents to the contrary. Not only did W2R students not do better than their TC counterparts did, effect sizes were negative for this outcome, albeit to a statistically nonsignificant degree. A particularly plausible explanation for the weakness was the missing requirement to return to the original text when writing. Langer and Applebee reported similar problems in their earlier study noting, “the analytic-writing group rarely relied on ideas or language drawn directly from the text” (1987, pp. 121-122).

Comprehension measurement problems. In general, the failure to find statistically significant differences in comprehension, while contrary to expectation, suggests the possibility that W2R performed at least as well as a robust comprehension intervention (TC). However, this is not clearly the case, owing to an apparent lack of power in some instances (recognition and verification tasks), potential measure inadequacies (QRI explicit), and imperfections in the interventions themselves (paraphrasing by TC students, and reading-avoidance by W2R students). These problems might have been avoided by improving this study in at least three ways.

First, a reading and measurement-only control could have been added to provide more information on the effects of both W2R and TC interventions against a common control (this was considered for the current study, but was not pursued owing to costs).

Second, comprehension measures might have been made more sensitive and powerful had they been made cumulative, possibly by developing equivalent items within

passages and testing equivalent or alternate forms of the comprehension measure across time to assess growth in comprehension. Third, the W2R and TC interventions might be enhanced to require more fact-checking (reading) from W2R students when writing, and more attention to what was said among TC students. Perhaps in the future studies it would be better to provide TC students with texts containing surface errors, and have them return to the original for a different sort of fact-checking, parallel to but differing in focus from W2R students.

Knowledge

It was hypothesized that *W2R* students would outperform *TC* students at posttest for measures of knowledge (countable words) and this hypothesis was confirmed. Both *W2R* and *TC* students typically grew in their declarative knowledge as a function of tutoring. However, *W2R* evidenced greater gains more quickly. The observed effectiveness of *W2R* aligns, for example, with earlier research that found that writing improves learning (Langer & Applebee, 1987). It is of some concern that *W2R* advantages were inhomogeneous among *W2R* students. However this concern is somewhat assuaged by the design of the study (randomization), the proportion of students with high growth rates (21 percent) and the observation that these *W2R* students with unusual knowledge growth also had unusually high levels of initial interest (possibly as a function of classmate influence) which grew with treatment. In fact, this last observation importantly supports the hypothesized connection of learning to interest.

This heterogeneity may be linked to the small sample size used in this study, which could be corrected by conducting a larger study. Problems were also observed with

the knowledge measure itself. In at least some cases, students clearly limited their knowledge responses to material from the narrative most recently read. For such students, it is likely that knowledge was underestimated. This latter problem might be solved in later studies by taking time before randomization to introduce students to the knowledge and other measures to practice the response patterns expected.

Motivation

Topic-referenced motivation, whether it was topic-interest (interestingness, importance, or self-relevance) or volition, was expected to favor W2R. This expectation was based on theories that connect the self-relevance or identification to the subjective value of goal objects and value to motivation (expectancy-value models, Lewin, 1942).

Interest. Interest hypotheses anticipated that W2R would exceed TC for all outcomes. While this was true for most outcomes, it was not true for all. W2R specifically improved interest in total and for all facets of interest save Importance/Value. The potential value of reflective writing for developing interest was suggested by earlier research (Hulleman & Harackiewicz, 2009), while the connection of self-relevance to interest was inferred in large part from self-psychology (Anderman & Wolters, 2006; Brophy, 1999, 2009; Covington, 1999; Vansteenkiste, Lens, & Deci, 2006).

For the purposes of this study, Interest was constructed uniquely by extending earlier measures (Schaffner & Schiefele, 2007; Schiefele, 1996) through adding self-relevance as a third facet or dimension in the Interest complex (along with interestingness and importance). Also unique to this study was the measurement of interest both prospectively and retrospectively, which while correlated, were not identical constructs.

While thought to represent different constructs, no specific hypotheses were entertained for retrospective or prospective forms of interest.

Total Interest. It was hypothesized that W2R students would have greater growth in total interest than their TC counterparts, whether measured prospectively or retrospectively. This hypothesis was supported by the observation that low initial levels among W2R students rose significantly and the total interest of TC students declined over time.

Interestingness/Fun. Interestingness (Krapp, 2002) or situational interest (Renninger & Hidi, 2002) was expected to increase for W2R students as compared to TC controls. This hypothesis was confirmed for the prospective form but, for some reason, was not confirmed for the retrospective form of this measure. In the prospective case, growth in Interestingness among W2R students was such that growth and absolute ratings of prospective interest were greater for W2R students.

Importance/Value. Unlike other facets of interest, Importance/Value, which was expected to increase as a function of W2R, did not increase at all for W2R or TC students. While Importance/Value correlated with the more volatile Self-Relevance measure ($R^2 \approx 11\%$), it proved a relatively inert (albeit theoretically important) facet of interest. This seemingly immutability of Importance/Value may be partially explained by prior research which casts Importance as more trait-like. For example, Importance or Value and “Developed Personal Interest” are closely related constructs which are considered relatively stable and trait-like having developed through slower identity formation processes (Krapp, 2000; Renninger & Hidi, 2002). It may be that this study

was simply too brief to effect a change in Importance. To test this possibility, a longer study would be required.

Self-Relevance. Consistent with expectations, both prospective and retrospective forms of this measure showed significant gains and superior outcomes for W2R students with respect to Self-Relevance. Thus W2R students, who reported initially lower levels of this interest facet, grew in their estimation of self-relevance as a function of W2R. Conversely, their TC peers tended to decline over the same period.

Volition. Volition was predicted to be greater for W2R students than for TC students. However, statistically significant differences between groups were not observed for most measures as previously noted. It was not clear why this might have been the case. Despite encouragement from tutors otherwise, 89 percent of all students agreed to an additional reading with an unknown and new tutor. W2R students spent no longer reading than TC students ($d = 0.23$, *ns*) with the typical student reading this difficult narrative (averaging 203 Lexiles above students' 7th grade reading levels) and persisting in reading for an average of 21 minutes. An exploratory post-hoc analysis suggested that this measure performed differently for weaker and stronger readers, since splitting the sample based on median reading performance ($Md = 950L$), stronger W2R readers clearly read N4 for a longer period (+ 9 minutes 42 seconds; $d = 0.92$, $p = .049$) while no W2R difference was observed with weaker readers in this study ($p = .61$).

Among those students who agreed to the N4 reading, all assented on L9, and 38 percent of those assented finished the reading, with another 38% taking a copy for their own use. While these observations were encouraging with respect to the potential for 21st

century urban youth to connect with 19th historical figures, these outcomes showed no connection with W2R.

The opportunity to complete an extra project for credit (poster, paper, and presentation) clearly differentiated the two groups. Of the 35 students for whom this was an option, only five chose to do a project on Frederick Douglass, and all five were in the W2R group. Four of the five students who completed these projects were weaker students--reading below the median. Certainly, weaker students would have more incentive to complete extra work for credit. Yet, weaker TC students did not pursue this option, or if they did, did not recognize the affordance of the Douglass narratives to such work. Anecdotal information provided by the cooperating classroom teacher, in addition to tutor observations, indicated that the interest scales and volition measures considered alone may have underestimated W2R's influence on students' actual interest in Douglass. The classroom teacher reported evidence of interest and motivation that many students had not demonstrated through other measures (see Appendix H).

CHAPTER VI

CONCLUSION

Limitations and Recommendations for Future Research

In reviewing this study, at least four limitations are evident to be remedied in future work:

Need for whole group, cluster-randomized or quasi-experimental designs. The report that W2R students discussed their learning enthusiastically both in and out of class (see Appendix H), implies that W2R students were sharing their insights with TC students to an unknown degree. While these student discussions are encouraging given their implications for W2R's acceptability, they imply probable diffusion of treatment effects—a threat to internal validity. The consequence of diffusion would be to diminish detectable effects, suggesting the actual effects of W2R may have been larger than those observed. To prevent this loss of control in future work, researchers should assign whole classes or groups of students to each condition to improve treatment isolation. In addition, it seems advisable for future studies to capitalize on group discourses as a planned teaching component and to consider developing discourse-based measures that could evaluate changes in the content and quality of students' verbal or written interactions as a function of treatment.

Group assignment or cluster assignment would also reduce per-pupil costs while whole group or whole-class instruction would better reflect common classroom practices. However, one problem of cluster or group assignment would be that cluster randomization tends to be statistically inefficient with power largely dependent on the number of clusters (Raudenbush,

1997), a problem somewhat remedied by careful use of covariates or possibly by randomization after matching on important pre-measures. Matching on pre-measures would also help to ensure against failure of randomization. For example, the pre-treatment interest differences observed in this study (see Table 6) might have been avoided if students had been matched for interest, comprehension, and knowledge before they were assigned to W2R and TC conditions.

Need to improve measures. Measures used in this study would benefit from further refinement for future work. For example, the QRI-type comprehension measure did not perform as well as anticipated. Items that reduced internal consistency and had weak factor loadings (some of these items were removed) indicated problems with this measure. QRI-type items were also of unknown difficulty and each set of items referred to different *Narrative* passages that also varied in difficulty (see Table 3). Presumably, error variance fluctuated as a function of these irregularities in readings and measures making inter-group differences and intra-individual growth more difficult to estimate. In addition, the non-cumulative QRI-type measures used were ill suited for growth modeling since unique items were used for each of the three passages.

To solve QRI-type measurement problems, better-matched texts could be created and cumulative and equivalent QRI-type measures developed. Assuming a three-narrative study like this one, three QRI-type measures might be developed by generating a larger pool of items for each passage (24 items per passage), and assigning or distributing these items to each of three measurement occasions (8 to L2, 8 to L5, 8 to L8) resulting in three equivalent measures of 24 items—one for each occasion. Each measure would then contain items for all three passages (8 N1 items, 8 N2 items, and 8 N3 items), thus there would be three equivalent

occasion-independent comprehension measures covering all the material to be taught with no items repeated across measures. To test and reduce the variable quality of these items an item response (IRT) framework should be employed.

In addition, IRT could be used to examine interest measures further. The scale used in W2R was based on earlier research but adapted earlier forms to Douglass' *Narrative* and added self-relevance as a new facet. Further evaluation of this scale with IRT may serve to establish the relationship of old and new interest items as well as to permit better item difficulty estimation and more precise estimates of student interest. The interest scale should also be lengthened to a minimum of three items for each of the three interest facets.

The knowledge measure might also be improved. Although this measure worked adequately in this study, some students appeared to limit their responses to the material they had most recently learned, possibly underrepresenting their knowledge. This problem might be resolved by priming students to consider each narrative segment separately [tell me everything you remember about Douglass from Narrative # (1,2,3)] along with more open-ended primes (tell me anything else you know about Douglass). The knowledge measure might also be made more practical and reliable by use of computer scoring to reduce or eliminate laborious parsing and coding [e.g., use of latent semantic analysis, or use of technology such as AUTOCODER (Ghiasinejad & Golden, 2002)].

Finally, student performance on volition measures appeared to vary as a function of topic-motivation and task-motivation suggesting variable student-specific validity for these measures. For example, N4 intergroup reading persistence differences were only observed among stronger readers, while independent project/poster production favored weaker readers. The N4 reading persistence task was probably more taxing to weaker readers, but also had

more test-like demand characteristics that may have undermined some students' autonomy. Conversely, the independent project measure (poster, paper, and presentation) encouraged autonomy for students researching and preparing this project. However, it also required time and effort and may have favored students in need of extra credit (weaker students). Future studies should explore this variability more systematically, considering an array of volition indicators in an effort to separate task-related from topic-related volition.

Need to increase W2R students' text-review when writing. It was noted that W2R students did not often return to the original narrative to verify the accuracy of their notes. Limited text verification increased the likelihood of W2R students' developing an inaccurate text base—a problem that might have been avoided if these students had checked their written notes against the original text. In contrast, TC students were prompted to reread and consult each narrative text on multiple occasions. Such differences also resulted in an unintended text-exposure imbalance between W2R and TC students and gross differences in the time since last reading at each measurement point. Because of this, when tested, W2R students were recalling text they had not seen for an average of five-days, compared to an average one-day latency among TC students. Text base corruption and text-exposure latency differences could both be prevented in future studies by requiring W2R students to return to the original text periodically to verify their notes.

Need to test mediation effects of interest and self-relevance. The expected mediation of W2R learning by way of total interest was evaluated cursorily in this study as a zero-order correlation between prior lesson prospective interest and next lesson knowledge. Similarly, the presumed relationship of self-relevance with other interest

facets was examined using zero-order correlations. Future work should more thoroughly test the mediation of learning by interest and of interest growth via self-relevance.

Summary

In 1903, W.E.B. Du Bois remonstrated that many of the stereotypes applied to poor Blacks under Jim Crow (uneducated, unambitious, shiftless, irresponsible and spendthrifts) were not inherent characteristics of Blacks at all, but rather were the consequences of betrayal and disappointment. Specifically, they were the consequence of the demoralizing failure of the Freedman's Bank and seizure of lands rightfully granted the Freedmen in compensation for the theft and fraud that was slavery (Du Bois, 1903/1986, 1935/1986). Similarly, many poor African American students have been subject to rumors of inferiority or incompetence based on observed achievement gaps. Less often discussed is the demoralizing effect of public schools where too often Black youth first "...discover the shape of oppression." (Baldwin, 1963/1988, p. 5), where low expectations and high-stakes reforms have undermined student interest.

Surely, school life had been disappointing for many of the students in this study (see Appendix H). Nonetheless, these W2R students were affected by Douglass' counternarrative and the opportunity to consider it personally. Tellingly, 14-year-old Antwan (not his real name) began this study knowing only that Douglass was Black and incorrectly believed that Douglass "invented something." After learning more about Douglass however, this same student asked, "Why wasn't I taught this before?"

Looking forward, the Common Core State Standards may help by requiring more authentic texts such as Douglass' *Narrative* (National Governors Association, 2010b, pp.

11-12). Certainly, CCSS will demand more rigor—rigor or rigorous is used to describe learning goals at least 4 times in the standards (National Governors Association, 2010a). Nevertheless, how will CCSS supply greater relevance to students like Antwan who along with better content, need a better reason to learn?

One of the primary contentions of this report is that aliteracy has not been caused by incapable students or content that is too difficult (many advised that the *Narrative* would be too difficult for these students), but has resulted from learning content judged irrelevant by students. For students in this study, self-relevance enhanced interest, and interest made the *Narrative* desirable even to struggling readers. In some cases, 8th grade students who were reading at a 4th or 5th grade level persisted in studying texts several grade levels above their reading ability. One 15-year-old male struggled some 24 minutes to read *Narrative 4* independently—a passage 445 Lexiles above his reading level (later taking the uncompleted passage to finish reading on his own). These students clearly wanted to know more.

W2R used self-reflective writing to support students in learning history more rigorously while encouraging them to consider it more personally—to find history’s relevance. By weaving their narratives with that of Douglass counternarrative, W2R students were given an opportunity to consider themselves in Douglass’ world, and he in theirs, to create a counternarrative that had impacts outside of this study.

For example, Sibel had struggled as a weaker reader and an English Language Learner who had spent much of her childhood in Ethiopian relocation camps before immigrating to the United States. Despite the difficulties she had with reading, Sibel completed an independent project about Douglass. Her teacher later told us that Sibel

“compared every aspect of her life to Douglass [and] said she would [one day] become smart and famous [too].” Of W2R students in general, we were told that they, “...related Douglass to everything we did in class [and] told everyone who would listen about their experiences” (see Appendix H).

It seems astounding that students, many of them struggling readers, at a low-performing, high-poverty school, would be so enthused at a chance to learn and discuss history—but that is what was observed. Through W2R writing, students increased their knowledge, interest, and motivation to know more. Balancing rigor and relevance, W2R helped these students discover both the objective facts of Douglass’ *Narrative* and something of the meaning of those facts to themselves—supportive personal connections for their lives.—Hopefully these discoveries will serve them well.

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APPENDICES

Appendix A

Parental Consent Letter

Version Date: December 23, 2011

Dear Parent or Guardian:

My name is Paul Morphy. I am an educational researcher at Vanderbilt University. My advisor, Steve Graham, and I would like you to be a part of a research project we will be doing at your child's school. We will be trying to see how writing could help students learn from and become interested in Black history. We want you to know what is involved, so you can decide whether to let your son or daughter be part of this project. Please take time to read the following information carefully.

Purpose of the Project

Youngsters who take part in the project will get individual tutoring. The project will help them learn more about the life of Frederick Douglass—an important man in Black History. Students will read material written by Frederick Douglass himself. They will learn about his life and the ways he worked to teach himself. They will learn how he began as a child to free himself from slavery.

If your child would like to be part of this project, on the first day we will assess his or her writing performance. This will be done for two reasons. First, knowing how well your child is writing will help us describe the type of students who took part in this project. Second, we must be sure that he or she is writing at or above a fourth-grade level. This project requires your child to write about what they have read, so it is important for them to have least fourth-grade writing skills. Having these skills will help them to benefit from, and enjoy working on this project.

If for some reason your child does not write at this level, we will not ask them to do any more work on this project. We will tell their teacher of this and send you a letter to tell you as well. Your child's teacher will be asked to tell your child that we do not think they are writing well enough to enjoy working on this project at this time.

Your son's or daughter's reading ability is also important for them to enjoy this project. In fact, your child was recommended to be in this project because of his or her reading skill in 7th grade. Still, we would like to ask your permission to use your child's 7th grade TCAP reading results to better understand their work on this project.

After this, your child and other students will be assigned to one of two writing groups. These two groups will read and write about three history readings over nine days. These sessions will last a maximum of 45 minutes per day. Students in one writing group will focus on the meanings of difficult words and sentences from the reading. They will also copy some sections of the original text. Students in the other writing group will write about the ways that Frederick Douglass' experiences were similar to or different from their own.

These two groups are different in some ways. (Although both will read Frederick Douglass' writings and write about them). We cannot be sure which writing group your child will be assigned to for this project. However, in each writing group, trained Vanderbilt Research Staff will work individually with your child. Trained tutors will provide help to him or her as needed while reading and writing.

During this project, project staff will ask your son or daughter about their interest in the material. Staff will also measure his or her understanding and knowledge of the history material read.

Parent/Guardian Consent

Date of IRB Approval: 01-03-2012
Date of IRB Expiration: 10-13-2012



VANDERBILT UNIVERSITY
Institutional Review Board

Page 1

Procedures and Time Commitments

If you would like your child to be in this project, we will need your permission to work with him or her. The project will take place in nine school days over three weeks during the 2011-2012 school year.

Specifically, we need your permission for your child to do the following:

- Complete a brief writing test on the first day (this will take about 15 minutes).
- Use your child's 7th grade TCAP reading results for this project.
- Read and write about three historical passages written by Frederick Douglass (this will take a maximum of 45 minutes per day for nine days).
- Complete short-answer measures that test your child's learning from the readings. Complete measures of interest in the topic. These measures will be completed while your son or daughter reads and writes about Frederick Douglass.
- Complete audiotape recordings when your child tells us what they know about Frederick Douglass. (This will help us to copy your child's responses more accurately and reduce some unnecessary writing for your child).

Note: The teaching sessions and the tests will be completed at a time decided upon by the principal and teachers so as not to interrupt the daily flow of instruction.

Benefits and Risks

There are no known risks to you. There is only limited risk to your child. Risk to your son or daughter involves instructional time missed while completing writing assessments. This project may help teachers make better use of writing and Black history when teaching. It may also give your child some new history knowledge, and improve his or her reading and writing skills. Information from this project will also be shared with other teachers (in talks and papers) about how successful the lessons were for improving students' learning. The names of the school, your child, and your child's teacher, however, will never be used. The results may be used to help shape future programs and policies in other schools.

Your child will receive instruction from trained Project Staff who have a background in education. This helps to ensure that all students have the opportunity to learn. In addition, no student needs to continue this project against his or her will. We will watch for any signs that your child may not want to participate. If at any time you or your child decides not to participate in activities, then he or she will be allowed to stop work on this project.

Confidentiality

We will do our best to keep information about your child private and confidential. However, absolute confidentiality cannot be guaranteed. If your child or someone else's child is in danger, or if we are required to do so by law we may have to share personal information with the authorities. We will label all student forms with an identification number and student name. Once all information is entered in the database, the student names will be blacked out with a black marker. Only Paul Morphy and Steve Graham will have access to a master list of student names and identification numbers. This list will remain locked in a filing cabinet separate from other information and will be destroyed once information is collected and entered into a database. All records and information will be stored in a locked filing cabinet at Peabody College of Vanderbilt University. These records will be kept for three years from the last data collection point and will then be destroyed.

If you choose for your child not to take part in this project, this will not affect their education in any way. If you agree to allow your child to take part, you are free to withdraw them from the project at any time by calling or emailing Paul Morphy or Steve Graham. Similarly, we will allow your child to leave this project if he or she tells us that they do not wish to continue the reading and writing work or do the tests.

Parent/Guardian Consent

Date of IRB Approval: 01-03-2012

Date of IRB Expiration: 10-13-2012



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Institutional Review Board

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Student Assent Letter

Version date: 12/23/2011

Dear Student,

My name is Paul Morphy. I am an educational researcher at Vanderbilt University. My advisor, Steve Graham and I would like you to be a part of our research project. This project will be to see how writing can help students like you learn from original history texts. In this project we will be studying the writings of an important man of Black history—Frederick Douglass.

This project will last about ten days. It will take about 15 minutes on the first day and a maximum of 45 minutes each of nine days after that. On the first day, you will be asked to complete a 15-minute writing test. This will help us to know that you can write at least on a fourth-grade level. We want to be sure that you can write on at least a fourth-grade level so you will be able to enjoy this project. Because we will not be teaching basic writing skills during this project, you will not be allowed to continue this project if your writing is not at a fourth grade level or better. If that happens, we will let you teacher know to tell you that you will not be doing any more work on this project.

The rest of the time, you will read three history passages from the personal writings of Frederick Douglass. You will also write about the passages you read. You will answer questions to find out how well you understood the passages. You will also answer questions to see if you thought the passages were interesting. For each activity, you will work with a trained Project Staff person who will help you as much as you need.

If you agree to be in this project, you will be asked to do the following activities:

- Complete a short writing test. This will take about 15 minutes.
- Read and write about three historical passages written by Frederick Douglass (this will take a maximum of 45 minutes per day for nine more days).
- Complete short-answer measures that test your child's learning from the readings. Complete measures of interest in the topic.
- Permit us to tape record your responses when telling us what you know about the topic (This will help us to write out what you have said and save you some extra writing).

We will also ask your parent to give their permission for you to take part in this project. But, even if your parents say "yes" you can still decide not to do this. Do you think you want to be part of this project?

- Yes**, I would like to be part of this project.
- No**, I do not want to be part of this project.

Please sign below:

Student's Name (please print): _____

X _____ Date _____
Student's Signature MM/DD/20XX

After reading, signing, and dating this letter, please return this letter along with the letter for parents by following the directions on the letter to parents.

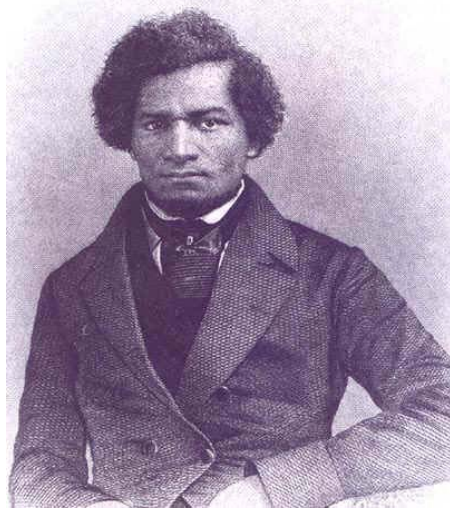
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Appendix B

Narratives

Narrative 1



The Author at about 27 years of age.

NARRATIVE
OF THE
LIFE
OF
FREDERICK DOUGLASS,
AN
AMERICAN SLAVE.

WRITTEN BY HIMSELF.

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in **Talbot County, Maryland. I have no accurate knowledge of my age, never having seen** any authentic record containing it. I do not remember to have ever met a slave who could tell of his birthday. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835; I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather. My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get. I do not recollect of ever seeing my mother by the

light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial.

I have had two masters. My first master's name was Anthony. I do not remember his first name. My master's family consisted of two sons, Andrew and Richard; one daughter, Lucretia, and her husband, Captain Thomas Auld. They lived in one house, upon the home plantation of Colonel Edward Lloyd. I spent two years of childhood on this plantation in my old master's family.

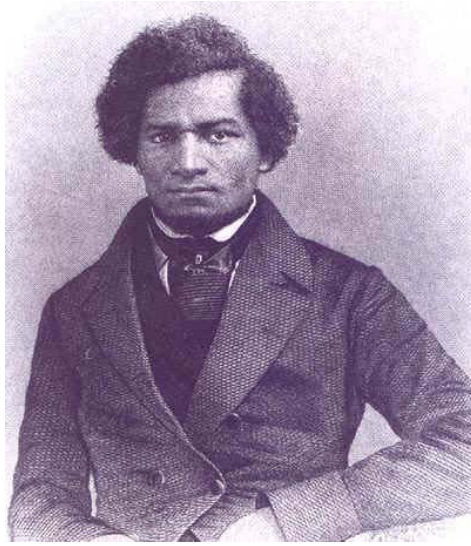
Master, however, was not a humane slaveholder. He was a cruel man, hardened by a long life of slave-holding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass.

Aunt Hester had not only disobeyed his orders in going out, but had been found in company with Lloyd's Ned; which circumstance, I found, from what he said while whipping her, was the chief offence. Had he been a man of pure morals himself, he might have been thought interested in protecting the innocence of my aunt; but those who knew him will not suspect him of any such virtue. Before he commenced whipping Aunt Hester, he took her into the kitchen, and stripped her from neck to waist, leaving her neck, shoulders, and back, entirely naked. He then told her to cross her hands, calling her at the same time a d---d b---h. After crossing her hands, he tied them with a strong rope, and led her to a stool under a large hook in the joist, put in for the purpose. He made her get upon the stool, and tied her hands to the hook. She now stood fair for his infernal purpose. Her arms were stretched up at their full length, so that she stood upon the ends

of her toes. He then said to her, "Now, you d----d b---h, I'll learn you how to disobey my orders!" and after rolling up his sleeves, he commenced to lay on the heavy cowskin, and soon the warm, red blood (amid heart-rending shrieks from her, and horrid oaths from him) came dripping to the floor. I was so terrified and horror-stricken at the sight, that I hid myself in a closet, and dared not venture out till long after the bloody transaction was over. I expected it would be my turn next. I had never seen any thing like it before. I had always lived with my grandmother on the outskirts of the plantation, where she was put to raise the children of the younger women. I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.

As to my own treatment while I lived on Colonel Lloyd's plantation, it was very similar to that of the other slave children. I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time. The most I had to do was to drive up the cows at evening, keep the fowls out of the garden, keep the front yard clean, and run of errands for my old master's daughter, Mrs. Lucretia Auld. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked—no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost that the pen with which I am writing might be laid in the gashes. Our food was coarse corn meal boiled. This was called MUSH. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster-shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied.

Narrative 2



The author, Frederick Douglass (Bailey), around the age of 27.

NARRATIVE
OF THE
LIFE
OF
FREDERICK DOUGLASS,
AN
AMERICAN SLAVE.

WRITTEN BY HIMSELF.

BOSTON
PUBLISHED AT THE ANTI-SLAVERY OFFICE,
NO. 25 CORNHILL
1845

I was probably between seven and eight years old when I left Colonel Lloyd's plantation. I left it with joy. I shall never forget the ecstasy with which I received the intelligence that my old master (Anthony) had determined to let me go to Baltimore, to live with Mr. Hugh Auld, brother to my old master's son-in-law, Captain Thomas Auld. I received this information about three days before my departure. They were three of the happiest days I ever enjoyed. From my earliest recollection, I date the entertainment of a deep conviction that slavery would not always be able to hold me within its foul embrace; and in the darkest hours of my career in slavery, this living word of faith and spirit of hope departed not from me, but remained like ministering angels to cheer me through the gloom. This good spirit was from God, and to him I offer thanksgiving and praise.

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further. " Now," said he, "if you teach that n----r (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. From that moment, I understood the pathway from slavery to freedom. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read.

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge.

I was now about twelve years old, and the thought of being ~a slave for life~ began to bear heavily upon my heart. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery...that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing.

I often found myself regretting my own existence, and wishing myself dead... While in this state of mind, I was eager to hear any one speak of slavery. Every little while, I could hear something about the abolitionists. It was some time before I found what the word meant. After a patient waiting, I got one of our city papers, containing an

account of the number of petitions from the north, praying for the abolition of slavery in the District of Columbia, and of the slave trade between the States. From this time I understood the words ~abolition~ and ~abolitionist,~ and always drew near when that word was spoken, expecting to hear something of importance to myself and fellow-slaves.

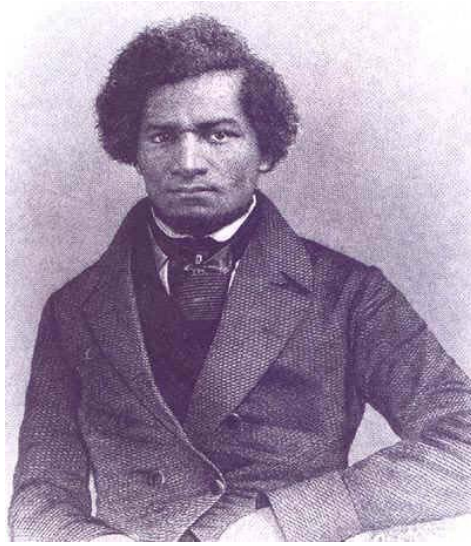
I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them. When we had finished, one of them came to me and asked me if I were a slave. I told him I was. They both advised me to run away to the north; that I should find friends there, and that I should be free. I pretended not to be interested in what they said, and treated them as if I did not understand them; for I feared they might be treacherous . . . but I nevertheless remembered their advice, and from that time I resolved to run away. I looked forward to a time at which it would be safe for me to escape. I was too young to think of doing so immediately; besides, I wished to learn how to write, as I might have occasion to write my own pass.

The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship-yard, and frequently seeing the ship carpenters . . . write on the timber the name of that part of the ship for which it was intended. When a piece of timber was intended for the larboard side, it would be marked thus—"L." When a piece was for the starboard side, it would be marked thus—"S." A piece for the larboard side forward, would be marked thus—"L. F." When a piece was for starboard side forward, it would be

marked thus—"S. F." For larboard aft, it would be marked thus—"L. A." For starboard aft, it would be marked thus—"S. A." I soon learned the names of these letters, and for what they were intended when placed upon a piece of timber in the ship-yard. I immediately commenced copying them, and in a short time was able to make the four letters named. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, "I don't believe you. Let me see you try it." I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way.

During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics in Webster's Spelling Book, until I could make them all without looking on the book. By this time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. My mistress used to go to class meeting at the Wilk Street meetinghouse every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas's copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas. Thus, after a long, tedious effort for years, I finally succeeded in learning how to write.

Narrative 3



The author, Frederick Douglass (Bailey), around the age of 27.

NARRATIVE
OF THE
LIFE
OF
FREDERICK DOUGLASS,
AN
AMERICAN SLAVE.

WRITTEN BY HIMSELF.

BOSTON
PUBLISHED AT THE ANTI-SLAVERY OFFICE,
NO. 25 CORNHILL
1845

In a short time after I went to live at Baltimore, my mistress, Lucretia, died. In about two years after the death of Mrs. Lucretia, Master Thomas married his second wife. Master now lived in St. Michael's. Not long after his marriage, a misunderstanding took place between himself and Master Hugh; and as a means of punishing his brother, he took me from him to live with himself at St. Michael's. My master and myself had quite a number of differences. He resolved to put me out, as he said, to be broken; and, for this purpose, he let me for one year to a man named Edward Covey.

I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr. Covey. We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. On one of the hottest days of the month of August, 1833, Bill Smith, William Hughes, a slave named Eli, and myself, were engaged in fanning wheat. Hughes was clearing the fanned wheat from before the fan. Eli was turning, Smith was feeding, and I was carrying wheat to the fan. About three o'clock of that day, I broke down; my strength failed me. When I could stand no longer, I fell, and felt as if held down by an immense weight.

Mr. Covey was at the house, about one hundred yards from the treading-yard where we were fanning. He came to the spot, and, after looking at me awhile, asked me what was the matter. I told him as well as I could, for I scarce had strength to speak. He then gave me a savage kick in the side, and told me to get up. I tried to do so, but fell back in the attempt. He gave me another kick, and again told me to rise. While down in this situation, Mr. Covey took up the hickory slat with which Hughes had been striking

off the half-bushel measure, and with it gave me a heavy blow upon the head, making a large wound, and the blood ran freely; and with this again told me to get up. I made no effort to comply, having now made up my mind to let him do his worst.

In a short time after receiving this blow, my head grew better. Mr. Covey had now left me to my fate. At this moment I resolved, for the first time, to go to my master, enter a complaint, and ask his protection. I was exceedingly feeble. I, however, watched my chance, while Covey was looking in an opposite direction, and started for St. Michael's. I walked through the woods, keeping far enough from the road to avoid detection, and near enough to prevent losing my way. After a journey of about seven miles, occupying some five hours to perform it, I arrived at master's store. From the crown of my head to my feet, I was covered with blood. My hair was all clotted with dust and blood; my shirt was stiff with blood... He asked me what I wanted. I told him, to let me get a new home; that Covey would surely kill me. Master Thomas ridiculed the idea that there was any danger of Mr. Covey's killing me, and said that I belonged to Mr. Covey for one year, and that I must go back to him, come what might.

I remained all night, and, according to his orders, I started off to Covey's in the morning wearied in body and broken in spirit. I got no supper that night, or breakfast that morning. I reached Covey's about nine o'clock; and just as I was getting over the fence that divided Mrs. Kemp's fields from ours, out ran Covey with his cowskin, to give me another whipping. Before he could reach me, I succeeded in getting to the cornfield; and

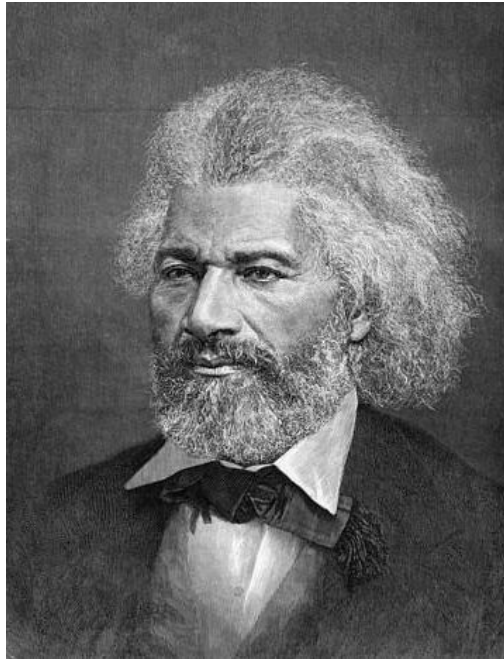
as the corn was very high, it afforded me the means of hiding. He seemed very angry, and searched for me a long time. He finally gave up the chase.

That night, I fell in with Sandy Jenkins, a slave with whom I was somewhat acquainted. Sandy had a free wife who lived about four miles from Mr. Covey's; and it being Saturday, he was on his way to see her. I went with him, and talked this whole matter over, and got his advice as to what course it was best for me to pursue. He told me, with great solemnity, I must go back to Covey... This was Sunday morning. I immediately started for home; and upon entering the yard gate, out came Mr. Covey on his way to meeting. He spoke to me very kindly, bade me drive the pigs from a lot near by, and passed on towards the church.

All went well till Monday morning... Long before daylight, I was called to go and rub, curry, and feed, the horses. I obeyed, and was glad to obey. But whilst thus engaged, whilst in the act of throwing down some blades from the loft, Mr. Covey entered the stable with a long rope; and just as I was half out of the loft, he caught hold of my legs, and was about tying me. As soon as I found what he was up to, I gave a sudden spring, and as I did so, he holding to my legs, I was brought sprawling on the stable floor. Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat; and as I did so, I rose. He held on to me, and I to him. Mr. Covey soon called out to Hughes for help. Hughes came, and, while Covey held me, attempted to tie my right hand. While he was in the act of doing so,

I watched my chance, and gave him a heavy kick close under the ribs. When he [Covey] saw Hughes bending over with pain, his courage quailed. He asked me if I meant to persist in my resistance. I told him I did, come what might; that he had used me like a brute for six months, and that I was determined to be used so no longer. With that, he strove to drag me to a stick that was lying just out of the stable door. He meant to knock me down. But just as he was leaning over to get the stick, I seized him with both hands by his collar, and brought him by a sudden snatch to the ground. By this time, Bill came. Covey called upon him for assistance. Bill wanted to know what he could do. Covey said, "Take hold of him, take hold of him!" Bill said his master hired him out to work, and not to help to whip me; so he left Covey and myself to fight our own battle out. We were at it for nearly two hours. Covey at length let me go, puffing and blowing at a great rate, saying that if I had not resisted, he would not have whipped me half so much. The truth was, that he had not whipped me at all. This battle with Mr. Covey was the turningpoint in my career as a slave and I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact. I did not hesitate to let it be known of me, that the white man who expected to succeed in whipping, must also succeed in killing me.

Narrative 4 (Volition)



Life and Times

Of

FREDERICK DOUGLASS

Written by Himself

HIS EARLY LIFE AS A SLAVE, HIS ESCAPE FROM BONDAGE,

AND HIS COMPLETE HISTORY

to the

Present Time

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While I was on the Eastern Shore, Master Hugh had met with reverses which overthrew his business; and he had given up shipbuilding in his own yard, on the City Block, and was now acting as foreman of Mr. Walter Price. The best he could do for me was to take me into Mr. Price's yard, and afford me the facilities there for completing the trade. Here I rapidly became expert in the use of calker's tools, and in the course of a single year, I was able to command the highest wages paid to journeymen calkers in Baltimore. After learning to calk, I sought my own employment, made my own contracts, and collected my own earnings--giving Master Hugh no trouble in any part of the transactions to which I was a party. The reader will observe that I was now of some pecuniary value to my master. During the busy season I was bringing six and seven dollars per week. I have sometimes brought him as much as nine dollars a week, for the wages were a dollar and a half per day.

It was not long before I began to show signs of disquiet with slavery, and to

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look around for means to get out of it by the shortest route. There was *no* reason why I should be the thrall [**slave**] of any man. Besides, I was now getting, as I have said, a dollar and fifty cents per day. I contracted for it, worked for it, collected it; it was paid to me, and it was *rightfully* my own; and yet upon every returning Saturday night, this money--my own hard earnings, every cent of it--was demanded of me and taken from me by Master Hugh. He did not earn it; he had no hand in earning it; why, then, should he have it? The right to take my earnings was the right of the robber.

Held to a strict account, and kept under a close watch, -- the old suspicion of my running away not having been entirely removed,--to accomplish my escape seemed a very difficult thing. The railroad from Baltimore to Philadelphia was under regulations so stringent that even *free* colored travelers were almost excluded. They must have free papers; they must be measured and carefully examined before they could enter the cars, and could go only in the day time, even when so examined.

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The steamboats were under regulations equally stringent. And still more, and worse than all, all the great turnpikes leading northward were beset with kidnappers; a class of men who watched the newspapers for advertisements for runaway slaves, thus making their living by the accursed reward of slave-hunting.

My discontent grew upon me, and I was on a constant lookout for means to get away. With money I could easily have managed the matter, and from this consideration I hit upon the plan of soliciting the privilege of hiring my time. It was quite common in Baltimore to allow slaves this privilege, and was the practice also in New Orleans. A slave who was considered trustworthy could, by paying his master a definite sum regularly, at the end of each week, dispose of his time as he liked. I watched my opportunity when Master Thomas came to Baltimore (for I was still his property, Hugh only acting as his agent) in the spring of 1838, to purchase his spring supply of goods, and applied to him directly for the much-coveted privilege of hiring my time. This request Master Thomas unhesitatingly **refused** to grant; and he charged me, with some sternness, with

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inventing this stratagem to make my escape. He told me I could go *nowhere* but he would catch me; and, in the event of my running away, I might be assured he should spare no pains in his efforts to recapture me.

About two months after applying to Master Thomas for the privilege of hiring my time, I applied to Master Hugh for the same liberty, supposing him to be unacquainted with the fact that I had made a similar application to Master Thomas, and had been refused. My boldness in making this request fairly astounded him at first. He gazed at me in amazement. But I had many good reasons for pressing the matter, and, after listening to them awhile, he did not absolutely refuse, but told me he would think of it. There was hope for me in this. Once master of my own time, I felt sure that I could make over and above my obligation to him, a dollar or two every week. Some slaves had made enough in this way to purchase their freedom. It was a sharp spur to their industry; and some of the most enterprising colored men in Baltimore hired themselves in

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that way. After reflection, Master Hugh granted me the privilege in question, on the following terms: I was to be allowed all my time; to make all bargains for work, and to collect my own wages; and in return for this liberty, I was required or obliged to pay him three dollars at the end of each week, and to board and clothe myself, and buy my own calking tools. This was a hard bargain. The wear and tear of clothing, the losing and breaking of tools, and the expense of board made it necessary for me to earn at least six dollars per week to keep even with the world. All who are acquainted with calking know how uncertain and irregular that employment is. It can be done to advantage only in dry weather, for it is useless to put wet oakum into a ship's seam. Rain or shine, however, work or no work, at the end of each week the money must be forthcoming.

All went on thus from the month of May till August; then, for reasons which will become apparent as I proceed, my much-valued liberty was wrested from me. During the week previous to this

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calamitous event, I had made arrangements with a few young friends to accompany them on Saturday night to a camp-meeting, to be held about twelve miles from Baltimore. On the evening of our intended start for the camp-ground, something occurred in the ship-yard where I was at work which detained me unusually late, and compelled me either to disappoint my friends, or to neglect carrying my weekly dues to Master Hugh. Knowing that I had the money and could hand it to him on another day, I decided to go to camp-meeting, and to pay him the three dollars for the past week on my return. Once on the camp-ground, I was induced to remain one day longer than I had intended when I left home. But as soon as I returned I went directly to his home on Fell street to hand him his (my) money. Unhappily the fatal mistake had been made. I found him exceedingly angry. He exhibited all the signs of apprehension and wrath which a slaveholder might be surmised to exhibit on the supposed escape of a favorite slave. "You rascal! I have a great mind to give you a sound whipping. How dare you

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go out of the city without first asking and obtaining my permission?" "Sir," I said, "I hired my time and paid you the price you asked for it. I did not know that it was any part of the bargain that I should ask you when or where I should go." "You did not know, you rascal! You are bound to show yourself here every Saturday night." After reflecting a few moments, he became somewhat cooled down; but evidently greatly troubled, he said: "Now, you scoundrel, you have done for yourself; you shall hire your time no longer. The next thing I shall hear of will be your running away. Bring home your tools at once. I'll teach you how to go off in this way."

Thus ended my partial freedom. I could hire my time no longer; and I obeyed my master's orders at once. The little taste of liberty which I had had--although as it will be seen, that taste was far from being unalloyed by no means enhanced my contentment with slavery. Punished by Master Hugh, it was now my turn to punish him. "Since," thought I, "you *will* make a slave of me, I will await

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your order in all things." So, instead of going to look for work on Monday morning, as I had formerly done, I remained at home during the entire week, without the performance of a single stroke of work. Saturday night came, and he called upon me as usual for my wages. I, of course, told him I had done no work, and had no wages. Here we were at the point of coming to blows. His wrath had been accumulating during the whole week; for he evidently saw that I was making no effort to get work, but was most aggravatingly awaiting his orders in all things. Master Hugh raved, and swore he would "get hold of me," but wisely for *him*, and happily for *me*, his wrath employed only those harmless, impalpable missiles which roll from a limber tongue. In my desperation I had fully made up my mind to measure strength with him, in case he should attempt to execute his threats. I am glad there was no occasion for this, for resistance to him could not have ended so happily for me as it did in the case of Covey. Master Hugh was not a man to

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be safely resisted by a slave; and I freely own that in my conduct toward him, in this instance, there was more folly than wisdom. He closed his reproofs by telling me that hereafter I need give myself no uneasiness about getting work; he "would himself see to getting work for me, and enough of it at that." This threat, I confess, had some terror in it, and on thinking the matter over during the Sunday, I resolved not only to save him the trouble of getting me work, but that on the third day of September I would attempt to make my escape. His refusal to allow me to hire my time therefore hastened the period of my flight. I had three weeks in which to prepare for my journey.

Once resolved, I felt a certain degree of repose, and on Monday morning, instead of waiting for Master Hugh to seek employment for me, I was up by break of day, and off to the ship-yard of Mr. Butler, on the City Block, near the drawbridge. I was a favorite with Mr. Butler, and, young as I was, I had served as his foreman, on the float-stage, at calking.

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Of course I easily obtained work, and at the end of the week, which, by the way, was exceedingly fine, I brought Master Hugh nine dollars. He was very much pleased; he took the money, commended me, and told me I might have done the same thing the week before. It is a blessed thing that the tyrant may not always know the thoughts and purposes of his victim. Master Hugh little knew my plans. The going to camp-meeting without asking his permission, the insolent answers to his reproaches, the sulky deportment of the week after being deprived of the privilege of hiring my time, had awakened the suspicion that I might be cherishing disloyal purposes. My object, therefore, in working steadily was to remove suspicion; and in this I succeeded admirably. He probably thought I was never better satisfied with my condition than at the very time I was planning my escape. The second week passed, and I again carried him my full week's wages--*nine dollars*; and so well pleased was he that he gave me *twenty-five cents!* and bade me "make good use of it." I told him I would do so, for one of the uses to

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which I intended to put it was to pay my fare on the "underground railroad."

Things without went on as usual; but I was passing through the same internal excitement and anxiety which I had experienced two years and a half before. The failure in that instance was not calculated to increase my confidence in the success of this, my second attempt; and I knew that a second failure could not leave me where my first did. I must either get to the *far North* or *be sent* to the far *South*. The last two days of the week, Friday and Saturday, were spent mostly in collecting my things together for my journey. Having worked four days that week for my master, I handed him six dollars on Saturday night. I seldom spent my Sundays at home, and for fear that something might be discovered in my conduct, I kept up my custom and absented myself all day. On Monday, the third day of September, 1838, in accordance with my resolution, I bade farewell to the city of Baltimore, and to that slavery which had been my abhorrence from childhood.

My means of escape were provided for me by the

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very men who were making laws to hold and bind me more securely in slavery. It was the custom in the State of Maryland to require of the free colored people to have what were called free papers. This instrument they were required to renew very often, and by charging a fee for this writing, considerable sums from time to time were collected by the State. In these papers the name, age, color, height, and form of the free man were described, together with any scars or other marks upon his person, which could assist in his identification. This device of slaveholding ingenuity, like other devices of wickedness, in some measure defeated itself --since more than one man could be found to answer the same general description. Hence many slaves could escape by personating the owner of one set of papers; and this was often done as follows: A slave nearly or sufficiently answering the description set forth in the papers, would borrow or hire them till he could by their means escape to a free State, and then, by mail or otherwise, return them to the owner. The operation was a hazardous one for the lender as well as

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the borrower. A failure on the part of the fugitive to send back the papers would imperil his benefactor, and the discovery of the papers in possession of the wrong man would imperil both the fugitive and his friend. It was therefore an act of supreme trust on the part of a freeman of color thus to put in jeopardy his own liberty that another might be free. It was, however, not unfrequently bravely done, and was seldom discovered. I was not so fortunate as to sufficiently resemble any of my free acquaintances as to answer the description of their papers.

But I had one friend--a sailor--who owned a sailor's protection, which answered somewhat the purpose of free papers-- describing his person, and certifying to the fact that he was a free American sailor. The instrument had at its head the American eagle, which gave it the appearance at once of an authorized document. This protection did not, when in my hands, describe its bearer very accurately. Indeed, it called for a man much darker than myself, and close examination of it would have caused my arrest at the start. In order to avoid this fatal scrutiny on the part

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of the railroad official, I had arranged with Isaac Rolls to bring my baggage to the train just on the moment of its starting, and jumped upon the car myself when the train was already in motion. Had I gone into the station and offered to purchase a ticket, I should have been instantly and carefully examined, and undoubtedly arrested. In choosing this plan upon which to act, I considered the jostle of the train, and the natural haste of the conductor, in a train crowded with passengers, and relied upon my skill and address in playing the sailor as described in my protection, to do the rest. One element in my favor was the kind feeling which prevailed in Baltimore and other seaports at the time, towards "those who go down to the sea in ships." "Free trade and sailors' rights" expressed the sentiment of the country just then. In my clothing I was rigged out in sailor style. I had on a red shirt and a tarpaulin hat and black cravat, tied in sailor fashion, carelessly and loosely about my neck. My knowledge of ships and sailor's talk came much to my assistance, for I knew a ship

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from stem to stern, and from keelson to cross-trees, and could talk sailor like an "old salt."

On sped the train, and I was well on the way, to Havre de Grace before the conductor came into the negro car to collect tickets and examine the papers of his black passengers. This was a critical moment in the drama. My whole future depended upon the decision of this conductor. Agitated I was while this ceremony was proceeding, but still externally, at least, I was apparently calm and self-possessed. He went on with his duty--examining several colored passengers before reaching me. He was somewhat harsh in tone, and peremptory in manner until he reached me, when, strangely enough, and to my surprise and relief, his whole manner changed. Seeing that I did not readily produce my free papers, as the other colored persons in the car had done, he said to me in a friendly contrast with that observed towards the others: "I suppose you have your free papers?" To which I answered: "No, sir; I never carry my free papers to sea with me." "But you have something to show that you are a free man, have you not?" "Yes,

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sir," I answered; "I have a paper with the American eagle on it, and that will carry me round the world." With this I drew from my deep sailor's pocket my seaman's protection, as before described. The merest glance at the paper satisfied him, and he took my fare and went on about his business. This moment of time was one of the most anxious I ever experienced. Had the conductor looked closely at the paper, he could not have failed to discover that it called for a very different looking person from myself, and in that case it would have been his duty to arrest me on the instant, and send me back to Baltimore from the first station. When he left me with the assurance that I was all right, though much relieved, I realized that I was still in great danger: I was still in Maryland, and subject to arrest at any moment. I saw on the train several persons who would have known me in any other clothes, and I feared they might recognize me, even in my sailor "rig," and report me to the conductor, who would then subject me to a closer examination, which

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I knew well would be fatal to me.

Though I was not a murderer fleeing from justice I felt perhaps quite as miserable as such a criminal. The train was moving at a very high rate of speed for that time of railroad travel, but to my anxious mind, it was moving far too slowly. Minutes were hours, and hours were days during this part of my flight. After Maryland I was to pass through Delaware—another slave State, where slave catchers generally awaited their prey, for it was not in the interior of the State, but on its borders, that these human hounds were most vigilant and active. The border lines between slavery and freedom were the dangerous ones, for the fugitives. The heart of no fox or deer, with hungry hounds on his trail, in full chase, could have beaten more anxiously or noisily than did mine, from the time I left Baltimore till I reached Philadelphia.

The passage of the Susquehanna river at Havre de Grace was made by ferry boat at that time, on board of which I met a young colored man by the name of Nichols, who came very near betraying me. He was

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a "hand" on the boat, but instead of minding his business, he insisted upon knowing me, and asking me dangerous questions as to where I was going, and when I was coming back, etc. I got away from my old and inconvenient acquaintance as soon as I could decently do so, and went to another part of the boat. Once across the river I encountered a new danger. Only a few days before I had been at work on a revenue cutter, in Mr. Price's ship-yard, under the care of Captain McGowan. On the meeting at this point of the two trains, the one going south stopped on the track just opposite to the one going north, and it so happened that this Captain McGowan sat at a window where he could see me very distinctly, and would certainly have recognized me had he looked at me but for a second. Fortunately, in the hurry of the moment, he did not see me; and the trains soon passed each other on their respective ways. But this was not my only hair-breadth escape. A German blacksmith whom I knew well, was on the train with me, and looked at me very

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intently as if he thought he had seen me somewhere before in his travels. I really believe he knew me, but had no heart to betray me. At any rate he saw me escaping and held his peace.

The last point of imminent danger, and the one I dreaded most, was Wilmington. Here we left the train and took the steamboat for Philadelphia. In making the change here I again apprehended arrest, but no one disturbed me, and I was soon on the broad and beautiful Delaware, speeding away to the Quaker City. On reaching Philadelphia in the afternoon I inquired of a colored man how I could get on to New York? He directed me to the William street depot, and thither I went, taking the train that night. I reached New York Tuesday morning, having completed the journey in less than twenty-four hours. Such is briefly the manner of my escape from slavery--and the end of my experience as a slave. Other chapters will tell the story of my life as a freeman.

Appendix C

Measures

Knowledge (Countable Words)

1. What do you know about Frederick Douglass? Tell me everything you can think of.

[Student responds verbally. Audio record. Transcribe] [“Tell me more” x 2 only].

[lines continue]

2. Other than what we’ve read or talked about here, have you watched or read anything new about Frederick Douglass’ this week (e.g., at home or at school)? [“Tell me more” x 2 only].

[lines continue]

3. Tell me any thoughts, feelings, or questions you have about Frederick Douglass. [“Tell me more” x 2 only].

[lines continue]

Knowledge Scoring Rules

Steps (summary):

1. **Copy and paste** knowledge responses (L1, L2, L5, L8) for each ID# into a new Word doc. Insert a page **break** between knowledge responses. Make sure ID ___ is in the header/right justified and each Knowledge measure has some indication (L2)
2. Use paragraph formatting to format all to 1.5 line spacing.
3. Identify proposition based on main verb (predicate head) and
4. Attempt to isolate macro-propositions (predicate based)—1 proposition per line
 - a. Number propositions 1 to XX using numbered bullets (this will keep count as you delete unnumbered propositions (e.g., interjections, tutor comments, false propositions, etc.)
5. ~~Line out~~ false propositions (contradictory text).
6. Edit remaining propositions to “line out” excluded words.
7. Count remaining words. Record total propositions and words for knowledge sample of each lesson (L1, L2, L5, L8)

Total Propositions	Counted Words
14	68

Identify propositions

1. A proposition (based on the predicate) must minimally have a subject or an implied subject, a verb, and an object (a subject may be implied here but would be required for a sentence to be separated).
 - a. Compound subjects and predicates are possible, as well as complex sentence structures. It is not the goal of this study to fully analyze these, but to estimate the knowledge content in each student response.
2. Identify main verb in sentence/predicate be careful of gerunds, and infinitives which though verb-like, are often direct objects of the verb .
 - i. He **was** hiding ~~and~~ **wanted** to run away.

3. For simple compound sentences (conjoined), you should split at the conjunction (e.g., “for” “and” “nor” “but” “or” “yet” “so”);
 - a. Note that if the proposition which follows is incomplete (e.g., lacks and object) do not separate (see below).
4. When subject is implied in second proposition of compound/complex sentence, carry subject forward as a gloss for clarification [].
 - He ~~was~~ hiding and- (1)
 - [He] **wanted** ~~to~~ run away. (3)
 - Douglass **learned** ~~to~~ read. (2)
 - And then he became **unhappy** ~~with~~ his status as a slave. (6)
5. Certain forms may require more thought (e.g., past perfect progressive), but general rules should hold.
 - He ~~had been~~ thinking. [“had” and “been” are auxiliary verbs and add no (any more than ‘was’) content to the intransitive verb “thinking”] (1)

Separate propositions

1. Allow one proposition per line (unless over long propositions).
2. Capitalize first letter of proposition.
3. Place period (.) at end of proposition.
4. Number all propositions (1 to X) using automatic numbering.

Line out uncounted words.

RULES

- Expand contractions for later decisions (isn’t[not]; see for example negation below).

Line out:

1. Line out false propositions (reference texts and internet to make this determination).
 - a. Do not line out ambiguous elements which may be true or untrue depending on student’s meaning
 - b. Do not trying to read in to student responses.
2. Line out general references to Douglass as

- a. a man,
 - b. Black, black, African American
 - c. or a man of history (could easily be gathered from the question and context of the study)
3. Line out empty phrases: ~~He also did many things.~~
 - a. Do not discount words within these phrases which *may* be countable.
 4. Line out interjections (like you know), and part-word, whole-word, or phrase repetitions
 5. Line out repetitions whether immediate or delayed (e.g., after prompting by tutor).
 - a. When delayed, indicate first version of proposition (e.g., [see #3]).
 - b. In case of repetitions which are revisions, count the best form of a revised sentence/proposition or combining elements that make the best form.
 - i. Best meaning, having the most content and precision. (Applies to adjacent propositions, not delayed redundancies).
 - ii. *Be sure to remove automatic numbering for propositions containing no remaining words.*
 - ~~He was a slave.~~ (1)
 - ~~He didn't like—~~ (0)
 - ~~He used to be a slave,~~ (0)
 - Then he freed himself (3)
 - c. In case of repetitions/revisions, when lining out reduces adjacent propositions sufficiently, collapse into a single proposition.
 6. Line out Douglass-referenced nouns (Frederick, Douglass) or pronouns (he) used as subject (this includes cases where is part of an object predicate (e.g., Thomas said ~~that he had to go back.~~)).
 - b. Retain Douglass and Douglass referenced pronouns when object (him), reflexive (himself)
 7. If full name used as object, treat Frederick Douglass as one word (i.e., FREDERICKDOUGLASS).

8. Similarly, treat labels and proper names referring to a single individual, group, or object such as AFRICANAMERICAN, MR COVEY, MASTER THOMAS, MRS SAULD as a single word; BULLWHIP;

- MR COVEY **discovered** ~~that~~ Frederick ~~had~~ collapsed on ~~the~~ ground. (6)

10. Similarly, be vigilant to identify transcriptions where one-word or hyphenated words have been described as two-words. The correct transcription depends on context.

- ~~He was~~ beaten **every day**. vs. Beating was an **everyday** occurrence.
- Some days ~~he~~ wished ~~that~~ he ~~was~~ free. vs. He wished he was free someday.

9. Line-out all articles (a, an, the) but not number adjectives (one, two).

10. Line out infinitive preposition “to” (~~to~~-run) if needed as a preposition for clarification (from/to).

11. Line out past auxiliary verbs of the form “to be” (am, are, is, was, were, being, been, be)

- a. NOTE: [A general check is to say the sentence without the lined out part and see if it still makes sense apart from ungrammatical quality—think pidgin English]
- b. ~~Douglas was~~ fighting back. (keep main verb and adverb).
- c. They ~~had been~~ planning ~~to~~ escape.

12. Similarly, line out copula/main verb forms of “to be” (am, are, is, was, were, being, been, be).

- ~~He was~~ ~~being~~ disobedient .
- ~~He~~ would try.
- ~~He~~ ~~be/en~~ sick.
- They ~~were~~ going...

13. In general, line out coordinating conjunctions (and, or, but)

- a. (a conjunction sits between independent clauses or clauses where the next subject is implied) :

E.g., also, and, or, however, for, now (E.g., “Now, that [pronoun referencing a particular, see “it”] was a good idea.”; keep temporal reference, “He had to do it now.”), yet, so (when used as conjunctions, “He was tired, ~~yet~~ he was free. ; Mr. Thomas was mad ~~so~~ he hired FD out...).

- b. Keep causal conjunctions (for, cause, although, as a *result*, *because*, *by*, *consequently*, *despite*, *due to*, *for that reason*, *in case*, *in order*, *in this way*, *otherwise*,).

- c. Keep temporal conjunctions (when, after, before)
- d. Keep conditional conjunctions (if, in the event, provided)
- e. Distinguish:
 - i. "that" as a conjunction of two independent (main) clauses (lineout).
 - ii. "that" as a pronoun (keep).
 - 1. NOTE that it is not uncommon for students to incorrectly use "that" for "who" as a demonstrative pronoun (keep).
 - ~~He~~ thought ~~that~~ he would pay MasterHugh when he got back.
 - ~~He~~ tried ~~to~~ get Thomas ~~to~~ help him, ~~but~~ that ~~did~~ not work out. (pronoun)

Keep:

1. Auxiliaries of the "to be" type which are future tense or carry an imperative mood: will
 - ~~The~~ man who wishes ~~to~~ whip me will have ~~to~~ kill me too."
2. Auxiliaries or copulas not of the "to be" type: e.g., modal: could, should, would, ought, must; can, will; have: have, has, had.
 - He had poor friends. (modal verb copula)
 - He could try to fight.
 - He should not have run away.
 - ~~The~~ white *man* who expected ~~to~~ succeed in whipping, *must* also succeed in *killing me. (FD)*
3. Keep possessive adjective (his) even when referencing Frederick Douglass in subjective position of sentence
 - His mother came ~~to~~ see him at night.
 - i. Also, retain possessive adjectives ("my," "your," "*his*," "*her*," "its," "our," "*their*").
4. Keep negative modifiers (NOT, WAS NOT) reduced as necessary for auxiliary/main verb rules.

- He wasn't [not] happy. (2)
 - Frederick ~~did~~ not expect ~~to~~ see his grandmother again. (6)
5. Generally keep causal conjunctions
- (for, cause, although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise,)
6. Keep pronouns other than subjective pronouns used to represent Douglass as subject of a verb or verb phrase.
- Interrogative pronouns (who, whom, whose, which, where, when, and why)
 - Demonstrative pronouns (this, **that**, those).
 - **Relative pronouns** (**that**, who, whom, whose, which, where, when, and why)
 - Indefinite pronouns (all, some, any, each, few, either).
 - Possessive pronouns (his, hers, their, its).
 - Absolute possessive (theirs)
 - reciprocal pronouns (one another, each other).
 - reflexive pronouns (himself, herself, itself, themselves).
7. Keep MOST prepositions (Infinitive exception "to [verb]"). Be sure the proposition is being used as such, not as a conjunction (It was for freedom—preposition. ...~~for~~ he was thinking of escaping (conjunction).)
- For example:
- aboard, about, above, across, after, against, along, amid, among, anti, around, as, at, because, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, considering, despite, down, during, except, excepting, excluding, following, for, from,

in, inside, into,
 like, minus, near,
of, off, on, onto, opposite, outside, over,
 past, per, plus,
 regarding, round, save, since,
 than, through, to, toward, towards,
 under, underneath, unlike, until, up, upon,
 versus, via, with, within, without.

- His mother **came** ~~to~~ see him at night. (6)
 - From Wye Farm, Frederick **travelled** to Baltimore by ship. (8) [Note that Frederick is still subject despite position in sentence]
8. Retain all descriptors (adjectives, adverbs) as well as interrogative and relative adverbs (how, when, where, why, which; also connective adverbs, e.g., then, next, lastly, finally, also, as well, furthermore).
- ~~The~~ boards marked “S” ~~were~~ **used** ~~on the starboard side of the~~ ship. (8)
 - ~~Frederick~~ walked slowly ~~to~~ MASTERTHOMAS store. (4)
9. Exception: Line out **demonstrative adjectives** (this, that, these, those).
10. Cognitive states (hope to, expect to), causal verbs (cause, result in), and verbs of saying, thinking and believing are treated as modifiers of the sentence complement.
- ~~Frederick~~ **hoped** ~~that~~ MASTERTHOMAS would **change**.(4)
 - They [Irishmen] **felt** sorry ~~for~~ him [Douglass]. (4)
 - ~~Frederick~~ fought-back ~~and this~~ shocked MRCOVEY.(3)

Extra-textual Material

1. Some interested student will include material outside the narratives studied. This is partly a function of prior interest and a function of interest gained during the study. Several students indicated they were adding more information, primarily through reading online sources. Some were doing so to help with extra-credit projects that their participation in this study seems to have inspired.
2. Line out irrelevancies (Abraham Lincoln ~~was tall and~~ was a friend of Douglass).
3. Line out personalizing (~~Douglass didn't~~ [not] have a school like I have; I do not think that was...).

4. Whatever the reason, with such cases we will count propositions if they are plausible after checking the internet, or considering our own knowledge of the subject.
5. The same rules apply as for narrative-referenced propositions (true, not empty, etc.).

Calculate total propositions and total counted words

For totals, you may wish to use Excel calculator

Total Propositions	Counted Words
4	22

Comprehension

Comprehension Questions (QRI-type)

QRI COMPREHENSION L2 # 4

INSTRUCTIONS:

1. I am going to ask you some questions about the story we read the last time we meet about Frederick Douglas. **I will write down what you tell me**
2. If you just don't know the answer, just tell me that (circle "DK" if that is the case and go on to the next question).

1. **What village was Frederick Douglass born in? DK**
2. **Did Frederick believe his mother cared about him? DK**
 - **How do we know? DK**
3. **What was Frederick Douglass' mother's name? DK**
4. **From the reading, how do we know that Frederick Douglass wanted to know his age? DK**
5. **What time of the day was it when Frederick saw his master and Aunt Hester? DK**
6. **Was Aunt Hester able to protect herself? From the reading, how do you know? DK**

7. How did Frederick Douglass feel about what he saw done to Aunt Hester? DK
8. What was Frederick Douglass' grandmother's job on the plantation? DK
9. What did Frederick Douglass say that slave children were made to eat like? DK
10. Did Colonel Lloyd care about slave children? DK
- How do you know? DK
11. What did Frederick Douglass want readers (us) to know about slavery from reading this passage? What was the main point? DK
12. As a child, what did Frederick Douglass say he suffered most from physically?

QRI Scoring Rules

1. What village was Frederick Douglass born in?

EXPLICIT

Answer: (1) Tuckahoe (2) a village near Hillsborough, it was (3) about twelve miles from

Easton in (4) Talbot County, (5) Maryland.”

4 – (1) (or near-approximation – Duckahoe)

3 – (2) or (3)

2 – (4)

1 – (5)

0 – Don't know, none of the names mentioned above

2. Did Frederick believe his mother cared about him? How do we know? **IMPLICIT**

Answer: (1) Yes, because (2) she travelled 12 miles on foot after work to be with him (3) lay with him at night (to comfort him); (4) had to get up before dawn to go back to the fields; (5) risked being beaten if she were not back on time OR (6) He wanted to/was uncertain because (7) he saw her infrequently/less often than he wished (8) she worked nearby (9) she died when he was 7

4 – (1) + any two or more of the above OR (6) AND two of (7, 8,9)

3 – (1) + Any one of the above OR (6) AND one of (7,8,9)

2- (1) + she tried to be with him (general) OR (6)

1 – (1) + she seemed to miss him (or similar)

0 – Don't know, yes with no reason , “No”

3. What was Frederick Douglass' mother's name? DK

Answer: (1) Harriet (2) Bailey

EXPLICIT

4 – (1) AND (2)

3 – (1)

2- (2)

1 – Betsey

0 – Don't know, other

4. From the reading, how do we know that Frederick Douglass wanted to know his age? **IMPLICIT**

Answer: He mentions that:(1) He never saw an authentic record (looking) or certificate of birth; (2) He said that not knowing his age made him unhappy/sad (3) that didn't know why he was not allowed to know (4) He noticed that no slaves knew their ages, while virtually all white children knew (5) He tried to estimate his age and remembered what others said about his age (6) He devoted several sentences of his narrative writing about this.

- 4 – Any three
- 3 – Any two
- 2- Any one
- 1 – He asked people about it, tried to find out.
- 0 – Don't know; reformulation/statement of question

Score: Implicit _____

5. What time of the day was it when Frederick saw his master and Aunt Hester?
IMPLICIT

Answer: (1) ...at the dawn of day (2) when Frederick was awakened

- 4 – Dawn; or early morning;
- 3 – Morning
- 2- Early in the day.
- 1 – Night time.
- 0 – Don't know, he wanted to know

6. Was Aunt Hester able to protect herself? From the reading, how do you know?
IMPLICIT

Answer: (1) No (2) Hester, was stripped her from neck to waist, leaving her neck, shoulders, and back, entirely naked (3) had her hands tied together (4) was made to get up on a stool (5) had her roped hands tied to a hook in the joist/ceiling so that (6) her arms were stretched up at their full length, and (7) she stood upon the ends of her toes (8) so that she "stood fair for his infernal purpose."

- 4 – (1) + any three
- 3 – (1) + two
- 2- (1) + one

- 1 – Mentions whipping or beating along with having to endure it, couldn't get away, helpless, etc.
0 – Yes; Don't know, other than above.

Score: Implicit _____

7. How did Frederick Douglass feel about what he saw done to Aunt Hester?

EXPLICIT

Answer: He was (1) terrified/afraid/confused (2) horror-stricken (3) had never seen anything like it/shocked/surprised (4) he hid in a closet and would not come out "till long after the bloody transaction" (5) he expected it would be his turn next (dread)

- 4 – Any three
3 – Any two
2- Any one
1 – Possible other not listed
0 – Don't know, other than above.

8. What was Frederick Douglass' grandmother's job on the plantation? **EXPLICIT**

Answer: (1) To raise the children (2) of younger women/slave women (3) until old enough to begin slave life (4) bring children once old enough to the plantation/farm

- 4 – [(1) AND (2) AND (3)] OR [(1) AND (2) AND (4)]
3 – 1 AND 2
2- [(1) AND 3] OR [(1) AND (4)]
1 – (1)
0 – Don't know, other than above.

9. What did Frederick Douglass say that slave children were made to eat like?

EXPLICIT

Answer: (1) Called and ate like pigs (2) from a trough (3) "devoured" their (4) "mush"-corn meal (5) using oyster shells/pieces of shingle/ bare hands /none with spoons (6) food went to strongest and fastest (7) few left satisfied/full/left hungry

- 4 – 1 AND 2 AND 1 other
3 – 1 only
2- two from 2-7
1 – one from 2-7 OR "animals"

0 – Don't know, other than above.

10. Did Colonel Lloyd care about slave children? How do you know? **IMPLICIT**

Answer: No, because of all the many (1) mistreatments/abuses/neglects children experienced which were (2) within his control (3) hunger (4) cold (5) ignorance (6) nakedness/poor clothing (7) fed like animals (8) no bed, no covers (9) violence mistreatment/observed (10) fear (11) family disruption

4 – No + three of the above.

3 – No + two of the above.

2- No + one of the above

1 – “No” + some other reason consistent with story (children sad).

0 – Don't know, “Yes.” “No” without reason. “No” with reformulation (e.g., he didn't care) “No” but reason is incorrect (e.g., hard work—children did not have to work hard).

11. What did Frederick Douglass want readers (us) to know about slavery from reading this passage? What was the main point? DK

IMPLICIT

Answer: Wanted people to know (1) what slavery was really like from his and from other slave's perspectives, namely (2) forced ignorance, (3) inhumanity, (4) unfair, (5) savage/cruel, (6) neglectful/hurtful (7) To point out that slavery was indiscriminate in harming women and children as well as men. (8) To change views of people about slaveholders (barbarous, immoral, selfish, abusive) and (9) slavery (produce hate/antipathy and abolitionist sentiments).

4 – Four of above

3 – Three of above

2- Two of above.

1 – One of above.

0 – Don't know.

12. As a child, what did Frederick Douglass say he suffered **most** from physically?

EXPLICIT

Answer: (1) Cold/exposure “I suffered much from hunger, but much more from cold... (2) under-clothed in winter (3) no bed at night and no blanket (4) slept in a bag used for

carrying corn to the mill with (5) head in and feet out (6) no shoes (7) feet cracked with frost so a pen could be placed in the gashes

4 – (1) AND (2)

3 – (1) OR (2)

2- two of 3- 7

1 – heat, hunger/starvation

0 – Don't know.

Recognition/Verification (L2, p.1)

ID: _____ Name: _____

Date: ___/___/2012

RECOGNITION/VERIFICATION L2 #2

(1) DID YOU READ OR SEE THIS SENTENCE WHEN READING ABOUT FREDERICK DOUGLAS YESTERDAY? (2) IF YOU DID NOT READ OR SEE THE SENTENCE YESTERDAY, IS IT TRUE BASED ON WHAT YOU READ?

#	Sentence	Seen?		True?	
		Yes	No	Yes	No
1	While I lived at Colonel Lloyd's plantation I was treated much like other slave children.				
2	I have had one master.				
3	I've never known my age since there was no certificate of birth for me to see.				
4	I do not remember his first name.				
5	That slaves lacked knowledge of their birthdays encouraged the master's control even while it reduced the slave's sense of their own humanity.				
6	While children should be cared for, I was neglected such that I had almost nothing with which to protect or clothe my body.				
7	I lived for two years with Captain Anthony's family on Colonel Lloyd's plantation.				
8	Since most slave children did not know their birthdays, it seemed reasonable to me that I should not know mine.				
9	When winter came we children were given old shoes that nobody else wanted.				
10	I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.				
11	Slavery poisoned the heart of the cruel slaveholder so as to deaden human compassion and to awaken a perverse enjoyment such as my master seemed to take in the whipping of a slave				
12	It was put into a large wooden tray or trough, and set down upon the ground.				
13	My mother's skin color was darker than either of my maternal grandparents.				

Recognition/Verification (L2, p.2)

ID: _____ Name: _____

Date: ___/___/2012

14	Seeing Aunt Hester beaten had little effect on me, my eyes had grown accustomed to such brutality by then.								
15	Had he been a man of pure morals himself, he might have been thought interested in protecting the innocence of my aunt; but those who knew him will not suspect him of any such virtue.								
16	Another dehumanizing aspect of slavery was evidenced in the fact that I never learned who my father really was, although many said he was my master.								
17	One night, Captain Anthony tied my Aunt Hester's hands with a rope, and moved her to a stool under a large hook, put there for whipping.								
18	My mother saw me as often as she was able and these visits infrequent visits compensated fully for the time we were forced to spend apart.								
19	She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get.								
20	When Aunt Hester was beaten she was left helpless and unable to defend herself from master's cowskin.								
21	Mother would sometimes sleep with me to make me go to sleep, but would wake up and leave for the fields while I was still sleeping								
22	After seeing my dear Aunt beaten so, I was comforted in the thought that I, as a child, would be spared such beating.								
23	I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.								
24	My mother was given no relief from her work and no opportunity for natural relations with her children and family--even in death she was away on one of my master's farms.								

Prospective Interest

<i>Item</i>	<i>When I read this story, I think... (Check just one option per question)</i>	Not at all true for me	Slightly true for me	Mostly true for me	Very true for me
1	that I will have fun learning about this story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	that this story will be extremely important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	that I will completely understand what it was like to be Frederick Douglass as a young man.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	that I will be excited to learn about this story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	that I will have a lot in common with Frederick Douglass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	that this story will mean a lot to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Retrospective Interest

<i>Item</i>	<i>After reading this story, I think...</i> <i>(Check just one option per question)</i>	Not at all true for me	Slightly true for me	Mostly true for me	Very true for me
1	that it was fun learning about this story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	that this story was extremely important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	that I completely understand what it was like to be Frederick Douglass as a young man.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	that I was excited to learn about this story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	that I have a lot in common with Frederick Douglass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	that this story means a lot to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D

Scripts

Lesson 1 (W2R and TC).

1. Daily Assent:
 - a. [Read] “Hi [Student’s first name] A little while ago a letter was sent home asking you if you would like learn more about Frederick Douglass. You signed the letter and said that you would. Is that right? (Yes) OK, well before we start, I want to tell you about the plan for today.
 - i. First, I will be asking you some questions about Frederick Douglass and what you think about him. We will read some of Frederick Douglass writings about his life as a young man. Is that OK with you?”
 1. IF “Yes”, go on to tutoring session.
 2. IF “No,” ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 - a. IF “No” return student to class and try again next day.

****RECORD TIME LESSON STARTED: ___/___ (hr/min)**

1. Fill in student information for the script (ABOVE)
2. Write down lesson start time (ABOVE)
3. Complete KNOWLEDGE Measure (See Attached Directions – **page 6**)
 - a. Materials: **Digital Audio Recorder**; Knowledge Measure; Pen
 - b. See “Knowledge Measure” for directions.
4. Complete **PROSPECTIVE TOPIC INTEREST MEASURE** (See Attached Directions – **page 7**)
 - a. Materials:
 - i. Abstract
 - ii. Timeline
 - iii. Topic Interest (Prospective Measure)
 - iv. Pen/pencil (for student)

READ THIS ABSTRACT TO STUDENTS (USE THE TIME LINE WHEN DIRECTED TO) AND THEN COMPLETE PROSPECTIVE TOPIC INTEREST MEASURE:

When Frederick Douglass wrote the *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* in 1845 (**point to Douglass photo on cover of Narrative #1**), he was only 27 years old, and had just escaped slavery seven years earlier. This book made an

important contribution in the fight to abolish or outlaw slavery in the United States. Extremely hard working, and a skilled speaker and writer, Frederick used his talents in writing this book to expose the wrongs of slavery in Maryland for readers in the United States and around the world. In his *Narrative*, Frederick Douglass also corrected people who believed that slaves were not intelligent or resourceful people. He did this mostly by describing his own life and efforts. Thus, his book helped both to put down slavery and to build up the reputation of African and African American people. You will be reading three selections or segments taken from the original *Narrative* written in Frederick Douglass' own words.

The three segments you will be reading from the original *Narrative* describe events in Frederick's life between six and 16 years of age. The setting for the first segment is on the Eastern Shore of Chesapeake Bay in Maryland and describes Frederick's life from age 6 to 8 years **[point this out on timeline]**. The setting for the second segment is in the busy city of Baltimore, and describes Frederick's life from age 9 to 14 **[see timeline]**. Finally, the setting for the third segment is on an Eastern Shore farm where Frederick had been hired out to work at age 16 **[point this out on the timeline]**. This third segment describes a conflict between Frederick and an overseer which led Frederick to fight for himself and to a life-changing decision. Although Frederick was not free after this fight, he would soon escape slavery and begin life as a free man. However, you will not read about his escape or free life in these three segments, since Frederick did not write about how he escaped from slavery until his last and most complete autobiography, published in 1881—16 years after slavery was abolished in 1865.

Because slavery was unfair and cruel, Frederick's story **may bother you**. For example, you may be bothered that slaves seemed so helpless at times, and you may be upset and angry about the cruelty of slave owners. If so, it may help to **remember** that Frederick Douglass *wanted* you and other students to know about slavery and what it was really like—he **wanted us to be angry and to hate slavery and all that it involved** enough to destroy it and never let it come back. Also, it may also help you to remember that the stories you will read were written by Frederick after he escaped slavery. You will read about how he developed some of the skills, knowledge, and resources he would need to free himself. So, you will be reading about his growth or journey to freedom.

THE FIRST SEGMENT OF THE NARRATIVE, which you will read today focuses on the beginning of Douglass's life on a slave plantation. He is six years old in 1825 when he was moved from the farm where his grandmother was a slave and his grandfather a free woodcutter to the large Wye House Plantation **[See TIMELINE, Have student place an arrow sticker on 1825]**.

Although young Frederick had definitely been poor and a slave with his grandparents he had also been happy. He had been able to play, eat, and sleep in safety. He had been cared for, fed and loved. However, as you will read, things would change after his grandmother walked him 12 miles on foot from her cabin to the house of Captain Anthony on the Edward Lloyd plantation ...

5. **[Now I would like you to find ONE event from U.S. History that occurred around this time (1825) and tell me what that event is.]**

[GO TO PRO INTEREST PAGE 7]

6. READING
- a. Materials:
 - i. Timeline
 - ii. Narrative #1
 - iii. Pen
 - iv. Watch with seconds for timing

EXPLAIN to student. *You will now read some material written by Frederick Douglass himself. I would like you to read this out loud to me. Some students have trouble with some of the words Frederick Douglass used, if you run into a difficult word, I can tell you what the word is [Note. Do not give word meanings]*

- b. OK let's start.
- c. When student begins to read (do not stop till done)
 - i. Student reads aloud, tutor follows along.
 - ii. IF student encounters a difficult word
 1. wait 2 seconds,
 2. GIVE student word (do not explain/define missed word)
 3. UNDERLINE word requiring prompting (keep student reading)
 - iii. Also UNDERLINE uncorrected misread words and
 - iv. NOTE END TIME HH: MM:SS
 IF using an elapsed timer (stopwatch) note the total time as well.
 NOTE RECORD TIME READING STARTED AND ENDED AND
NUMBER OF READING MISCUES BELOW
(Record time now count number of miscues later)

READING START TIME: __/__/__

READING FINISH TIME: __/__/__

Total Time(minutes & seconds):

TOTAL (UNCORRECTED) ERRORS: ____

A: CORRECT WORDS (1283 WORDS – TOTAL ERRORS) : ____

B: TOTAL TIME: __ min. __sec

C: CORRECT WORD READING RATE (A/B): _____correct words per minute

7. Complete **RETROSPECTIVE** TOPIC INTEREST MEASURE (See Attached Directions – page 8)

a. Materials:

- i. Topic Interest (Retrospective Measure)
- ii. Straight edge guide to help with answering (1/2 fold paper) if needed
- iii. Pen/pencil (for student)

8. OK, that's it for today. Thank you for your work. We'll do some more tomorrow.

RECORD TIME LESSON ENDED: ___/___ (hr/min)

TIME LESSON STARTED (from above): ___/___ (hr/min)

TOTAL LESSON TIME: ___/___ (hr/min)

TUTOR NOTES

Student: Subjective/Affective Response
Student: Objective Performance
Significant Events/Comments
Tutor lesson evaluation (What worked/didn't work & why?)

Knowledge Measure Instructions L1, I#2

- Directions:
 - “I am going to ask you 2 questions about Frederick Douglas. As you answer those questions, I am going to write down what you say, but I will also record what you say in case I miss something.”
 - Start audio-recorder (e.g., Droid “Tape-a-Talk”; iPhone Voice Memo; Handheld)
 - SAY “This is [**Your** first name].
 - This is [Month/Day].
 - I’ll be working with [**Student** First Name]
 - His/Her Number is [**ID #**].
 - **Read Question 1**
 - Do best to write down each statement made by the student
 - Serves as feedback for student and
 - later confirmation/scoring
 - Do not respond to indicate/suggest correctness of responses
 - When student stops, prompt
 - “Tell me something more you know about Frederick Douglass”
 - On transcript note “Prompt 1” and continue transcribing.
 - IF student says “Nothing” to prompt (1), say
 - “Are you sure?” If no more,
 - Go to question 2
 - When the student stops again prompt (2) Tell me something more about Douglass, Anything”
 - On transcript note “Prompt 2” and continue transcribing.
 - IF student says “Nothing” to prompt, say
 - “Are you sure?” If no more,
 - Go to question 2
 - **Read Question 2**

Record answer

(prompt as with #1, two (2) prompts)
 - **Read Question 3**

Record answer (prompt as with #1 and #2)

 - stop recorder and save
 - if possible, at time save file (e.g., .wav) as:
 - [ID #]_ MM_DD.
 - if not, do so later from computer by USB

PROSPECTIVE INTEREST INSTRUCTIONS (L1, # 3)

Directions:

Read:

1. SAY "I am going to read you a description of a story about Frederick Douglas **you are about to read**. Based on this description I want you tell me how interested you think you will be in the story"
2. [Read Abstract **TO/WITH the** student and use time-line].
3. If you think you will **not be interested at all**, that is fine.
 - a. If you think you **will be very interested** that's fine too.
 - b. It would also be fine if you expect to be somewhere in between.
 - c. There is no right answer.
4. Let's look at the questions. They might not be clear enough, so I'll help to make sure by doing a question with you that you answer...
5. Look at Question 1 for example...
 - a. READ:
 - i. "When I read this story, I think that I will have fun learning about this story."
 - ii. IF this is really not true of you and you don't expect to have fun learning about Frederick Douglass, check "NOT AT ALL TRUE OF ME" [point].
 1. IF this is really true of you and you do expect to have fun reading about Frederick Douglass, check "VERY TRUE OF ME" [point]
 2. OR choose something in between [Slightly TRUE, Mostly TRUE]
 - a. What would you choose?
 - b. [Student chooses and checks appropriate box]

- c. Move on to next. This time I'd like you to do what I did, read the question and choose the best answer for you.
 - i. If the question doesn't make sense to you, let me know

RETROSPECTIVE INTEREST INSTRUCTIONS (L1, #7)

Directions:

1. The following statements refer to the story about Frederick Douglas you **just finished reading**.
2. These are similar to questions you answered before, except they ask your opinion about the reading you've already done.
3. If you were not **interested at all**, that is fine.
 - a. If you were very **interested** that's fine too.
 - b. It would also be fine if you expect to be somewhere in between.
 - c. There is no right answer.
4. These questions are similar to the last ones but a bit different.
 - a. I'd like you to read them out loud to me before answering them.
 - b. If you have trouble with a question, I will help
5. Let's start with question 1 and use the guide to make sure we don't skip a line by accident.
 - a. STUDENT READS:
 - i. "After reading this story, I think that it was fun learning about this story.."
 1. IF this is really not true of you, check "NOT AT ALL TRUE OF ME" [point].
 2. IF this is really true of you really didn't like learning about Douglass, check "VERY TRUE OF ME" [point]
 3. OR choose something in between [Slightly TRUE, Mostly TRUE]
 - a. What would you choose?
 - b. [Student chooses and checks appropriate box]

6.

5. Move on to

next. "I'd like you to answer the next one by yourself. Read the question out loud and choose your best answer."

i. If the question doesn't make sense to you, let me know.

Lessons 2 and 5 (W2R and TC)

1. Daily Assent:
 - a. "Hi [Student name(s)], Today I will be asking you some questions about the Frederick Douglass story you read yesterday, and then we will read another story he wrote about life when he was your age. Is that OK with you?"
 1. IF "Yes", go on to tutoring session.
 2. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 - a. IF "No" return student to class and try again next day.

****RECORD TIME LESSON STARTED: ___/___ (hr/min)**

2. Fill in student information for the script (ABOVE)
3. Write down lesson start time (ABOVE)
4. Complete RECOGNITION/VERIFICATION Measure (READ DIRECTIONS ON THE MEASURE, GUIDE STUDENT TO FILL OUT THE FIRST OR SECOND ANSWER AS NECESSARY)
 - a. Materials: Lesson 2 RECOG/VERIF pen for taking notes.
 - b. COMPLETE NAME, ID, DATE
 - c. See "RECOG/VERIF" for directions.
5. Complete KNOWLEDGE Measure (SEE ATTACHED DIRECTIONS – page 5)
 - d. Materials: **DIGITAL AUDIO RECORDER**, Topic Knowledge question sheet, pen for answering.
 - e. COMPLETE NAME, ID, DATE,
6. Complete QRI Comprehension Measure (DIRECTIONS ARE PROVIDED ON THE QRI MEASURE)
 - f. Materials: Lesson 2 "QRI Comprehension" ; pen for answering.
 - g. COMPLETE NAME, ID, DATE
 - h. See "QRI Comprehension" for directions.
7. Complete **PROSPECTIVE** TOPIC INTEREST MEASURE (SEE ATTACHED DIRECTIONS –page 6)
 - i. Materials:
 - i. Abstract
 - ii. Timeline
 - iii. Topic Interest (Prospective Measure)
 1. Pen/pencil (for student)
 - j. COMPLETE NAME, ID, DATE

READ THIS ABSTRACT TO STUDENTS (USE THE TIME LINE WHEN DIRECTED TO) AND THEN COMPLETE PROSPECTIVE TOPIC INTEREST MEASURE:

This episode presents Frederick Douglass' move to the city of Baltimore, Maryland Northwest of his birthplace and early home on Talbot County's Eastern Shore. Frederick's move to the city of Baltimore brought many changes of opportunities **[see timeline; place arrow marker on 1826]**. Baltimore was a busy city and seaport with ships and people coming and going. Importantly, Baltimore was nearer to the Northern Free States such as Pennsylvania. Frederick's stay with the Hugh Auld family brought new opportunities too. He was brought to be a companion to the Hugh and Sophia Auld's son Thomas or "Tommy." Frederick was better fed now and clothed like other boys. He no longer had to run in bare feet and half naked. Sophia Auld, for a time at least, treated Frederick like the young boy he was and not as a slave, but slavery was still a reality and Frederick would be reminded of this in many ways leading him to some important decisions.

[Now I would like you to find ONE event from U.S. History that occurred around 1826 and tell me what that event is.] [GO TO "PRO INTEREST" pg. 6]

8. READING
- k. Materials:
- i. Timeline
 - ii. Narrative #1
 - iii. Pen
 - iv. Watch with seconds for timing

Explain to student. You will now read some material about Frederick Douglas. I would like you to read this out loud to me. Some students have trouble with some of the words Frederick Douglass used, if you run into a difficult word or one you don't understand, I will underline it to remember to come back to it tomorrow. OK?

- l. OK let's start.
- m. [TIMING] when student begins to read (do not stop till done)
 - i. Student reads aloud, tutor follows along.
 - ii. IF student encounters a difficult word
 1. wait 2 seconds,
 2. GIVE student word (do not explain/define missed word)
 3. UNDERLINE unread word (keep student reading)
 - iii. UNDERLINE uncorrected misread words and
 - iv. UNDERLINE words which required prompting
 - v. NOTE END TIME HH: MM:SS

IF using an elapsed timer (stopwatch) note the total time as well.

NOTE RECORD TIME READING STARTED AND ENDED AND NUMBER OF READING MISCUES BELOW

READING START TIME: ___/___/___ (HH/MM/SEC)

READING FINISH TIME: ___/___/___ (HH/MM/SEC)

Total Time(minutes & seconds):

TOTAL (UNCORRECTED) ERRORS: ___

A: CORRECT WORDS (1266 WORDS – TOTAL ERRORS) : ___

B: TOTAL TIME: ___ min. ___sec

C: CORRECT WORD READING RATE (A/B): _____correct words per minute

9. Complete **RETROSPECTIVE** TOPIC INTEREST MEASURE (SEE ATTACHED DIRECTIONS – page 7)

n. Materials:

- i. Topic Interest (Retrospective Measure)
- ii. Pen/pencil (for student)

- **OK, that's it for today.** Thank you for your work. We'll do some more tomorrow.

RECORD TIME LESSON ENDED: _____/____ (hr/min)

TIME LESSON STARTED (from above): _____/____ (hr/min)

TOTAL LESSON TIME: _____/____ (hr/min)

TUTOR NOTES

Student: Subjective/Affective Response

Student: Objective Performance

Significant Events/Comments

Tutor lesson evaluation (What worked/didn't work & why?)

Knowledge Measure L2, I#3

- Directions:
 - “I am going to ask you 2 questions about Frederick Douglas. As you answer those questions, I am going to write down what you say, but I will also record what you say in case I miss something.”
 - Start audio-recorder (e.g., Droid “Tape-a-Talk”; iPhone Voice Memo; Handheld)
 - SAY “This is [**Your** first name].
 - This is [Month/Day].
 - I’ll be working with [**Student** First Name]
 - His/Her Number is [**ID #**].
 - **Read Question 1**
 - Do best to write down each statement made by the student
 - Serves as feedback for student and
 - later confirmation/scoring
 - Do not respond to indicate/suggest correctness of responses
 - When student stops, prompt
 - “Tell me something more you know about Frederick Douglass”
 - On transcript note “Prompt 1” and continue transcribing.
 - IF student says “Nothing” to prompt (1), say
 - “Are you sure?” If no more,
 - Go to question 2
 - When the student stops again prompt (2)Tell me something more about Douglass, Anything”
 - On transcript note “Prompt 2” and continue transcribing.
 - IF student says “Nothing” to prompt, say
 - “Are you sure?” If no more,
 - Go to question 2
 - **Read Question 2**
 - Record answer (prompt as with #1, two (2) prompts)
 - **Read Question 3**
 - Record answer (prompt as with #1 and #2)
 - stop recorder and save

- if possible, at time save file (e.g., .wav) as:
 - [ID #]_ MM_DD.
 - if not, do so later from computer by USB

PROSPECTIVE INTEREST (L2, # 5)

Directions:

Read:

6. SAY “I am going to read you a description of a story about Frederick Douglas **you are about to read**. Based on this description I want you tell me how interested you think you will be in the story”
7. [Read Abstract **TO/WITH** the student – Use Time Line where needed].
8. If you think you will **not be interested at all**, that is fine.
 - a. If you think you **will be very interested** that’s fine too.
 - b. It would also be fine if you expect to be somewhere in between.
 - c. There is no right answer.
9. Let’s look at the questions. They might not be clear enough, so I’ll help to make sure by doing a question with you that you answer...
10. Look at Question 1 for example...
 - a. Cover # 2 with guide strip.
 - b. READ:
 - i. *“When I read this story, I think...: (1) that I will have fun learning about this story.”*
 1. IF this is really not true of you and you do not expect to have fun learning about about Frederick Douglass, check “NOT AT ALL TRUE OF ME” [point].
 2. IF this is really true of you and you really expect to have fun reading, check “VERY TRUE OF ME” [point]

- 3. OR choose something in between [Slightly TRUE, Mostly TRUE]
 - a. What would you choose?
 - c. [Student chooses and checks appropriate box]
11. 5. Move on to next. This time I'd like you to do what I did, read the question and choose the best answer for you.
- i. If the question doesn't make sense to you, let me know

RETROSPECTIVE INTEREST (L2, #7)

Directions:

- 7. The following statements refer to the story about Frederick Douglas you **just finished reading**.
- 8. These are similar to questions you answered before, except they ask your opinion about the reading you've already done.
- 9. If you were not **interested at all**, that is fine.
 - a. If you were very **interested** that's fine too.
 - b. It would also be fine if you expect to be somewhere in between.
 - c. There is no right answer.
- 10. These questions are similar to the last ones but a bit different.
 - a. I'd like you to read them out loud to me before answering them.
 - b. If you have trouble with a question, I will help
- 11. Let's start with question 1
 - a. STUDENT READS:
 - i. "that it was **fun** learning about this story.."
 - 1. IF this is really not true of you, check "NOT AT ALL TRUE OF ME" [point].
 - 2. IF this is really true of you really had fun learning about Douglass, check "VERY TRUE OF ME" [point]
 - 3. OR choose something in between [Slightly TRUE, Mostly TRUE]
 - a. What would you choose?
 - b. [Student chooses and checks appropriate box]

12. 5. Move on to next. "I'd like you to answer the next one by yourself. Read the question out loud, use the guide, and choose your best answer."
- i. If the question doesn't make sense to you, let me know.

Lessons Three and Six (W2R)

Daily Assent:

- a. "Hi [Student name(s)], Today we will do some thinking about the Frederick Douglass story you read yesterday. I will be asking you to think about Frederick Douglass's life when he was your age and compare it to yours.. Is that OK with you?"
 1. IF "Yes", go on to tutoring session.
 2. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 - a. IF "No" return student to class and try again next day.

**RECORD TIME LESSON STARTED: ___/___ (hr/min)

10. COMPLETE NAME, ID, DATE (ABOVE)
11. Write down lesson start time (ABOVE)
12. REVIEW/WRITING
 - i. Materials [Timeline; Narrative 2 (from day before); Pen/Pencil; Organizer # 1; Organizer #2]

[NOTE: If the student had trouble with words or concepts yesterday do this. If NOT go to next step.]

- b. IF YES SAY "There were a few words that I caused you some trouble yesterday. I want to spend a few minutes looking those up today before we go on."
 - i. Tutor can help student look up the word in the dictionary (dictionary skills are not the focus)
 - ii. Tell student the definition or help him/her figure out the word. If you are not sure of the definition, look it up in a dictionary before the session. Ask student to write a synonym/paraphrase in line above difficult/problem word/phrase and move on.
- c. IF NO SAY "Like I said, today you will start doing some writing about the Frederick Douglass story you read yesterday. I will help you do this using some organizers we've put together to help you write better."

Four (4) Ps Organizer (Organizer 1)

- COMPLETE NAME, ID, DATE
13. Say, "This organizer will help you ANALYZE some of the important parts of this story..."
 - i. Most stories or narratives have the '4Ps' or PLACES, PEOPLE, PROBLEMS and PURSUITS or PLANS used by the Main character to solve problems.

- b. Before we start, THINK about the Frederick Douglass' story you read yesterday. Have the story available so they can look at it if need be.
14. FIRST, I want you to remember any PLACES or PLACE FEATURES you thought important
- a. Do you recall any? [IF YES, find out what place and why. If appropriate [Came from narrative itself, and important to the student) have the student write the PLACE on one of the four lines and note why it was important on the same line. Other examples are available from the organizer and the TIMELINE,
 - i. Choose four PLACES or PLACE features
 - ii. write them down, and
 - iii. On the same line, write down at least one reason why chose this PLACE (e.g., Colonel Lloyd's plantation—Frederick got to leave here → bad place → Frederick was hungry and cold there).
15. SECOND, I want you to think again about the HISTORY TIMELINE and the PEOPLE in Frederick Douglass' NARRATIVE. Try to remember important PEOPLE Choose FOUR of them and note them on your organizer.
- a. You can also select someone from the list of suggested PEOPLE (you can find them in the story if you don't remember them).
 - b. Choose four, write them down, and again –
 - c. On the same line, write down at least one reason why you chose this person
 - i. (e.g., Master Aaron Anthony—Gave permission for Frederick to leave → controlled Frederick's life → Frederick was hungry and cold there).
16. THIRD, I want you to think about PROBLEMS in Frederick's story and on the history TIMELINE.
- a. You can look at the list of suggested PROBLEMS (you can find them in the story if you don't remember them).
 - b. Choose four, write them down and
 - c. make a note as to at least one reason why you chose this PROBLEM
 - i. (e.g., legal slavery—Frederick hated it → controlled Frederick's life → caused suffering).
17. FOURTH, I want you to think about PURSUITS in Frederick's story and on the history TIMELINE.
- a. You can look at the list of suggested PURSUITS (you can find them in the story if you don't remember them).
 - b. Choose four from your memory or from the list,
 - c. Write them down, and
 - d. make a note as to why you chose this PURSUIT

- i. (e.g., hope of Freedom—Frederick wanted it → needed it to keep trying → kept him strong).

DIFFERENCES AND SIMILARITIES

COMPLETE NAME, ID, DATE

18. Choose an important PLACE FACT from your 4PS list and write it in the space on the
DIFFERENCES and SIMILARITIES worksheet
- a. The Narrative tells of PLACES in Frederick Douglass' life from 8 to 12 years of age.
 - i. Think about yourself between the ages of 8 and 12.
 - b. THINK of an important Contrast (D) or difference of the PLACES in your life from 8 to 12 and PLACES Douglass' describes in the NARRATIVE.
 - i. Write down this DIFFERENCE in the (D) line
 - ii. Now write "HOW" or "WHY" PLACE in your life differs from that of Frederick Douglass.
 - c. Now think of an important PLACE Similarity (S) or "comparison between your PLACES in your life from 8 to 12 and the Douglass' life."
 - i. Write down this SIMILARITY in the (D) line
 - ii. Now write "HOW" or "WHY" the PLACE in your life is SIMILAR to that of Frederick Douglass.
19. Choose an important PEOPLE FACT from your 4PS list. write it in the space on the
DIFFERENCES and SIMILARITIES worksheet
- a. The Narrative tells of PEOPLE in Frederick Douglass' life from 8 to 12 years of age.
 - i. Think about yourself between the ages of 8 and 12.
 - b. THINK of an important Contrast (D) or difference of the PEOPLE in your life from 8 to 12 and PEOPLE Douglass' describes in the NARRATIVE.
 - i. Write down this DIFFERENCE in the (D) line
 - ii. Now write "HOW" or "WHY" PEOPLE in your life were different from Douglass
 - c. Now think of an important PEOPLE Similarity (S) or "comparison" between the PEOPLE in your life from 8 to 12 and PEOPLE in Douglass' life."
 - i. Write down this SIMILARITY in the (D) line
 - ii. Now write "HOW" or "WHY" PEOPLE in your life are similar to those described by Frederick Douglass
20. Choose an important PROBLEMS FACT from your 4PS list. write it in the space on the
DIFFERENCES and SIMILARITIES worksheet

- d. The Narrative tells of PROBLEMS in Frederick Douglass' life from 8 to 12 years of age.
 - i. Think about yourself between the ages of 8 and 12.
 - e. THINK of an important DIFFERENCE (D) or Contrast of the PROBLEMS in your life from 8 to 12 and PROBLEMS Douglass' describes in the NARRATIVE.
 - i. Write down this DIFFERENCE in the (D) line
 - ii. Now write "HOW" or "WHY" PROBLEMS in your life were different from Douglass
 - f. Now think of an important PROBLEMS SIMILARITY (S) or "comparison between the PROBLEMS in your life from 8 to 12 and PROBLEMS in Douglass' life.
 - i. Write down this SIMILARITY in the (D) line
 - g. Now write "HOW" or "WHY" PROBLEMS in your life are similar to those described by Douglass
21. FINALLY, choose an important PURSUITS (or Plans/Goals) FACT from your 4PS list. write it in the "PURSUITS" space on the DIFFERENCES and SIMILARITIES worksheet
- h. The Narrative we are writing about tells of PURSUITS or plans made by Frederick Douglass' in his life from 8 to 12 years of age.
 - i. Think about yourself between the ages of 8 and 12.
 - i. THINK of an important DIFFERENCE (D) or contrast of the PURSUITS (plans or goals) in your life from 8 to 12 and PEOPLE Douglass' describes in the NARRATIVE.
 - i. Write down this DIFFERENCE in the (D) line
 - ii. Now write "HOW" or "WHY" PURSUITS in your life differ from those described by Douglass
 - j. Now think of an important PURSUITS (goals) Similarity (S) or "comparison between the PURSUITS in your life from 8 to 12 and PROBLEMS in Douglass' life.
 - i. Write down this SIMILARITY in the (D) line
 - k. Now write "HOW" or "WHY" PURSUITS in your life are similar to those described by Douglass
- OK, that's it for today. Thank you for your work. We'll do some more tomorrow.
 - **OK, that's it for today.** Thank you for your work. We'll do some more tomorrow.

RECORD TIME LESSON ENDED: ___/___ (hr/min)

TIME LESSON STARTED (from above):
(hr/min)

___/___

TOTAL LESSON TIME:
(hr/min)

___/___

Lessons Three and Six (TC)

1. Daily Assent:
 - a. "Hi [Student name(s)], Today I will be asking you to reread the story about Frederick Douglas that you read the last time we met, and we will work on making sure you understood words you may not have known when you read it the first time. Is that OK with you?"
 1. IF "Yes", go on to tutoring session.
 2. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 - a. IF "No" return student to class and try again next day.

****RECORD TIME LESSON STARTED: ___/___ (hr/min)**

2. COMPLETE NAME, ID, DATE (ABOVE)
3. Write down lesson start time (ABOVE)
 - a. Materials: Narrative 2 (from day before), school dictionary, Organizer ; Pen/Pencil

NARRATIVE 2 & DICTIONARY ORGANIZER

1. INTRODUCTION
 - a. Douglass used some unusual words and ideas from his time which many people have trouble understanding today.
2. YESTERDAY, I UNDERLINED any words which were a problem when you were reading.
3. TODAY, I want you to REREAD same passage and...
 - a. This time, I want YOU to pay special attention to any WORDS or CONCEPTS that didn't make sense to you.
4. WHEN you are reading, I would like YOU to CIRCLE those words or concepts that don't make sense to you. This includes any word that was underlined when you read this story when we last met. Do you have any questions? (**Have the student reread the story from Lesson 2 and circle any words that they do not know the meaning of).**

NOW, I want you to **copy ANY words you have circled** to the PROBLEM WORDS FROM READING section to ORGANIZER
5. Finally, we've listed some unusual words from yesterday's reading in this SELECTED LOW FREQUENCY WORD LIST.

DICTIONARY ORGANIZER DIRECTIONS

1. Review "SELECTED LOW FREQUENCY WORDS" list
 - a. See if you can define each of these words from NARRATIVE

- b. Circle any not known well enough.
 - c. Copy unknown words and words YOU CIRCLED from the reading below.
2. Look up each unknown word/phrase in the dictionary.
3. Write the dictionary definition in your own words in lines below (you may copy the definition if you prefer)--If a word is not in the dictionary help the student figure it out.

[If surplus time, REREAD NARRATIVE 1 more time]

OK, that's it for today. Thank you for your work. We'll do some more tomorrow.

[ESCORT STUDENT TO CLASS]

RECORD TIME LESSON ENDED: ___/___ (hr/min)

TIME LESSON STARTED (from above): ___/___
(hr/min)

TOTAL LESSON TIME: ___/___

(hr/min)

DID YOU REREAD A SECOND TIME TODAY (CIRCLE ONE) **YES**

NO

Lessons 4 and 7 (W2R)

1. Daily Assent:
 - a. "Hi [Student name(s)], Today we will be working together on the material we read earlier about Frederick Douglass. Is that OK with you?"
 - i. IF "Yes", go on to tutoring session.
 - ii. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 1. IF "No" return student to class and try again next day.

**RECORD TIME LESSON STARTED: ___/___ (hr/min)

2. COMPLETE NAME, ID, DATE (ABOVE)
3. Write down lesson start time (ABOVE)
4. REVIEW/WRITING
 - i. Materials [Timeline; Narrative 2 (from day before); Pen/Pencil; Organizer #2 (from last session); Organizer #3]

Today, we're going to use the notes [ORGANIZER #2] you made last time to create a written summary contrasting and comparing your life with Frederick Douglass'.

DIFFERENCES/CONTRASTS

5. **PLACE DIFFERENCES**
 - a. A suggested opening sentence for place differences is provided
 - i. [SAY] I'd like you to read the opening sentence for me. [Student reads] "Frederick Douglass and I have had lives which differed remarkably in several ways. First, the PLACES where we have lived have been different. For example...,"
 - b. OK, now complete the starter sentence using the PLACE DIFFERENCE information from last day's notes.
6. Now, read back what you've written and see if it makes sense to you. Does it?
 - i. [If YES, go on. If NO, ask student to think about how to fix it,
 1. suggest going back to look at notes,
 2. timeline
 3. or the narrative itself if needed.]
7. **PEOPLE DIFFERENCES**
 - a. We also have a starter sentence for talking about PEOPLE DIFFERENCES.
 - i. Go ahead and read it...
"Second, the PEOPLE we have known differ. For example,...,"
 - b. Now, try completing this starter sentence using the PEOPLE DIFFERENCE information from last day's notes.
8. Now, read back what you've written and see if it makes sense to you. Does it?
 - ii. [If YES, go on. If NO, ask student to think about how to fix it,
 1. suggest going back to look at notes,
 2. timeline

3. or the narrative itself if needed.]

9. **PROBLEM DIFFERENCES**

- a. A suggested opening sentence and the beginning for the **PROBLEM DIFFERENCES** sentence is printed too.
“Third, the **PROBLEMS** we have had to deal with have also been different. For example...”
- b. OK, now complete the starter sentence using the **PROBLEM DIFFERENCE** information from last day’s notes.

10. Now, read back what you’ve written and see if it makes sense to you. Does it?

- iii. [If YES, go on. If NO, ask student to think about how to fix it,
1. suggest going back to look at notes,
 2. timeline
 3. or the narrative itself

11. **PURSUIT DIFFERENCES**

- a. A suggested opening sentence and the beginning for the **PURSUIT DIFFERENCES** sentence is printed too.

“Fourth, our **PURSUIT**s or the way we planned or tried to solve our problems have been different as well. For example...”

- b. OK, now complete the starter sentence using the **PURSUIT DIFFERENCE** information from last day’s notes.

12. Now, read back what you’ve written and see if it makes sense to you. Does it?

- iv. [If YES, go on. If NO, ask student to think about how to fix it,
1. suggest going back to look at notes,
 2. timeline
 3. or the narrative itself

13. Now, read back over the **whole DIFFERENCES paragraph** and see if it makes sense to

you. Does it?

[If YES, go on. If NO, ask student to think about how to fix it, suggest going back to look at notes, timeline or the narrative if needed.]

SIMILARITIES/ COMPARISONS

14. **PLACE SIMILARITIES**
- a. A suggested opening sentence for PLACE SIMILARITIES is provided
 - ii. [SAY] However, despite our differences in PLACES, PEOPLE, PROBLEMS, and PURSUITS Frederick Douglass and I also have a great deal in common. First, there have been similarities in the PLACES where we have lived. For example,..."
 - b. OK, now complete the starter sentence using the PLACE SIMILARITY information from last day's notes.
15. Now, read back what you've written and see if it makes sense to you. Does it?
- v. [If YES, go on. If NO, ask student to think about how to fix it,
 - 1. suggest going back to look at notes,
 - 2. timeline
 - 3. or the narrative itself if needed.]
16. **PEOPLE DIFFERENCES**
- a. We also have a starter sentence for talking about PEOPLE SIMILARITIES.
 - iii. Go ahead and read it...
"Second, there have been similarities in the PEOPLE we have known. For example..."
 - b. Now, try completing this starter sentence using the PEOPLE SIMILARITY information from last day's notes.
17. Now, read back what you've written and see if it makes sense to you. Does it?
- vi. [If YES, go on. If NO, ask student to think about how to fix it,
 - 1. suggest going back to look at notes,
 - 2. timeline
 - 3. or the narrative itself if needed.]
18. **PROBLEM SIMILARITIES**
- a. A suggested opening sentence and the beginning for the PROBLEM SIMILARITIES sentence is printed too.
 - "Third, there have been similarities in the PROBLEMS we have faced. For example,..."
 - b. OK, now complete the starter sentence using the PROBLEM SIMILARITY information from last day's notes.
19. Now, read back what you've written and see if it makes sense to you. Does it?
- vii. [If YES, go on. If NO, ask student to think about how to fix it,
 - 1. suggest going back to look at notes,
 - 2. timeline
 - 3. or the narrative itself

20. **PURSUIT SIMILARITIES**

- a. A suggested opening sentence and the beginning for the PURSUIT SIMILARITY sentence is printed too.

“...and fourth, there have been similarities in our PURSUITS or what we have tried to do about these problems. For example,”

- b. OK, now complete the starter sentence using the PURSUIT SIMILARITY information from last day’s notes.

21. Now, read back what you’ve written and see if it makes sense to you. Does it?

viii. [If YES, go on. If NO, ask student to think about how to fix it,

1. suggest going back to look at notes,
2. timeline
3. or the narrative itself

22. Now, read back over the **whole SIMILARITIES paragraph** and see if it makes sense to you. Does it?

4. [If YES, go on.

- a. If NO, ask student to think about how to fix it, suggest going back to look at notes, timeline or the narrative if needed.]

SUMMARIES

23. Now, summarize all the DIFFERENCES and SIMILARITIES by finishing the sentences,

- i. “All in all, when considering the various differences and similarities between Frederick Douglass’ life and my own,
1. I consider the biggest difference to be...” [How would you finish that?]
 2. and I consider the biggest similarity to be [How would you finish that?]

MEANING

- a. The next part is not straightforward because it’s not in the text. To finish the next two sentences you’ll have to decide (a) what Douglass’ story means to you and (b) why you find value in his story. Because there’s no right answer, **it’s up to you.**

24. How would you finish the phrase,

- a. “To me, these differences and similarities mean...”

25. and the phrase “and/but I **find value in Frederick Douglass story because**”

26. Now, read back over everything you've written and change any parts you think need changing.
- b. Does what you've written make sense to you? [If YES, go on. If NO, ask student to think about how to fix it, suggest going back to look at notes, timeline or the narrative if needed.]
27. Complete **RETROSPECTIVE TOPIC INTEREST MEASURE** (SEE ATTACHED DIRECTIONS –
- o. **page 7)**
 - p. [Materials: Topic Interest (Retrospective Measure)
 - i. Pen/pencil (for student)OK, that is it for today.

- Thank you for your work. We'll do some more tomorrow.

- **RECORD TIME LESSON ENDED:** _____/_____ **(hr/min)**
- TIME LESSON STARTED (from above): _____/_____ **(hr/min)**
- TOTAL LESSON TIME: _____/_____ **(hr/min)**

TUTOR NOTES

Student: Subjective/Affective Response

Student: Objective Performance

Significant Events/Comments

Tutor lesson evaluation (What worked/didn't work & why?)

Lessons 4 and 7 (TC)

1. **Daily Assent:**

- a. "Hi [Student name(s)], Today I will be asking you some questions about the Frederick Douglass story you read yesterday, and then we will read another story he wrote about life when he was your age. Is that OK with you?"
- i. IF "Yes", go on to tutoring session.
 - ii. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 1. IF "No" return student to class and try again next day.

****RECORD TIME LESSON STARTED: ___/___ (hr/min)**

- i. COMPLETE NAME, ID, DATE (ABOVE)
- ii. Write down lesson start time (ABOVE)
- iii. Material: Narrative 2 (Unmarked copy); DICTIONARY ORGANIZER (from day before); SENTENCE TRANSCRIPTION sheet; Pen/Pencil

2. **DICTIONARY ORGANIZER**

- a. Let's look at the words in the DICTIONARY ORGANIZER you worked on yesterday (**Look back at material from lesson 3**)
- b. Today, we're going to do a quick review. I'll read the word or concept from yesterday and you define it.
- i. IF you miss any, we'll review them and then go on. (REVIEW AS NEEDED)

3. **SENTENCE TRANSCRIPTION**

- a. Here is a list of Selected Sentences from Frederick Douglass [POINT TO LIST]
- b. First, I'd like you to read each one aloud.
- c. If there are any words you don't know that aren't in your dictionary, you can add them now.
- d. After Reading, ask DID you notice any words/concepts you didn't understand?
- e. Now, I want you to rewrite each sentence **in your own words** (you may copy each sentence if you prefer). Do this starting with the first sentence.

i. [GO TO SENTENCE TRANSCRIPTION SHEET]

4. **Narrative 2 reading**

- c. **Have student reread the passage. Note that this is an untimed and ungraded reading.**

- d. Should the student run into a problem with a word or concept, stop and write word into “Problem words section” of their DICTIONARY ORGANIZER (from Lesson 3).
 - e. If time permits, go back, look up the word and transcribe the definition as with Lesson III
 - i. NOTE: Do not be concerned if time does not permit a full rereading.
5. Complete **RETROSPECTIVE TOPIC INTEREST MEASURE**
- ii. (SEE ATTACHED DIRECTIONS – **page 4**)
- f. Materials:
- i. Topic Interest (Retrospective Measure)
 - ii. Straight edge guide to help with answering (1/2 fold paper)
 - iii. Pen/pencil (for student)
- When done: OK, that is it for today. Thank you for your work. We’ll do some more tomorrow.

RECORD TIME LESSON ENDED: ___/___ (hr/min)

TIME LESSON STARTED (from above): ___/___ (hr/min)

TOTAL LESSON TIME: ___/___ (hr/min)

TUTOR NOTES

Student: Subjective/Affective Response
Student: Objective Performance
Significant Events/Comments
Tutor lesson evaluation (What worked/didn't work & why?)

RETROSPECTIVE INTEREST (L4, # 4)

Directions:

13. The following statements refer to the story about Frederick Douglas you **just finished writing about**.
14. These are similar to questions you answered before, except they ask your opinion about the reading you've already done.
15. If you were not **interested at all**, that is fine.
 - a. If you were very **interested** that's fine too.
 - b. It would also be fine if you expect to be somewhere in between.
 - c. There is no right answer.
16. These questions are similar to the last ones but a bit different.
 - a. I'd like you to read them out loud to me before answering them.
 - b. If you have trouble with a question, I will help
17. Let's start with question 1 and use the guide to make sure we don't skip a line by accident.
 - a. Cover # 2 with guide strip.
 - b. STUDENT READS:
 - i. "that it was **fun** learning about this story.."
 1. IF this is really not true of you, check "NOT AT ALL TRUE OF ME" [point].
 2. IF this is really true of you really had fun learning about Douglass, check "VERY TRUE OF ME" [point]
 3. OR choose something in between [Slightly TRUE, Mostly TRUE]
 - a. What would you choose?
 - c. [Student chooses and checks appropriate box]
 18. 5. Move on to next. "I'd like you to answer the next one by yourself. Read the question out loud, use the guide, and choose your best answer."
 - i. If the question doesn't make sense to you, let me know.

Lesson 8 (W2R and TC)

****NOTE: Changes to (1) test order and (2) reading format**

22. Daily Assent:
- a. "Hi [Student name(s)], Today I will be asking you some more questions about the Frederick Douglass story you've been working on. Is that OK with you?"
 1. IF "Yes", go on to tutoring session.
 2. IF "No," ask what is not OK. If specific, try to address. If not specific, ask if better to come back in a few minutes.
 - a. IF "No," return student to class and try again next day.

****RECORD TIME LESSON STARTED: ___/___ (hr/min)**

23. Fill in student information for the script (ABOVE)
24. Write down lesson start time (ABOVE)
25. Complete L8 KNOWLEDGE Measure (SEE ATTACHED DIRECTIONS – page 5) [***NOTE THAT THIS IS DIFFERENT ORDERING THAN EARLIER]
- q. Materials: **DIGITAL AUDIORECORDER**, Topic Knowledge question sheet, pen for answering.
 - r. COMPLETE NAME, ID, DATE,
26. Complete Lesson 8 QRI COMPREHENSION MEASURE (DIRECTIONS ARE PROVIDED ON THE QRI MEASURE itself.)
- s. Materials: Lesson 2 "QRI Comprehension"; pen for answering.
 - t. COMPLETE NAME, ID, DATE
 - i. See "**QRI Comprehension**" for directions.
27. Complete RECOGNITION/VERIFICATION Measure (READ DIRECTIONS ON THE MEASURE, GUIDE STUDENT TO FILL OUT THE FIRST OR SECOND ANSWER AS NECESSARY)
- u. Materials: **Lesson 5 RECOG/VERIF** pen for taking notes.
 - v. COMPLETE NAME, ID, DATE
 - i. See Lesson 5 "RECOG/VERIF" for directions.

28. Complete **PROSPECTIVE** TOPIC INTEREST MEASURE (SEE ATTACHED DIRECTIONS – page 7)

w. Materials:

- i. Topic Interest (Prospective Measure)
- ii. Pen/pencil (for student)

ABSTRACT:

“In the narratives you have read thus far, you have seen Frederick Douglass abused as a slave. However, you have also witnessed Frederick’s growth in knowledge, strength, and in his resolve to fight for his freedom. Remember, that by the time the book you have been reading from was published, Frederick was 27 years old and a free man, author, and an abolitionist himself (see Timeline and mark 1845—the year *The Narrative* was published). Somehow, on September 3, 1838, at the age of 20, Frederick Douglass escaped slavery. How did he do it? --Well, Frederick did not tell us in 1845. Neither did he tell us in 1855, when he wrote *My Bondage and My Freedom*. However, in 1881 when Frederick Douglass wrote the *Life and Times of Frederick Douglass*... he described his escape. Frederick had waited 43 years to share this secret —long after 1865 when the 13th Amendment abolished slavery in the United States...”

[GO TO PROSPECTIVE INTEREST MEASURE]

SAYING “GOOD BYE” and CONSENT for LESSON 9

[Say Something Like]

29. “Well [student name] I really have enjoyed working with you to learn this Frederick Douglass material. This has been our last session together.”

[Say exactly]

30. “IF YOU CHOOSE to come next time, you will have an opportunity to learn about how Frederick Douglass escaped

slavery. Like the rest of the stories you have read, what you read about his escape will be entirely in Frederick Douglass' own words. Although I will not be working with you, another tutor will work with you and some other students."

31. **[ASK]** "Do you want to come back and learn the next story about how Frederick Douglass escaped slavery?
x. Score : YES _____ or NO _____
i. Report the student's response on this question to Paul M. on the same day before leaving the school. (Thanks)

END LESSON

RECORD TIME LESSON ENDED: _____/____ (hr/min)

TIME LESSON STARTED (from above): _____/____ (hr/min)

TOTAL LESSON TIME: _____/____ (hr/min)

Lesson Nine (W2R and TC)

DIRECTIONS: RETAIN SCRIPT/SCORE SHEET. GIVE STUDENT UNMARKED FD READING

Here is the reading your tutor told you about last time you met. You are here because you told your tutor last time you would like to read this material. It is taken from the *Life and Times of Frederick Douglass* [point to title] in which Frederick Douglass described his escape. It is about as difficult to read as the other material you have seen, but it is a much longer reading.

1. Would you like to read outloud or to yourself?
2. You can read as much or as little of this material as you like.
3. IF you get stuck reading let me know and I will help you.
4. IF you do not want to read any more, let me know and we'll go back to class.
5. When you finish, you may have your copy of this reading to take with you—it's yours to take if you like.

i. (DO NOT REMIND STUDENT ABOUT THIS AGAIN).

Are there any questions? OK. You may begin reading.

READING TIME (STOP WATCH) _____ MINUTES _____ SECONDS

PAGES READ: 1 to _____ (finish)

WORDS READ: _____ [200 wpp (p 1-18) 175wpp (p.19); Total = 3775]

Silent Reading? Yes / No

FINISHED? Yes / No

RAN OUT OF TIME? Yes / No IF "YES" , COME BACK? Yes / No

TOOK READING WITH THEM? Yes / No

TUTOR NOTES

Student: Subjective/Affective Response
Student: Objective Performance
Significant Events/Comments
Tutor lesson evaluation (What worked/didn't work & why?)

Appendix E

W2R Procedural Facilitators/Organizers

Procedural facilitator 1 (L3 and L6)

Four (4) Ps

PLACES

Place names, place features (weather, terrain, geography), place types (home, work, school), place elements (boards, walls). Remember to briefly note why each place chosen was important.

1. _____
2. _____
3. _____
4. _____

[PLACE Suggestions: Colonel Lloyd’s plantation, Baltimore, Home of Mr. and Mrs. Auld, the city, the streets or alleys of the city, the neighborhood, the District of Columbia, the wharf, the North, Durgin and Bailey’s ship-yard, Wilk Street meetinghouse, near the water, busy, board fence, ship yard planks]

PEOPLE

Choose four from the story or another you remember.

People names (Thomas), people features (young, old; mean, nice), people types (teacher, children, carpenter), people elements (property, things)

1. _____
2. _____
3. _____
4. _____

[PEOPLE Suggestions: Frederick (I)—8 years old, Master Aaron Anthony (father?), Captain Thomas Auld, God, Mr. Hugh Auld, Mrs. Auld, Auld’s son—Master Thomas, little white boys/children in neighborhood/street, Frederick’s enslavers, the abolitionists, two Irishmen working on a boat (scow), ship-carpenters, boys he knew could write, Master Thomas’ copy book]

PROBLEMS

Choose four from the story or another you remember.

Problem names (Louisiana Purchase), problem features (cruel, unjust), problem types (slavery, ignorance), problem elements (whipping, forced ignorance)

1. _____
2. _____
3. _____
4. _____

[PROBLEMS Suggestions: legal slavery, freedom, learning to read, learning to write, difficult words-like abolitionist, treacherous people, people trying to stop/discourage him, regret/depression—wishing myself dead, being too young to escape, finding ways to practice reading and writing without master finding out]

PURSUITS

Choose four from the story or another you remember.

Pursuit names (Boston, Columbian Orator), pursuit features (diligent, uncertain), pursuit types (freedom, literacy), pursuit elements (planning, remembering, practice).

1. _____
2. _____
3. _____
4. _____

[PURSUITS Suggestions: Hope-believing in self and future, freedom, learning, reading, writing, carrying bread, planning, thinking of ways to improve his life, turning chores into learning opportunities, escape, tricking people into teaching him, understanding the use of letters (shipyard), practicing reading and writing, getting news or information]

Procedural facilitator 2 (L3 and L6)

DIFFERENCES AND SIMILARITIES (Contrast and Compare)

PLACE FACT : _____

5. Difference/contrast
(D)
-

HOW/WHY? _____

6. Similarity/comparison
(S)
-

HOW/WHY? _____

PEOPLE FACT: _____

1. Difference/contrast
(D)
-

WHY? _____

2. Similarity/comparison
(S)
-

WHY? _____

PROBLEM FACT: _____

1. Difference/contrast
(D)
-

WHY? _____

2. Similarity/comparison
(S)
-

WHY? _____

PURSUIT FACT: _____

1. Difference/contrast
(D)

WHY? _____

2. Similarity/comparison
(S)

WHY? _____

Procedural facilitator 3 (L4 and L7)

Contrast and Compare Writing Organizer

C&C WRITING

DIFFERENCES/CONTRAST

Frederick Douglass and I have had lives which differed remarkably in several ways.

First, the PLACES where we have lived have been different. For example,

Second, the PEOPLE we have known differ. For example,

Third, the PROBLEMS we have had to deal with have also been different. For example,

“Fourth, our PURSUITS or the way we planned or tried to solve our problems have been different as well. For example,”

SIMILARITIES/COMPARE

However, despite our differences in PLACES, PEOPLE, PROBLEMS, and PURSUITS Frederick Douglass and I also have a great deal in common. First, there have been similarities in the PLACES where we have lived. For example,

Second, there have been similarities in the PEOPLE we have known. For example,

Third, there have been similarities in the PROBLEMS we have faced. For example,

and fourth, there have been similarities in our PURSUITS or what we have tried to do about these problems. For example,

VALUE:

All in all, when considering the various differences and similarities between Frederick Douglass' life and my own, I consider the biggest difference to be

_____ and I consider the biggest similarity to be

To me, these differences and similarities mean....

, and (or but) I find value in Frederick Douglass story because

Appendix F

TC Procedural Facilitators/Organizers

TC dictionary organizer (L3 and L6)

SELECTED LOW FREQUENCY WORDS/PHRASES:

plantation
intelligence (received the)
recollection
foul embrace
forbade
sentiments
bestow
urchins
abhor
abolitionist
scow
treacherous
larboard

PROBLEM WORDS FROM READING -

[more lines]

DICTIONARY

[more lines]

TC sentence transcription organizer (L4 and L7)

SENTENCE TRANSCRIPTION

1. Find each of the following sentences in the original text. Check the box, when you have found it.

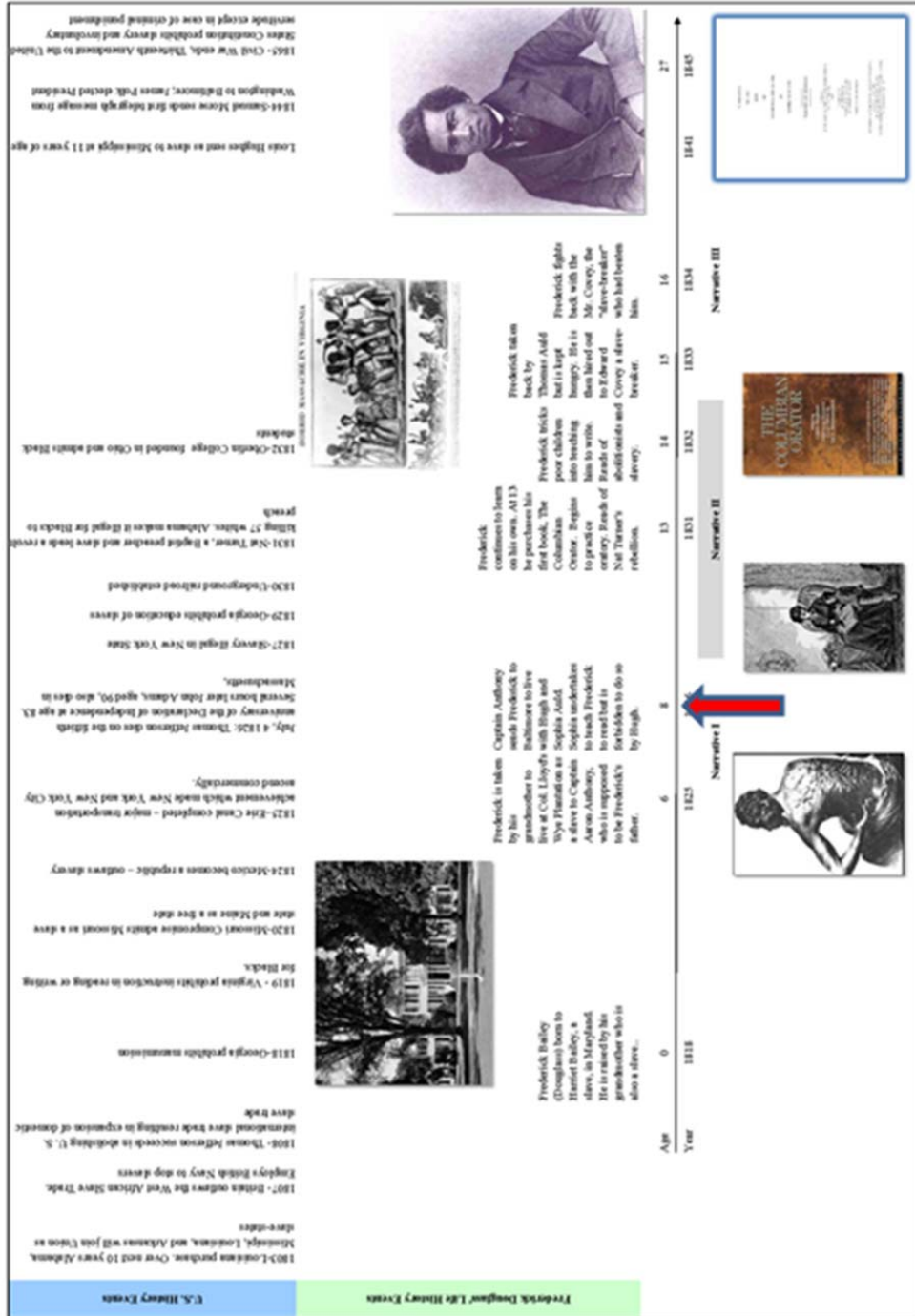
1. I shall never forget the ecstasy with which I received the intelligence that my old master (Anthony) had determined to let me go to Baltimore, to live with Mr. Hugh Auld, brother to my old master's son-in-law, Captain Thomas Auld.
2. The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street.
3. The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's ship-yard, and frequently seeing the ship carpenters write on the timber the name of that part of the ship for which it was intended.
4. After that, when I met with any boy who I knew could write, I would tell him I could write as well as he.
5. In this way I got a good many lessons in writing, which it is quite possible I should never have gotten in any other way.
6. By this time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books.
7. I went one day down on the wharf of Mr. Waters; and seeing two Irishmen unloading a scow of stone, I went, unasked, and helped them.
8. This good spirit was from God, and to him I offer thanksgiving and praise.
9. Every little while, I could hear something about the abolitionists.
10. The more I read, the more I was led to abhor and detest my enslavers.

Number and Transcribe each of the sentences you found in the lines below:

[more lines]

Appendix G

Timeline



Appendix H

Classroom Teacher Comments and Reflections

Note. Listed chronologically. Not students' real names.

Mar 7, 2013 at 1:45 PM

Shakura,

I hope this note finds you well. Thank you again for all of your encouragement. If you would be willing, I would like to either speak or correspond with you a little about my project and get your perspective on it as a teacher.

I think that you could help me a good deal with my thinking about how I might proceed afterwards.

Please let me know when you have a moment.

Thank you again,

Paul

Thu 3/7/2013 10:47 PM

Hello Paul,

I would be honored to speak with you about the project. I believe the interaction my students had with you and your team was invaluable.

Initially, I think they just wanted to get out of class. However, after a couple of sessions with you and your team, they became excited about the opportunity to learn what you were offering. My best example is Darren W.—He was not interested in learning anything about history or language arts before going to your sessions. He was a loud, defeated, and defiant. He used to tell everyone none of the material in school was important, until he started learning about Douglass.

Others were just as excited. You and your team helped them make significant gains in Social Studies because they learned how to read the passages and determine what was important from it. You gave them a fresh perspective and the extra help they needed. It was because of you and your team that the students became excited about the information, gained confidence, and were willing to share their knowledge with others.

I really believe your project helped them learn how history applies to real life situations and how to use language arts techniques to understand the material. They could relate to someone in history and compare Douglas's challenges to the challenges they experienced. It may not have been exactly the same, but it was enough to make them think and apply what they learned to their other classes.

If you like, you can contact me via email with your questions and I promise to respond promptly...

Sincerely,

Shakura

Mon 3/11/2013 12:09 AM (Responses are inline.)

On Fri, Mar 8, 2013 at 8:53 PM, Morphy, Paul <paul.morphy@vanderbilt.edu> wrote:

Me. Hello Shakura,

... In your note, you mention that your students "were willing to share their knowledge with others." Was this formal only (projects)? Or did students informally talk about the material they were learning informally with you, friends, etc.?

Shakura. Informally and formally. Formally, they wanted to present all of the time. Informally, they related Douglass to everything we did in class. The students that attended your sessions told everyone who would listen about their experiences. Several students were told to leave other classes and come to my room because they talked about the program and told others how to use the skills your team taught them during the sessions. They were told they were, "...not in Social Studies or Language class..."

Me. Also, if you would, I would appreciate some of your thoughts/clarifications on several students:

If I remember correctly, Darren connected Douglass' fractured family with his own family troubles...

Shakura. Correct. Darren had a difficult and very tumultuous relationship with his parents...He had run away several times...Father and step-mother were very appreciate of the attention, tutoring, and level of responsibility given to Darren.

Me. Sibel, I believe, shared that Douglass had used wits to gain an education in Baltimore and that she had also need to use her wits in the past to manage a difficult time (was she a refugee at some point?).

Shakura. Correct. Ethiopian. Lived in the relocation camps for years. No formal education until coming to America. Sibel was in ELL classes throughout her educational career. As an eighth grader, she was monitored instead of participating in a self-contained class setting. [She] often compared every aspect of her life to Douglass. She said she would become as smart and famous. Sibel was a teacher's dream. She [used] every skill she was taught [in W2R] to improve her knowledge.

Me. It might help me if you could give some further comment on the students who did the Douglass projects (poster, presentation, and paper). I believe that, besides Sibel and Darren, they were Alajuwon D., Ariel, and David G.

Shakura. Alajawon's knowledge was enhanced because he could finally defend and explain his answers. He was a good guesser. He was always eager to share his knowledge, but he did not have the skills he needed to ascertain why the answer was correct. Your team helped him write so much more fluently than when he entered my class. His mother would come to the school and ask me to send the program to the high school and lower grades so they can use it too. I told her it was not my decision, but she could always tell you, the principal, and Vanderbilt how much her son improved because of it.

Ariel B. —an [ELL/LD] student. Abilities improved tenfold as a result of the team's efforts. She started the year with a negative "I Can't Do It" complex. After attending a couple of your sessions she became vocal. She had no problem questioning a response or explaining why she thought about the answer. She would raise her hand more, share what she'd learned in the sessions (even when she wasn't asked), and she even taught her [ELL/LD] team mates some of the strategies.

Academically, David was only a step above Ariel. He had supportive family members, but he had difficulty comprehending anything written. It was his deficit area. Your program was what he needed to improve his confidence and his ability to comprehend.

It was like having a positive invasion of the body-snatchers.

Me. Would you have anything to say about James M. ? [James was the TC outlier—see Footnote]

Shakura. Nothing much. He had the same exposure to the concepts, the training, and the knowledge as the other students, but he rarely applied it. Capable, but did not care.

Me. Finally, how do you feel about this approach [W2R] to [teaching] history texts ... as Metro and other schools work to implement Common Core (CCSS)?

Shakura. I think the program is awesome. As a facilitator of knowledge, I would definitely include it in my classroom. It is practical, engaging, useful, and motivating. In my opinion, the most beneficial part of the program was that the students were able to relate history. They used that connection to understand and apply new knowledge to other areas of their education, and they came back into the classroom setting and shared their knowledge and their perspective with all of us. I did not have to prompt them to do share anything. They wanted to teach others what they had been taught.

I believe this program lends itself to every aspect of CCSS. As I mentioned before, it is practical, engaging, useful, and motivating...

Mon 3/11/2013 10:48 AM

... By the way, each of the students [mentioned] in my email was proficient on TCAP. Alajuwon D. was advanced.

Yes, even James...

Best wishes.

Shakura

Footnotes

1

The removed outlier was a male in the TC group whose striking difference was an unusual growth in knowledge (words = 6, 94, 138, 404) as compared to the median for TC students (words = 3, 33, 38, 35). While a possible difference in tutor-student relationship exists (enthusiastic African American female tutor working with adolescent male of 14), nothing in the tutors notes suggested a cause although this students' tutor reported being surprised and pleased by this student's sudden upsurge in apparent motivation and performance. Standardized residuals for knowledge growth ranged so widely (-1.93, 5.73) for this student as compared to other TC students', that he was judged sufficiently non-representative of the TC students to require his data be removed from analysis.

Table 1*Hypotheses and Directional Tests (N = 37; 2-tailed tests)*

Domain	Measure	Submeasure	Directional Hypothesis
Reading Comprehension	Comprehension: QRI Questions	Explicit questions	TC > W2R
		Implicit questions	W2R ≈ TC
	Sentence Recognition Sentence Verification	Verbatim	TC > W2R
		Situational	W2R > TC
Knowledge	Verbal recall		W2R > TC
Motivation	Topic Interest scale	Total Interest	W2R > TC
		Interestingness/Fun	W2R ≈ TC
		Importance/Value	W2R > TC
		Self-relevance	W2R > TC
	Volition ¹	Investment in further learning	W2R > TC

Note. W2R = Writing to Read and Relate; TC = Traditional Comprehension Control

Table 2*Student Characteristics by Condition--Equivalence*

Variable	Condition		Test Statistic	<i>p</i>
	W2R Median n = 19	TC Median n = 18		
Student characteristics				
Male	12	8	1.30	0.25
Age ²	13.95	13.44	-1.29	0.20
7th Grade Reading Lexile ²	910	950	0.00	1.00
Corrected Reading Rate ²	113	95	0.06	0.95
TOWL Scale Score ²	12	12	1.03	0.30
Pre-measures ^{2,3}				
Knowledge (Countable Words)	24	15	1.71	0.09
Comprehension				
QRI-Explicit	0.07	-0.42	0.39	0.70
QRI-Implicit	0.05	-0.43	1.03	0.30
Recognition-Verbatim	0.00	0.00	0.26	0.80
Verification-Situation	1.94	0.97	0.42	0.67
Prospective Interest				
Total Interest	17.00	19.00	-1.89	0.06
Interestingness/Fun	6.00	6.50	-1.29	0.20
Value/Importance	6.00	7.00	-1.86	0.06
Self-Relevance	4.00	5.50	-0.96	0.34

Retrospective Interest					
Study	Total Interest	18.00	19.00	-1.46	0.15
	Interestingness/Fun	7.00	7.50	-1.48	0.14
	Value/Importance	6.00	7.00	-1.41	0.16
	Self-Relevance	4.00	5.00	-0.53	0.60
	Days till Lesson 1	4	5	-0.12	0.91
	Participation Days (L1 to L8) ²	16	17	-0.11	0.91
	Minutes per Lesson ^{1,2}	33	35	-1.25	0.21
	Days Since Last Reading ^{1,2}	6	1	5.74	0.00

Note. ¹ Random intercept; ² Bootstrapped ML estimation (2000 reps); ³ Measures collected in lessons 1 or 2 (prior to treatment differences); If measured for L1 and L2, analyzed as clustered data.

Table 3

Passage Equivalence

	QRI Malcolm X	Nar1	Nar2	Nar3	Nar4
Words	780	1273	1260	1323	3783
Lexile	1080	990	1100	880	1170
Narrativity	94	84	92	93	83.07
Syntactic Simplicity	33	34	30	40	18.07
Word Concreteness	32	62	58	67	45.51
Referential Cohesion	69	56	79	65	49.09
Deep Cohesion	55	36	67	76	67.25
Flesch Grade Level	8.3	7.04	9.1	6.2	9.96

Note. Lexiles estimated using Lexile analyzer, Other statistics from Coh-metrix
Easibility Assessor

Table 4

Description of Intervention by Group

Day	General	Activities	Day	Activities
One	<i>Pre-assessment (Normative Measure)</i>	TOWL-4 Thematic Maturity (whole group)	One	TOWL-4 Thematic Maturity (whole group)
Two	<i>Pre-assessment (Custom Measures)</i> <i>Reading 1</i>	Topic knowledge-Douglass Douglass abstract Topic Interest (prospective) Watch video: "Slavery and Making of America" Text difficulty (reading fluency) Locate current age on Douglass timeline Read Narrative 1 background Topic Interest (retrospective)	Two	Topic knowledge-Douglass Douglass abstract Topic Interest (prospective) Watch video: "Slavery and Making of America" Text difficulty (reading fluency) Locate current age on Douglass timeline Read Narrative 1 background Topic Interest (retrospective)
Three	<i>Assessment 1</i>	Sentence recognition and verification Topic knowledge Reading Comprehension (QRI type)	Three	Sentence recognition and verification Topic knowledge Reading Comprehension (QRI type)

	<i>Reading 2</i>	<p>Read Abstract for Narrative 2 Topic Interest (prospective) Locate current age of Douglass on timeline Read aloud: Narrative 2 Empirical Text Difficulty Topic Interest (retrospective)</p>	<p>Read Abstract for Narrative 2 Topic Interest (prospective) Locate current age of Douglass on timeline Read aloud: Narrative 2 Empirical Text Difficulty Topic Interest (retrospective)</p>
Four	<i>Writing 1</i>	<p>Reread Narrative 2; highlight important Places or Place features (4Ps) Complete Organizer # 1: (a) Given the context of past racism and Douglass' age in Narrative: Identify/select important Places, People, Problems, and pursuits in his story (b) Given the context of present racism, identify important Places, People, Problems, and Pursuits in your story; state one comparison (similarity) and one contrast (difference) for each.</p>	<p>Reread Narrative, underlining difficult segments (may have been difficult to decode or understand). Look up difficult words. [If student made no mistakes, test comprehension of low frequency words and write out those not known.]</p>

		<p>Complete Organizer # 2: Using organizer #1, generate lists of 4 contrasts and 4 comparisons of Douglass and student's circumstance.</p>		<p><u>[Low frequency word list.]</u></p> <p>Copy difficult words to personal dictionary. Look up words and copy definitions into personal dictionary.</p>
Five	<p><i>Writing 1</i> <i>(continued)</i></p>	<p>Write compare and contrast essay</p> <p>Topic Interest (retrospective)</p>	Five	<p>With aid of personal dictionary, rewrite 10 sentences selected from within (random select) current narrative in student's own words.</p> <p>Topic Interest (retrospective)</p>
Six	<p><i>Assessment 2</i></p> <p><i>Reading 3</i></p>	<p>Sentence recognition and verification</p> <p>Topic knowledge</p> <p>Reading Comprehension (QRI type)</p> <p>Topic Interest (retrospective)</p> <p>Read Abstract for Narrative3</p> <p>Topic Interest (prospective)</p> <p>Locate current age of Douglass on timeline</p> <p>Read aloud: Narrative 3</p>	Six	<p>Sentence recognition and verification</p> <p>Topic knowledge</p> <p>Reading Comprehension (QRI type)</p> <p>Topic Interest (retrospective)</p> <p>Read Abstract for Narrative3</p> <p>Topic Interest (prospective)</p> <p>Locate current age of Douglass on timeline</p> <p>Read aloud: Narrative 3</p>
Seven	<i>Writing 2</i>	Reread Narrative 3; highlight important Places or Place features (4Ps)	Seven	Reread Narrative, underlining difficult segments (may have been difficult to decode or understand).

		<p>Complete Organizer # 1:</p> <p>(a) Given the context of past racism and Douglass' age in Narrative: Identify/select 4P elements</p> <p>(b) Given the context of present racism, identify important 4P elements in student's own story; state one comparison (similarity) and one contrast (difference) for each.</p> <p>Complete Organizer # 2: Using organizer #1, generate lists of 4 contrasts and 4 comparisons of Douglass and student's circumstance.</p>		<p>Copy difficult words to personal dictionary. Look up words and copy definitions into personal dictionary.</p>
<i>Eight</i>	<i>Writing 2 (Continued)</i>	<p>Write compare and contrast essay</p> <p>Topic Interest (retrospective)</p>	<i>Eight</i>	<p>With aid of personal dictionary, rewrite 10 sentences selected from within current narrative in student's own words.</p> <p>Topic Interest (retrospective)</p>
<i>Nine</i>	<i>Assessment 3</i>	<p>Sentence recognition and verification</p> <p>Topic knowledge</p> <p>Reading Comprehension (QRI type)</p> <p>Topic Interest (prospective)</p>	<i>Nine</i>	<p>Sentence recognition and verification</p> <p>Topic knowledge</p> <p>Reading Comprehension (QRI type)</p> <p>Topic Interest (prospective)</p>
<i>Ten</i>	<i>Assessment 3</i>	<p>Volition</p>	<i>Ten</i>	<p>Volition</p>

Table 5

Sentence Recognition and Verification

Task	Level of Representation	Sentence Type			
		Original (O)	Paraphrase (P)	Meaning Changed (MC)	Correctness Changed (Untrue - U)
Recognition					
"Seen?"	Verbatim	Y/H	Y/F		
	Propositional		Y/H	Y/F	
	Situation			Y/H	Y/F
Verification					
"True?"	Verbatim	Y/H	Y/F		
	Propositional		Y/H	Y/F	
	Situation			Y/H	Y/F

Note. All responses are "Yes (Y)" responses; Hits (H) = "True positive"; False Alarm (F) = False positive

Table 6

Sentence Recognition and Verification d' Examples: Verbatim Model

ID	Hits (Y)	False Alarms		z(O)	z(P)	d'
		(Y)	(Y)			
001	0.80	0.80	0.84	0.84	0.00	
002	0.80	0.60	0.84	0.25	0.59	
003	0.50	0.17	0.00	-0.95	0.95	
004	0.50	0.01	0.00	-2.33	2.33	

Note. Proportions based on 6 items per sentence type

Sentence Recognition and Verification d' Examples: Situation Model

ID	Sentence Type		z(O)	z(P)	d'
	Inference	Incorrect			
	False Alarms (Y)	False Alarms (Y)			
001	0.50	0.50	0.00	0.00	0.00
002	0.50	0.33	0.00	-0.43	0.43
003	0.50	0.17	0.00	-0.97	0.97
004	0.50	0.01	0.00	-2.33	2.33

Note. Proportions based on 6 items per sentence type

Table 7*Description of Treatment Measures*

Measures	Description	Administration Timing
<p>Reading Comprehension I (Researcher Developed)</p> <p>modeled after the Qualitative Reading Inventory (QRI-5; Leslie & Caldwell, 2010)</p>	<p>This is a researcher- developed measure modeled after the QRI with 36 items specific to the three passages students will read during the study (i.e., three readings with 12 items per reading). Associated with each passage are 6 explicit (literal) and 6 implicit (inferential) questions. The temporal stability (test-retest reliability) of the QRI-5 from which these questions are modeled is reportedly “:positive and significant” (Paris, Pearson, Carpenter, Siebenthal, & Laier, 2002), but exact values are currently unavailable.</p>	<p>This measure will be administered on four occasions (prior to randomization, the day after first reading, the day after completing writing for each subsequent passage (individually administered; 20-30 minutes)</p>
<p>Reading Comprehension II (Researcher Developed)</p> <p>Sentence Recognition; Sentence Verification (cf. Kintsch, 1983; Schiefele, 1996)</p>	<p>The measure consists of two separate submeasures. The first submeasure is a sentence recognition task requiring students to identify sentences from the narrative segment they have read. The second component is a sentence verification task and asks students to determine whether sentences they claim not to have seen are true or consistent with the narrative segment. Stimulus sentences are drawn from read passages and vary systematically in the amount of information they contain from the sentences on which they are based (O-original sentence; P-Paraphrase; I -reasonable inference; U-untrue inference/false). The difference in probability of accepting true and rejecting false sentences (d') is indicative of the quality of text representation students have. While reliability for this measure is unknown, the</p>	<p>This measure will be administered on three occasions (the day after first reading, the day after completing writing for each of the two remaining passages (individually administered; 15 minutes)</p>

	<p>quality of individual items (probes) may be tested by use of frequency regressions comparing hit and false alarm rates for each item as a function each person's d' score (cf. Schaffner & Schiefele, 2007, p. 762).</p>	
<i>Knowledge</i>	<p>To assess knowledge students will be asked to retell verbally everything they know regarding Frederick Douglass. Students will be cued to consider various factors to aid their recall (i.e., people, place, problems, and purposes). These cues mirror the organizers used in treatment (see Appendix) but also reflect common elements in narratives. When students stop, they will be cued to "tell me more." Students' responses will be audiorecorded, transcribed, and the number of unique, correct, ideas will be tabulated for analysis. Student knowledge will be assessed based on total number of unique propositions generated (minimum = 0; Interrater agreement = 90%).</p>	<p>This measure will be administered on four occasions (pretest, the day after first reading, the day after completing writing for each of the two remaining passages (individually administered; 15 minutes)</p>
<i>Topic Interest</i>	<p>Modeled after Schiefele (1996) six self-relevance (personal value) items has been constructed as indicators of subjective personal relevance or utility (e.g., I think this story will be useful to me in my life or ...that I will find the information meaningful) as well as six feeling</p>	<p>Administered 4 times prospectively prior to each reading (prior to randomization and reading passage 1, prior to reading passages 2 and 3) and at posttest with respect to</p>

	<p>items [e.g., ...I think I will want to pay close attention; ...that the reading will be enjoyable for me, Range = (0, 30)]. Each item is scored as a Likert-type scale with five response options [1 = not true at all for me...5 = very true for me; Range = (0, 30)]. A four-item version of the scale used in earlier work has demonstrated internal consistency [Range (α) = (0.84, 0.92); Shaffner & Schiefele, 2007, p.761]. However, temporal stability has not been reported. Administration time 10 to 15 minutes.</p>	<p>interest to read beyond study material. Administered retrospectively after reading (x 3) and after writing (x2) (9 administrations total)</p>
<i>Volition</i>	<p>(1) At the end of the study (Day 10) students will be given an opportunity to read from chapter # of Douglass' third autobiography Life and times of Frederick Douglass. Volition measured by (1) agreeing to complete optional reading (2) time spent with optional reading (3x length of earlier passages, (3) taking the passage after reading to keep.</p> <p>(2) 35 of 37 students in one class had opportunity to complete an extra-credit project on any topic of interest. Differences in W2R and TC students project completion were recorded as volitional differences.</p>	<p>Administered 1 time at posttest.</p>
<i>Text Difficulty</i>	<p>Since interventions in the proposed study are individually administered to each student, text difficulty will be measured by timing each student's oral reading of the text and, given the word count for each passage, calculating the non-corrected reading fluency rate (wpm) as an estimate of each passage's relative difficulty (0 minutes administration time).</p>	<p>Administered as part of passage reading protocol 3 times.</p>

<i>Time</i>	<p>Start/stop time will be recorded for each treatment element (assessment, reading, planning, and writing). The hours elapsed between reading/writing treatment completion and each next-day assessment will be recorded and considered as a potential control for any systematic differences due to variability in time between treatments and assessment administrations. Individually administered (0 minutes administration time).</p>	<p>Administered as part of treatment protocols.</p>
<i>Fidelity</i>	<p>In determining if the W2R intervention is effective, it is important to determine if the W2R and control condition treatment were delivered as planned. Consequently, research assistants employed checklists to self-monitor their completion of key intervention elements. The project director also directly observed tutors in the theatre where treatments took place.</p>	<p>Administered as part of treatment protocols.</p>

Table 8*Interest Factor Analyses*

Items	Prospective Pattern Matrix (loadings)				Retrospective Pattern Matrix (loadings)			
	Total Interest $R^2 =$ 42% $\alpha = .71$	Interestingness Fun $R^2 = 76\%$ $\alpha = .68$	Importance Value $R^2 = 80\%$ $\alpha = .75$	Self- relevance $R^2 =$ 71% $\alpha = .59$	Total Interest $R^2 =$ 48% $\alpha = .76$	Interestingness Fun $R^2 = 83\%$ $\alpha = .79$	Importance Value $R^2 = 80\%$ $\alpha = .75$	Self- relevance $R^2 =$ 71% $\alpha = .54$
1. Fun learning	0.63	0.87			0.46	0.91		
2. Extremely important	0.78		0.90		0.31		0.93	
3. Completely understand	0.45			0.84	0.84			0.84
4. ...be excited	0.70	0.87			0.44	0.91		
5. ... much in common	0.48			0.84	0.72			0.84
6. ...mean(s) a lot	0.77		0.90		0.34		0.93	

Note. Principal Components analysis with forced single factor solutions

Table 9

Interest Factor Intercorrelations

Measure	Facet	1 ^a	2	3	4	5 ^a	6	7	8
Prospective									
	1. Total Interest	1							
	2. Interestingness	.37	1						
	3. Importance	.51	.46	1					
	4. Self-Relevance	.29	.16	.30	1				
Retrospective									
	5. Total Interest					1			
	6. Interestingness					.45	1		
	7. Importance					.56	.54	1	
	8. Self-Relevance					.32	.21	.35	1

Note. All correlations significant < .05. ^a Each facet removed “Total Interest” facet to “Total Interest” correlations (2+3 by 4, 3+4 by 2+4 by 3).

Table 10

QRI - type Comprehension Factor Analyses of Included Items: A Priori Pattern Matrices, Single Factor Solutions

Item	Lesson 2 3 items removed		Lesson 5 3 items removed		Lesson 8 4 items removed	
	Explicit $R^2 = 43\%$ $\alpha = .54$	Implicit $R^2 = 43\%$ $\alpha = .54$	Explicit $R^2 = 29\%$ $\alpha = .34$	Implicit $R^2 = 40\%$ $\alpha = .50$	Explicit $R^2 = 39\%$ $\alpha = .46$	Implicit $R^2 = 43\%$ $\alpha = .55$
1	0.77			0.68		-
2		-	0.48			0.49
3	0.86		0.80		-	
4		0.37	0.39		0.71	
5		0.72		0.73		0.74
6		0.70		-	0.30	
7	0.44		-			0.69
8	0.50		-		-	
9	-		0.36		0.62	
10		0.76		0.55	-	
11		-		0.54		0.67
12	0.32		0.56		0.77	

Note. Principal Components analysis with forced single factor solutions, "-" inadequate items removed from analysis after initial examination.

Table 11*Treatment Effects Across Outcomes (Random Intercepts)*

Criterion	Source	Coef	Std. Error	z	P> z	Cohen's <i>d</i> ¹		95% CI	Effects	
						pre	post			
QRI Explicit Questions ²										
	W2R	0.03	0.24	0.14	.89	0.13	0.03	-0.43	0.49	F
	Lssn (-1,0,0)	0.08	0.33	0.23	.82	-	-	-0.58	0.73	TV
	W2R*Lssn	0.10	0.42	-0.24	.82	-	-	-0.90	0.71	TV
	TC	-0.02	0.15	-0.13	.90	-	-	-0.32	0.28	F
QRI Implicit Questions										
	W2R	0.27	0.20	1.33	.19	0.33	0.28	-0.13	0.66	F
	Lssn (-1,0,0)	0.01	0.23	0.06	.96	-	-	-0.44	0.46	TV
	W2R*Lssn	-0.07	0.37	-0.18	.86	-	-	-0.79	0.66	TV
	TC	-0.15	0.13	-1.19	.24	-	-	-0.40	0.10	F
Recognition Verbatim										
	W2R	-0.54	0.37	-1.45	.15	0.08	-0.34	-1.28	0.19	F
	Lssn (-1,0,0)	0.99	0.47	2.10	.04	-	-	0.07	1.91	TV
	W2R*Lssn	-0.68	0.66	-1.02	.31	-	-	-1.98	0.62	TV
	TC	1.08	0.24	4.41	<.01	-	-	0.60	1.55	F
Verification Situation										
	W2R	-0.47	0.35	-1.33	.18	0.14	-0.31	-1.16	0.22	F
	Lssn (-1,0,0)	0.12	0.39	0.31	.76	-	-	-0.65	0.89	TV

	W2R*Lssn	-0.67	0.59	-1.14	.26	-	-	-1.83	0.48	TV
	TC	1.22	0.22	5.50	<.01	-	-	0.79	1.66	F
Knowledge (Words) ¹										
	W2R	50.21	15.08	3.33	<.01	0.29	0.61	20.66	79.77	F
	Lssn	6.23	1.57	3.98	<.01	-	-	3.16	9.30	TV
	W2R*Lssn	5.66	2.94	1.93	.05	-	-	-0.10	11.43	TV
	TC (Intercept)	62.85	8.00	7.86	<.01	-	-	47.17	78.53	F
Prospective Interest (Total)										
	W2R	0.54	0.95	0.56	.57	-0.74	0.18	-1.32	2.40	F
	Lssn	-1.65	0.10	-1.70	.09	-	-	-0.35	0.02	TV
	W2R*Lssn	0.38	0.14	2.79	.01	-	-	0.11	0.64	TV
	TC	17.81	0.68	26.19	<.01	-	-	16.48	19.15	F
Retrospective Interest (Total)										
	W2R	0.62	1.11	0.56	0.58	-0.42	0.06	-1.57	2.80	F
	Lssn	-0.14	0.09	-1.51	0.13	-	-	-0.32	0.04	TV
	W2R*Lssn	0.31	0.13	2.51	0.02	-	-	0.06	0.56	TV
	TC	18.07	0.80	22.62	<.01	-	-	16.50	19.64	F
Prospective Interest (Interestingness/Fun) ¹										
	W2R	0.51	0.24	2.13	.013	-0.66	0.39	0.04	0.98	F
	Lssn	-0.02	0.04	-0.50	.62	-	-	-0.09	0.05	TV
	W2R*Lssn	0.19	0.05	3.41	<.01	-	-	0.08	0.29	TV
	TC	6.60	0.17	39.33	<.01	-	-	6.27	6.94	F

Retrospective Interest
(Interestingness/Fun)¹

W2R	0.20	0.33	0.62	.54	-0.31	0.09	-0.44	0.84	F
Lssn	-0.09	0.05	-1.66	.10	-	-	-0.20	0.02	TV
W2R*Lssn	0.12	0.07	1.82	.07	-	-	-0.01	0.26	TV
TC	6.49	0.27	24.43	<.01	-	-	5.97	7.02	F

Prospective Interest
(Importance/Value)

W2R	-0.87	0.43	-2.04	0.04	-0.72	-0.60	-1.71	-0.03	F
Lssn	-0.05	0.04	-1.52	0.13	-	-	-0.12	0.02	TV
W2R*Lssn	-0.01	0.05	-0.12	0.90	-	-	-0.10	0.09	TV
TC	6.67	0.31	21.75	<.01	-	-	6.07	7.27	F

Retrospective Interest
(Importance/Value)

W2R	-0.67	0.48	-1.39	.17	-0.43	-0.54	-1.62	0.28	F
Lssn	-0.02	0.04	-0.54	.59	-	-	-0.09	0.05	TV
W2R*Lssn	-0.01	0.05	-0.28	.78	-	-	-0.12	0.09	TV
TC	6.74	0.35	19.40	<.01	-	-	6.06	7.52	F

Prospective Interest (Self-
Relevance)¹

W2R	0.90	0.31	2.88	<.01	-0.25	0.57	0.29	1.51	F
Lssn	-0.09	0.05	-2.00	.045	-	-	-0.18	0.00	TV
W2R*Lssn	0.20	0.07	2.99	<.01	-	-	0.07	0.33	TV
TC	4.53	0.21	21.48	<.01	-	-	4.12	4.94	F

Retrospective Interest (Self-
Relevance)¹

W2R	1.09	0.30	3.62	<.01	-0.22	0.56	0.50	1.68	F
-----	------	------	------	------	-------	------	------	------	---

Lssn	-0.03	0.04	-0.79	.43	-	-	-0.10	0.04	TV
W2R*Lssn	0.20	0.07	3.05	<.01	-	-	0.07	0.33	TV
TC	4.83	0.16	29.57	<.01	-	-	4.51	5.16	F

Note. ¹ Nonparametric bootstrap estimation with replacement (2000 replications); Effects (TV = Time varying; FE = Fixed); ML estimation, Random effects, Cohen's *d* from bootstrapped ANOVA (Mean Dif/RMSE), ² Fixed effects regressions

Table 12

*Reading Referenced Prospective and
Retrospective Interest Correlations by Lesson
Across W2R and TC Intervention Groups*

Lesson	Facet	Pearson's r (R^2)	
		W2R	TC
One			
	Total	.66 (.43)	.53 (.28)
	Fun	0.43 (.18)	0.44 (.19)
	Value	.59 (.35)	.84 (.70)
	Self-Relevance	.73 (.53)	.52 (.27)
Two			
	Total	.79 (.62)	.88 (.77)
	Fun	.62 (.39)	.75 (.56)
	Value	.82 (.67)	.94 (.88)
	Self-Relevance	.84 (.70)	.57 (.32)
Five			
	Total	.94 (.88)	.86 (.73)
	Fun	.87 (.75)	.52 (.28)
	Value	.94 (.88)	.85 (.72)
	Self-Relevance	.95 (.90)	.89 (.79)

Table 13*Contingency Tables: Volition Outcomes*

Outcome	Group		Pearson χ^2	p
	W2R	TC		
Agree to N4	No	1.00	1.25	.26
	Yes	18.00		
Finish N4	No	10.00	1.50	.22
	Yes	9.00		
Take N4	No	13.00	.65	.42
	Yes	6.00		
Project	No	13.00	5.51	.02
	Yes	5.00		
Project (Lxl ≤ 950L)	No	6.00	4.56	.03
	Yes	4.00		

Figure 1

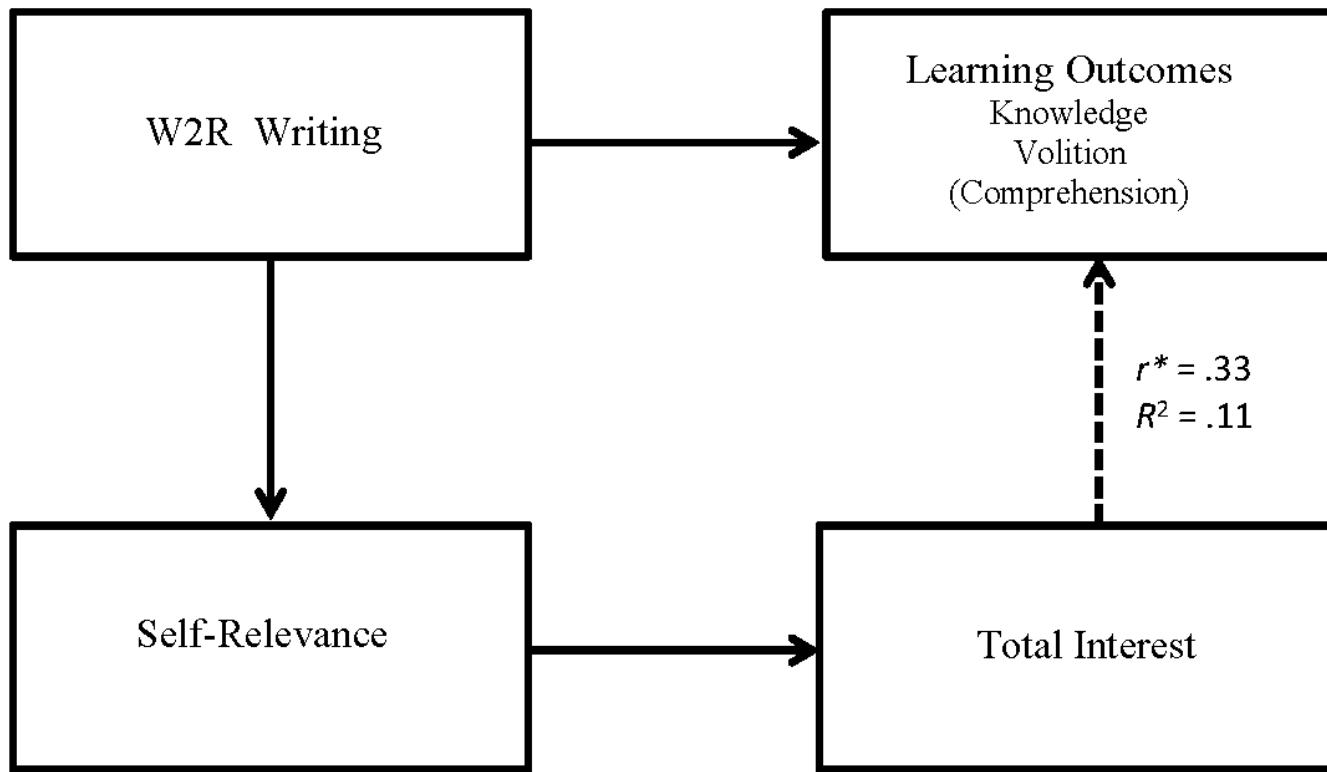


Figure 2

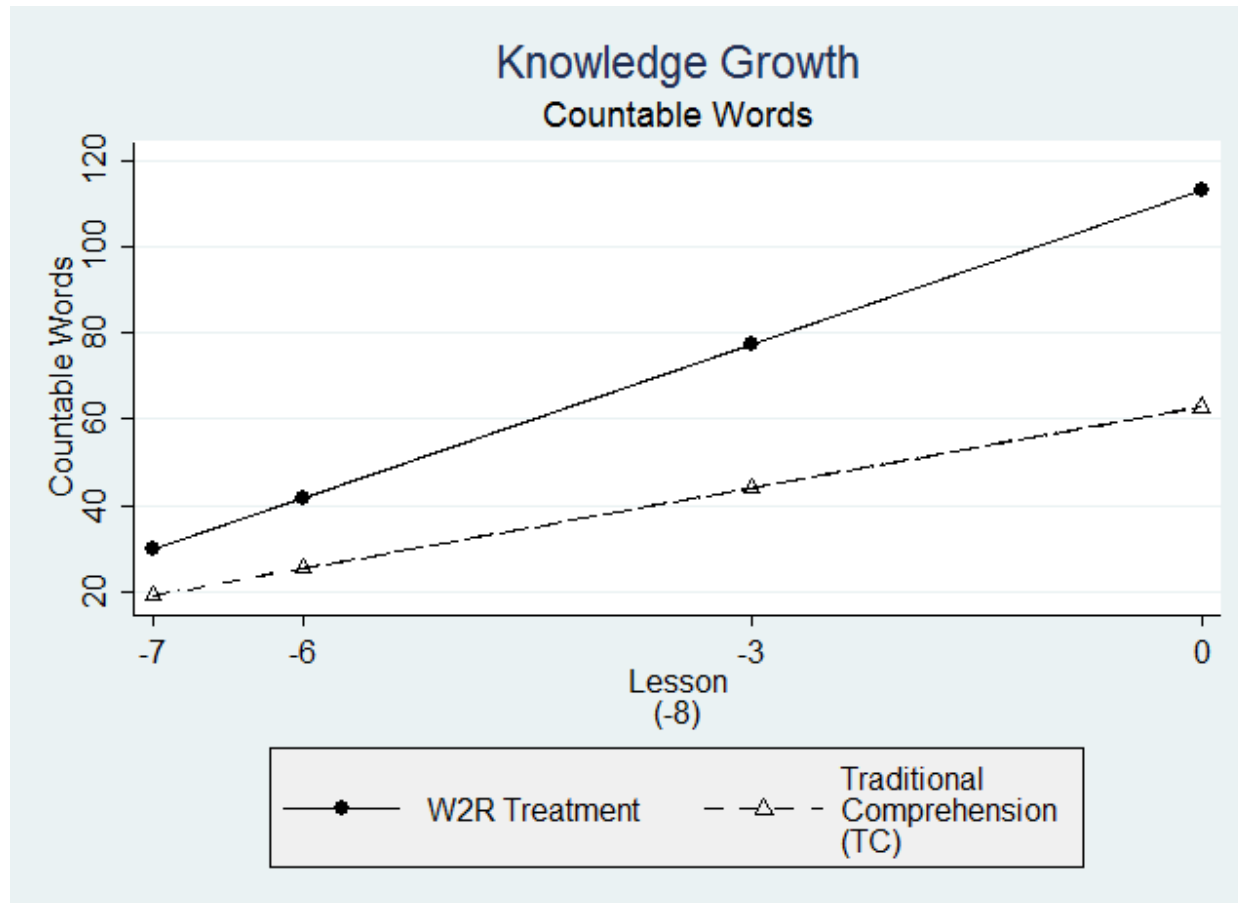


Figure 3

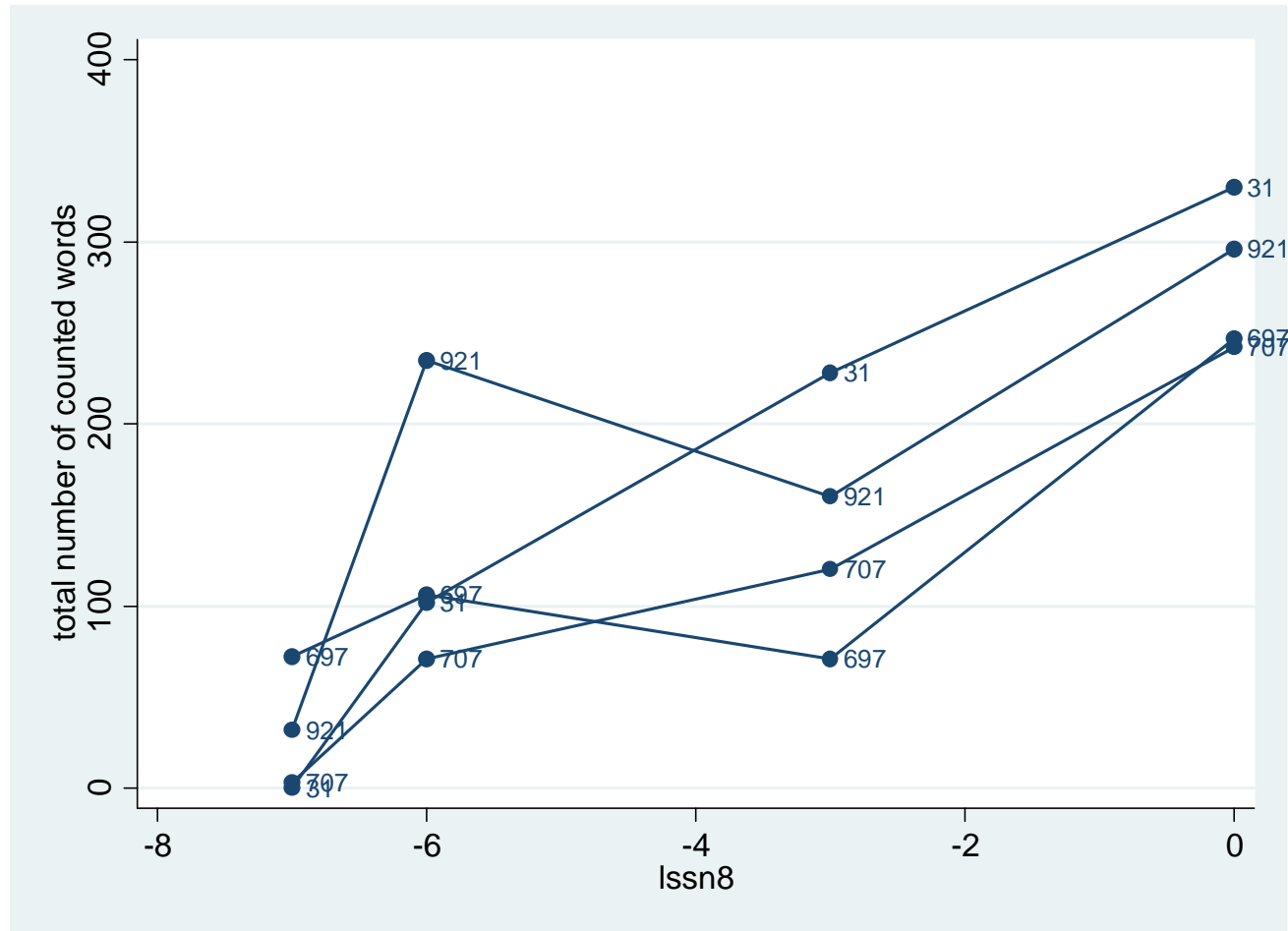


Figure 4

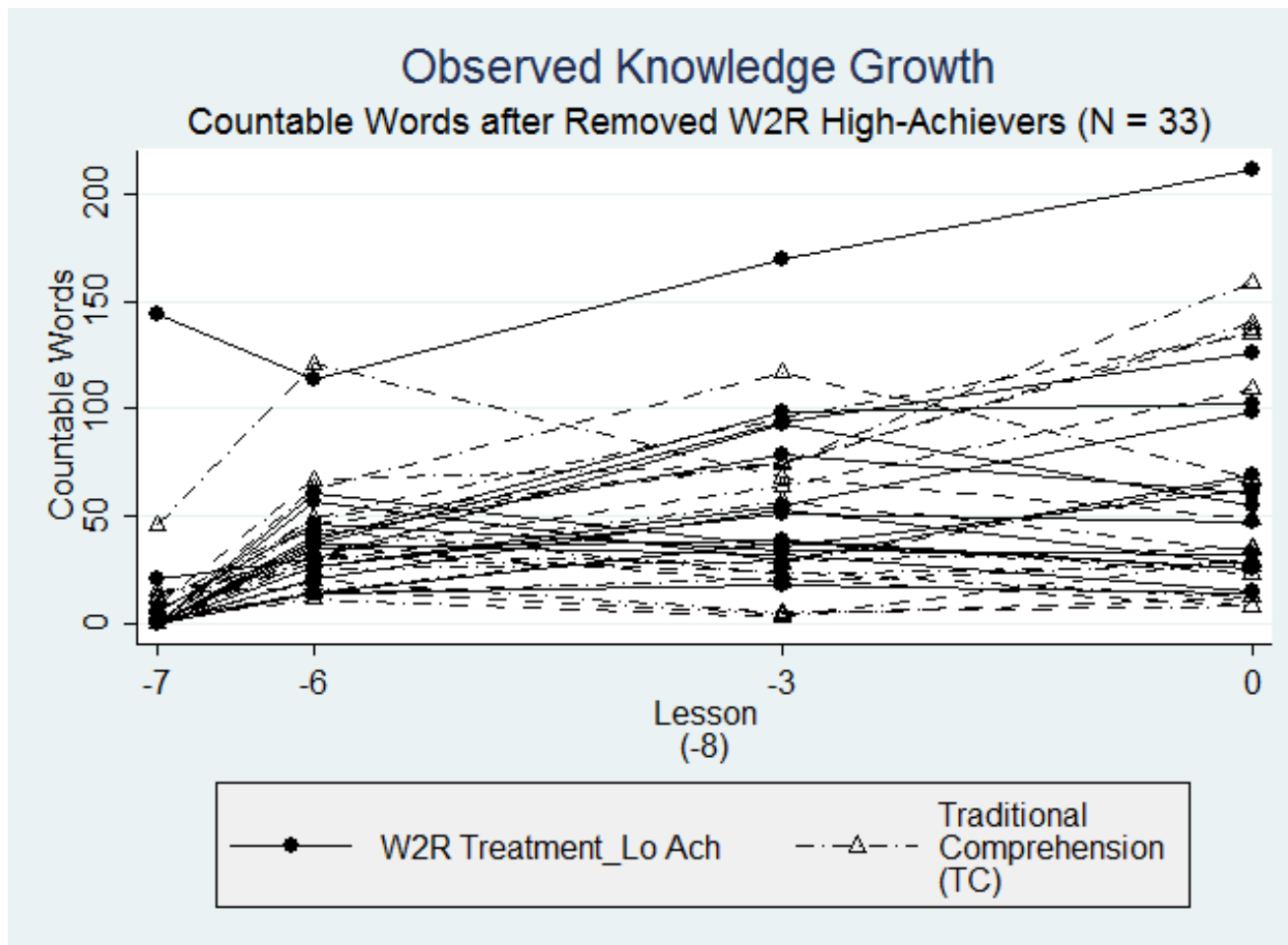


Figure 5

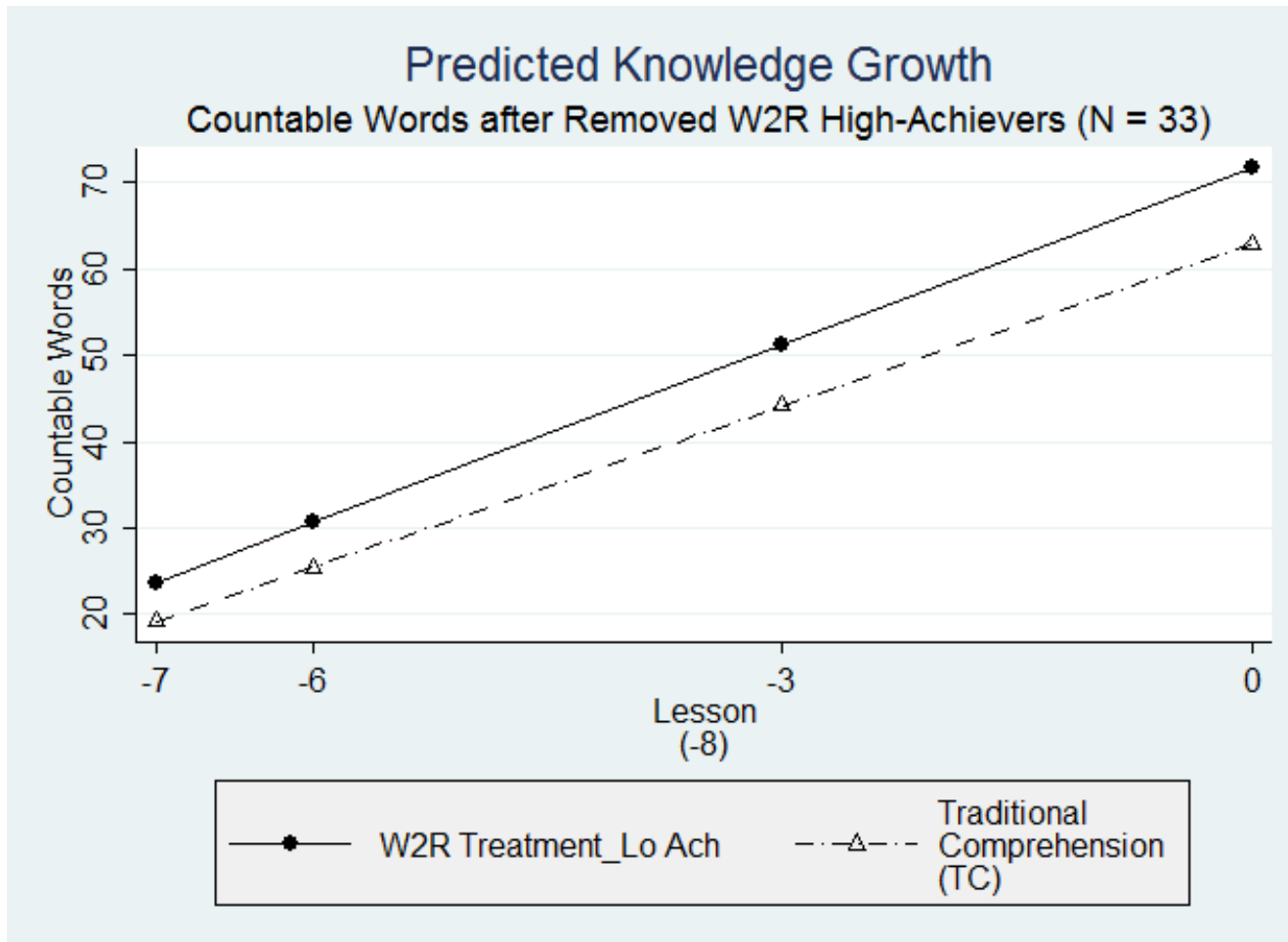


Figure 6

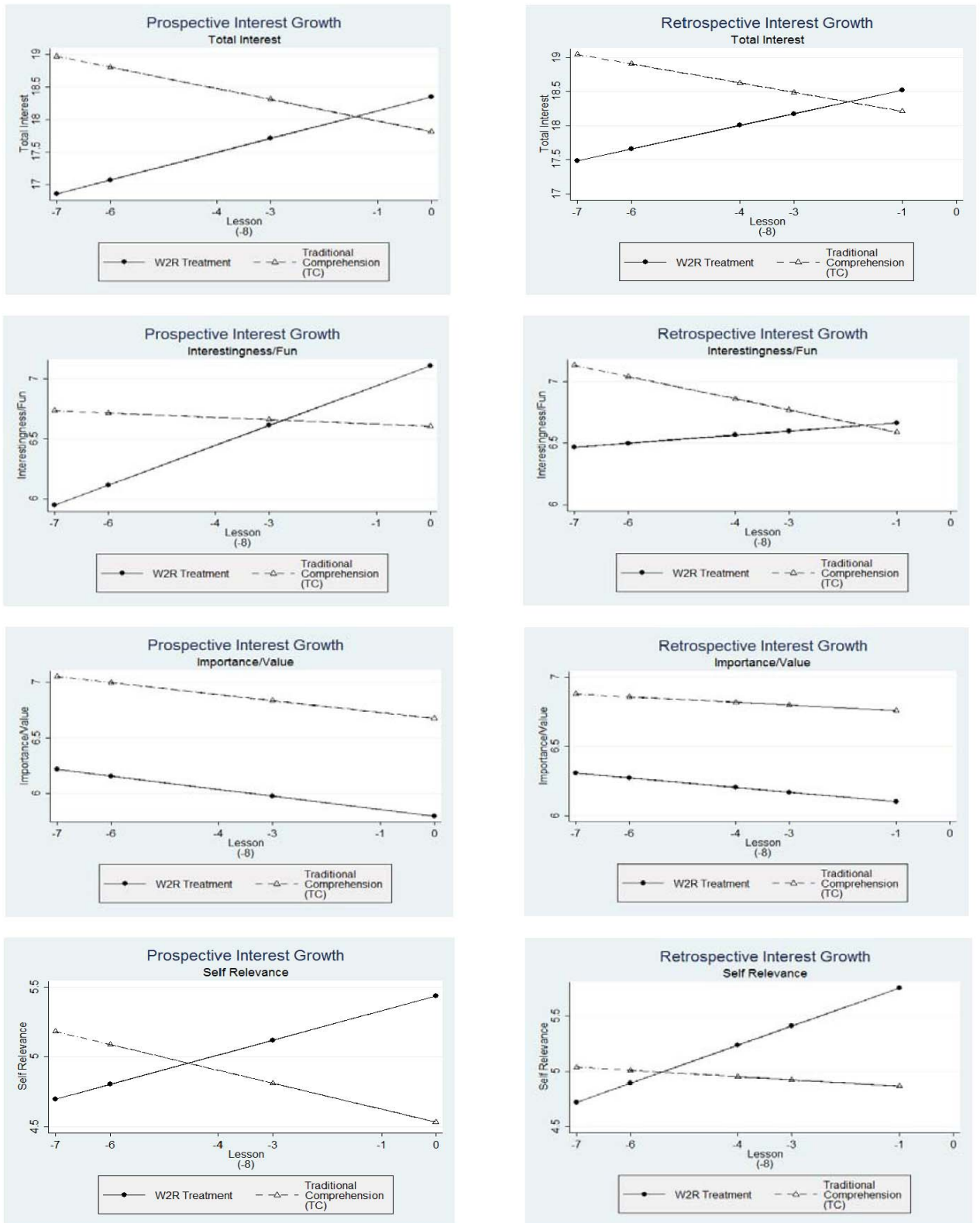


Figure 7

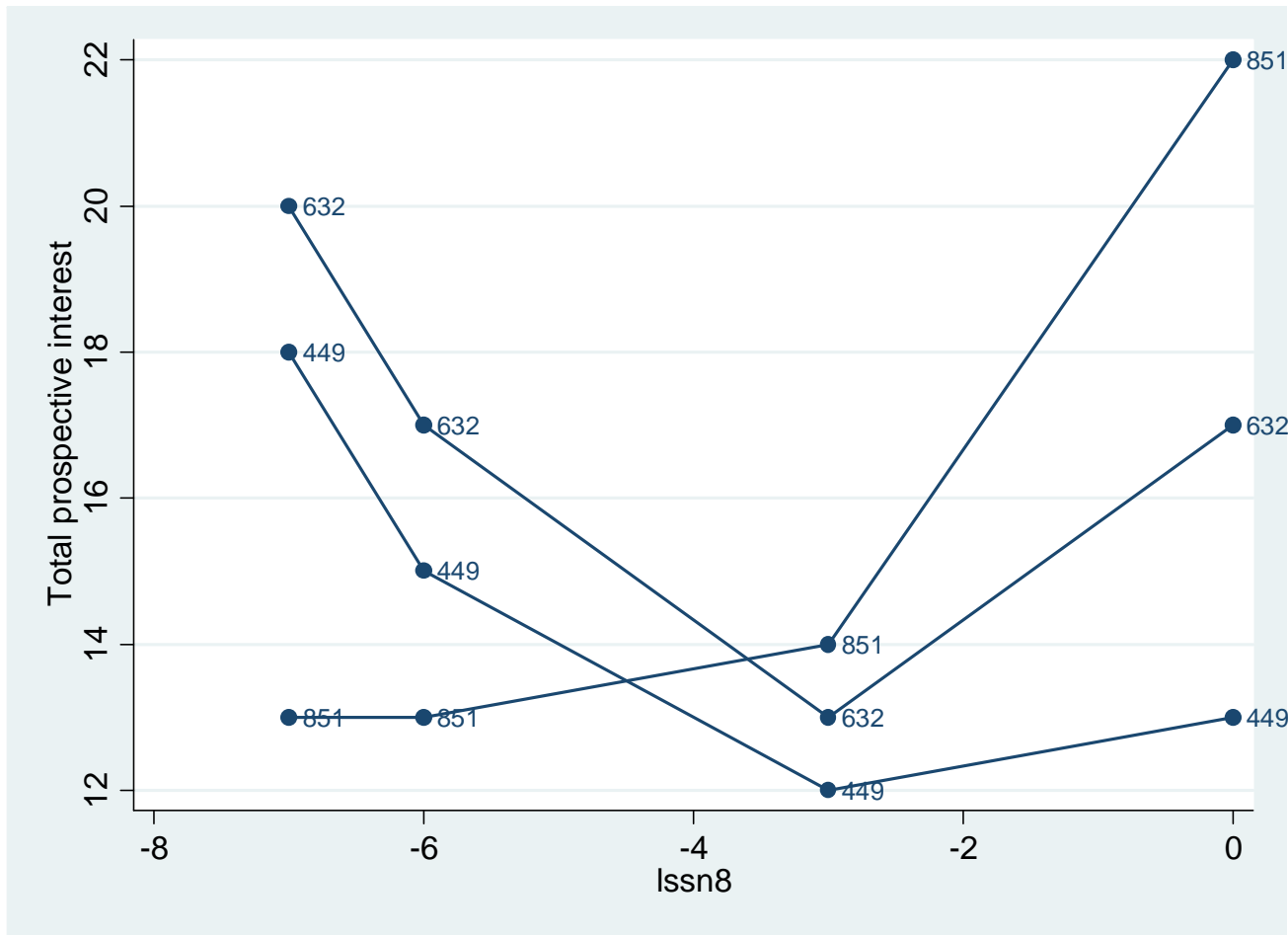


Figure 8

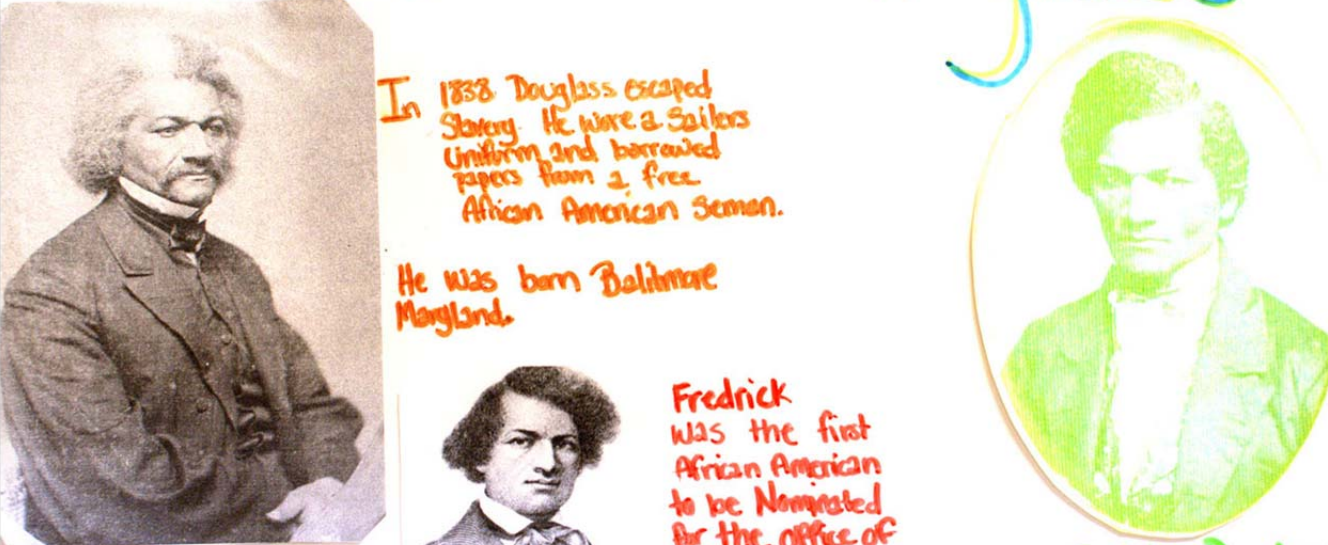


Fun Facts about Frederick Douglass

- Frederick Douglass; the man who was once sold to the highest bidder at a slave auction, eventually became the trusted advisor to presidents Ulysses S. Grant Rutherford B. Hayes, and James A. Garfield.
- When Frederick wrote his autobiography he took great care to leave certain details of his escape out of the story. This as he explained was done so that the slave owners knew nothing of the particular steps he took to escape and could not keep other slaves from doing the same.
- In 1838, Frederick took the last name of Douglas, which he spelled "Douglass," from a character in Sir Walter Scott's poem, "The Lady of the Lake."
- A clay pitcher, on which is an image of Frederick Douglass's head created by an unknown artist during Frederick's lifetime, is displayed in the National Museum of American History in Washington, D.C.
- Frederick Douglass was the first African American to buy a house in an area in Washington, D.C., restricted only to whites. His 21-room home, called Cedar Hill, is now a National Historic Site and contains 1,200 books, all part of Douglass's personal library.

Figure 9

Fredrick Douglass



In 1838 Douglass escaped Slavery. He wore a Sailors Uniform and borrowed papers from a free African American seaman.

He was born Baltimore Maryland.

Fredrick was the first African American to be Nominated for the office of Vice President.

He published his first Autobiography Narrative of the Life of Fredrick Douglass an American slave.

Fredrick Douglass was one of the foremost leaders of the abolitionist movement.

Fredrick Douglass Best the odds and was a free man. But was not happy because He wanted equal rights for all African Americans.